



"Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me."— Revelation 3:20

**A Youth Guide (KJV) for use with
Good News Clues™ VeBS® 2005**

Written by Frieda Nossaman

KJV Version

Good News Clues™: Searching for New Life in Jesus

Very exciting Bible School® Curriculum

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INTRODUCTION

“A new life . . . c’mon, isn’t the life I have complicated enough? Why would I want another one?” Some teens might say this.

As a youth leader, you’ll need to clarify that new life doesn’t mean taking on multiple tasks, trying to be two people at the same time, or picking up and moving someplace with a new and secret identity (*like being in the witness protection program*). New life means trading in the life you are already living *for yourself*, and finding out what it really means to *live for someone else*. Ultimately, that Someone is God, but by truly living for Him, your teens will see that an entirely new life is in store for themselves, others, and even people they are yet to meet. Their future can be transformed by getting a new life—a life that is filled with Jesus!

Think back. Remember that unpopular person from high school. Perhaps he was a bit of a loner, or spent his time participating in clubs with names you couldn’t even pronounce. She might have worn clothes that weren’t exactly “in” or had interests you found completely boring. What do you think that person is doing now? It is very likely that he or she is a very successful parent, employee, or citizen. He or she could even be famous or be a CEO of a large corporation! If you ran into this “unknown” person from your past today, you may or may not even recognize him or her. The same is true with people spiritually. By God’s grace, lives are transformed each day. Someone who was down-and-out even a few months ago may be brimming over today with the hope of new life found in Jesus.

As you approach your teens, remember that “now” is their world. They really can’t

comprehend what life will be like for them even six months down the road. In many ways that is a very freeing concept. It is one of the reasons many people look back on high school as “the good ole days.” It also is a bit frightening, as it implies that most teenagers won’t be able to plan more than a few weeks ahead at a time.

The concept of new life will be one that teens openly embrace. After all, what is more exciting than being able to start over each day!

The *New Life in Jesus* VBS is a chance for your teens and visiting teens to combine fun and games while gaining an understanding of what life with Jesus is all about. As the students learn about salvation and what it means for their lives and future, they will learn ways to make it real each day. Through this program students will take to heart the theme verse, “Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me.”— Revelation 3:20. Your students will learn that being a Christian isn’t just experiencing one day—the day they received Christ into their lives—but rather each day anew! This concept will give them a future and a hope no matter what circumstances they face.

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 help your students understand what new life in Jesus is all about. *New Life in Jesus* 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. *New Life in Jesus* 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 Zelos Teams (*Z-Teams—see next page for more information*) for both the games and session times, your Z-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, a Z-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 a Z-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.

Each Day of *New Life in Jesus* 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 learn to live out their new life in Jesus.

2) Table Talk. Using reproducible Table Talk resources, your students will start discussing in their Z.-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 a Z-Team?

Ideally, each Zelos Team (*Z-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 Z-Teams work:

- **The Leader:** The ideal Z-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 Z-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 Z-Team relationships. All of the games are written so a number of Z-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 rental 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 on the next page 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!



Are there days when you wish you could trade your life in for a new one?

We've all had those days when we think, "I can't do anything right!" We've also had times when we look at others around us and think they've got it made or have it all together. Truth is . . . we're all in the same boat. Nobody is perfect; we all mess up! The good news is there is a way you can live your life exactly the way it was meant to be! You can find out how by coming to our youth VBS.

New Life in Jesus is a fun, interactive way for you to take a look at the life you're living and reflect on what it is that you like and dislike about it. Then together (*with the help of your new-found friends*) we'll sort through the baggage and dump it at the feet of Someone who really cares! So when you leave to go home, you'll feel much lighter and brighter than you have in a long while and you'll have real excitement about your future! What could be more motivating than that?

Come check us out!

Where: _____

When: _____

For More Information, Call: _____



Yeah, so why should I go to yet another organized function? . . . Can't you see I'm busy enough?

You might be busy; you might be bored, but believe us, you won't want to miss what we have in store for you!

New Life in Jesus is a program designed with "you" in mind. In it we'll take time for fun and games but that is just scratching the surface. The people you meet will be interesting for sure, but the real-life knowledge you'll gain about yourself and your purpose in life is something you just won't find anywhere else! If you're tired of just going through the motions and really want to learn some awesome things about yourself and the God who made you, then this program is for you!

For More Information, Call: _____

Where: _____

When: _____

DAY ONE

Who am I? No wait! Who are you?
Icebreaker games for getting to know you!

Name Game

Supplies: Paper, pens

Have students write down their names (*first and last*) and write three things about their name (*either first or last or both*) that they love. Simple things like "it's easy to spel," or "it is a family name" are fine. Explain that the more creative they are the easier time people in their group will have. Next have students write one thing about their name that is a bit goofy, such as a common misspelling, a nickname they have, a funny rhyme their parents said about it when they were little, etc. Give students a few minutes to mingle within the group and share what they have written. Allow enough time for most students to interact. Regroup and form a circle. One at a time, have students introduce another person in the group by name and share one thing they learned about that person's name. Award points to the overall team that seems to know its group best!

Whadda Ya Mean?

Supplies: Short charade ideas (*written ahead of time on index cards*), timer or watch, buzzer or object that makes a loud sound

Have each Z-Team form a circle and sit down. Choose one person from each circle to be the actor or actress. Hand the actor or actress a charade card on which

you have written a simple scenario, such as a clown trying to eat an ice-cream cone but having trouble getting around his big rubber nose (*or other such silly things*). Give the actor or actress one minute to act out what is on his or her card. When time is out, sound a buzzer or make a sound so players all know time is up. Award points for each correct scene guessed. Have as many teens as possible participate.

Bobbing for Adam's Apples

Supplies: Large bucket or bin filled with cold (*not freezing*) water, towels, many apples, bandannas (*one per participant*), timer or watch

Have Z-Teams circle the buckets (*depending on the size of the group, this activity will likely be repeated several times*). Have a leader or volunteer loosely tie bandannas around each participant's hands so they can't be used. When a leader says "go," have the students hover over the apples and bob until they get one out of the water. When an apple is retrieved, have that student switch places with another student in his or her group who hasn't gone yet. (*Remember to tie the student's hands first.*) Award points to the teams that get the most apples out overall within a set time period (*five minutes or so*). Allow teens to eat the apples if they desire.

Continued on next page.

ICEBREAKER GAMES

DAY ONE

Be the Star You Are!

Supplies: Humorous props (*fake microphone, wigs, hats, bandannas, sunglasses, etc.*)

Have Z-Teams provide one volunteer who isn't afraid to perform in front of his or her peers. Explain ahead of time that this person will be performing a short song or chorus live in front of the entire group gathered today. Allow teams ample time to "dress up" their superstar, choose an appropriate song or chorus that the volunteer knows, practice some funny performance moves, and essentially "coach" him or her. Gather all students together and have a mini-concert/performance with outside judges (*leaders, volunteers*). Award points on best performance, best teamwork, best use of costume, etc.

ICEBREAKER GAMES

SESSION ONE

OPENER

Finger Pointing

Time: 15–20 minutes

Supplies:

- Large foam “we’re #1” hands (*used at sporting events*) or make your own out of cardboard or sturdy construction paper (*large hand with fingers all in a fist except for an index finger which points up*)
- Index cards
- Pens
- Paper

After completing one or more of the Crazy Comp games, have the students come together, sit with their Z-Teams, and begin the group time. Pass out the index cards and pens. Explain that each person needs to come up with a “really big problem” a typical teen might face on a day-to-day basis. They should write the “really big problem” on their cards. (*For example, borrowing my sister’s best outfit without permission then forgetting to wear a smock during art class and totally getting oil paints all over it.*) Explain that the worse the story is, the better it will be for this particular activity. Hand one person the “hand” and explain that he or she is to point it at the person as they share the problem they have written on their card. When the next person shares, the finger pointer can either keep the finger pointed at the first person or move

it to the next person. It is up to the finger pointer to decide which “problem” he or she thinks is worse. Have each person share what was written on their card, when all are finished the finger should be pointed at the person who shared the very worst scenario.

After the opening activity, gather the large hands, regroup, and say, **We’re happy to see you all at New Life in Jesus today. During these group times we are going to learn a great deal about Jesus—the giver of new life! 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 the unique ways that Jesus has equipped up to start anew each day. Our theme verse for this VBS is found in Revelation 3:20, “Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me.”**

In this session we’re going to learn about finger pointing. The reality of finger pointing is that as you point one finger at others in an accusing way . . . four fingers are pointing back at you. In other words, nobody’s perfect. We all fail at some time or other, and in God’s eyes, we are all equally sinful. This group is meant to be a supportive one, so from our first meeting together we’d like to make it clear that everyone’s opinion counts and we will do our best to see that everyone feels treated with

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respect at all times. This way we can all let down our “walls” and really get to know one another!

Share, **In the opening “finger pointing” activity it was clear that all problems are not created equal. Even if we think our problem is the greatest, there is usually someone else’s problem that tops it. In some ways that is comforting because there is nothing you are going through in life that someone else at some time in history hasn’t already experienced . . . and survived. It also can be reassuring because Jesus also experienced problems similar to ours and He can empathize with our hurts and fears. As for the finger pointing . . . we all do it. It is easy to see others’ problems as bigger than our own, and instead of being sympathetic . . . we think, “at least I haven’t done that!” or “I would never let that happen to me!” It’s always good to be reminded that since we are all sinners, no matter how much we esteem ourselves . . . we can and will fall, and in those times it is better to be picked up, than to be dragged down by others’ hurtful comments, looks, etc.**

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

1. Describe a real-life problem you’ve experienced.
2. How was your problem solved? Did you solve it . . . or did someone else intervene on your behalf? Explain.

Optional Opener

Supplies: Whiteboard, markers

Have volunteers name some typical sins that teenagers engage in. For example: lying to parents, cheating, using abusive substances, sexual impurity, etc. As the students list these things, write them on the whiteboard. Next have three volunteers come up and circle what they think are the worst sins out of this group of larger sins. *(There are no right or wrong answers but you may want to discuss as a group why some answers may have been chosen instead of others.)*

Mention that in today’s Bible study we will learn about Adam and Eve—the world’s first sinners! Explain that we all know what they did and it may not seem so bad in light of the sins we’ve written on the whiteboard. After all, all they did was eat a piece of fruit, right?

Mention that the reason their sin is so significant is because it was in direct opposition to what God, the Creator of the universe and of them, had told them to do. They were the first rebels, the first to turn their backs on God! All sins today somehow tie into this first sin in the Garden of Eden. Let’s dive in and learn more.

3. Have you ever found yourself telling another friend about someone else’s problem and making a big deal about it? What was the problem? Did you think you were helping or hurting this person by talking about it with others? Explain.

After each person has finished writing down his or her answers, take some time

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to discuss what people wrote. Spend the most time on question three and try to delve into the personalities of your group.

Conclude this opener by explaining that in today's study we will look at Adam and Eve—two people who really had the world's first and worst problem to date. Not only did they mess things up for themselves by their actions, but also they wrecked things for an entire human race! There is some heavy-duty finger pointing that they often are the brunt of and even some (*as we'll see*) that they did themselves. We'll look deeper though . . . and maybe we'll find that we actually have quite a bit in common with both Adam and Eve.

TABLE TALK

Experiencing Forgiveness

Time: 10 minutes

Supplies:

- Copies of Table Talk, "Experiencing Forgiveness" (page 16)
- Pens

Hand out the "Experiencing Forgiveness" worksheet page and pens. Allow the students to work in their Z-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

Taking a Bite into Sin

Time: 15 minutes

Supplies:

- Bibles
- "What Adam and Eve Really Did " discussion-starter worksheet
- Pens

Have students open their Bibles to Genesis 2:4–3:23. Divide the passages up between a few different individuals and have them read them aloud. Ask students to reflect on the magnitude of Adam and Eve's sin on humanity.

Hand out copies of the "What Adam and Eve Really Did" discussion-starter worksheet and invite teens to work on it. While the teens are finishing up, have teens that finish their worksheets early, talk about what they think the Garden of Eden might have been like. When everyone has finished their worksheets, have the students discuss the worksheet answers together.

Recap the Bible passage by saying: **Adam really had it made! He had a beautiful place to live, the work he was given was easy for him to do, he had food at his fingertips, the animals were at his command, and a wonderful woman was by his side. It wasn't enough though, was it? He still fell into sin's trap.**

Answer the following questions together as a group.

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- **Why do you think Eve listened to Satan?** (She was curious, she believed him instead of God, she allowed a seed of doubt to be planted in her mind about who God is, etc.)
- **Why do you think Adam went along with Eve and ate the fruit?** (He experienced peer pressure, he was curious, he wanted to see if what God had told him was true or not, he fell into temptation, etc.)
- **Why do you think Adam and Eve were ashamed at their nakedness after eating the fruit?** (God opened their eyes; they no longer were without sin so they saw themselves differently, etc.)

Next instruct teams to turn to Romans 3:23 and have a volunteer read it out loud. **"For all have sinned, and come short of the glory of God."** Ask, **Who**

does that verse include? (Everyone.)
What implications does that verse have for us today? (We are all sinners; we can't reach God on our own.)

Mention to students that God doesn't leave us in this hopeless state. Although we will always be sinners while we live on this earth, God created a plan for our salvation as early as the Garden of Eden. Have students turn again to Genesis 3:15 and have a volunteer read it aloud. Explain that in this verse, right after the first sin took place, God was already talking about how He would send Jesus. A person from among the woman's seed (*Jesus Christ*) would eventually crush Satan's head by His work on the cross. All the while Satan would strike at Christ's heel and cause Him to suffer. God foretold the plan of salvation even as early as the third chapter of Genesis!

Option

Supplies: Bibles, paper, and pens

Have students turn in their Bibles to Matthew 27:27-50. As a volunteer reads the passage aloud, have students write down all the ways that Jesus suffered. Go through students' lists together and take some time to answer questions students may have about the crucifixion of Christ or how and why He had to suffer. Have students turn to Genesis 3:15 and have a volunteer read it aloud. Explain that in this verse, God was foretelling Jesus' death on a cross and His sufferings. Although it is humbling for us to see what Jesus went through on our behalf, it is also encouraging because we can recognize that it was all in God's plan to bring us (*sinners*) back to Himself. Even though Adam and Eve sinned and separated us from God, Jesus died in our place so we can be reconciled to Him!

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SESSION ONE

CHALLENGE

Out With the Old—In With the New!

Time: 10 minutes

Supplies:

- New Year's Eve or party poppers, hats or tiaras (*one per student*)
- Noisemakers or several pots and pans and spoons (*for banging and making noise*)
- Index cards
- Pens

Ask students what they like about New Year's Eve. (*Answers might include: resolutions, parties, a new beginning, excitement for another year, etc.*) Explain that Jesus has made it possible for every day to be like New Year's Eve in the life of the Christian. Say, **The Lord's compassions never fail us; in fact the Bible says they are new every morning (Lam. 3:22-23). Romans 6:4 says, "Therefore we are buried with him (Jesus) by baptism into death: that like as Christ was raised up from the dead by the glory of the Father, even so we also should walk in newness of life."**

Ask, **How can these verses help us live a new life in Christ?** (*We can start each day in a new way, with hope and promise. We can live a new life because of what Jesus did for us on the cross.*) **Why do you think some people would rather**

live in the past than embrace new life each day? (*People are sometimes uncomfortable with the unknown or future. People might enjoy holding grudges or stewing over bad things that have happened to them.*)

Share, **Living in the past is easy to do, but it isn't what Jesus wants. He promises to make each day new for us. That is a much more exciting way to live than being tied up in our past sins and misfortunes. Even though living day-to-day can be scary at times, knowing that Jesus is with us and has wiped our slate clean is something worth celebrating.**

Hand out the poppers, hats, tiaras, and noisemakers to the students. Have a countdown from ten to one, and yell and celebrate "Happy New Life!" together. Encourage your students to think of a resolution that they will have for today. Hand out index cards and pens so students can write them down. Remind students that as Christians they should be coming up with new resolutions for living for Christ each day.

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

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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 Z-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 "New Life in Jesus " would be a helpful handout for non-Christians and Christians alike.

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TABLE TALK WORKSHEET

Experiencing Forgiveness

Write about a time when you had to ask for forgiveness from another person. *What happened? How did you feel before asking for forgiveness? Afterward?* _____

Do you think the person really forgave you? Have you been able to put the incident behind you? *Explain.* _____

Describe a time when you had to forgive someone else. _____

Do you find it easy or hard to forgive others when they wrong you? *Explain.* _____

Do you allow Jesus to completely forgive you when you sin, or do you sometimes hold things against yourself even after you've asked to be forgiven? *Explain.* _____

Jesus died on the cross so that you might experience true forgiveness! It is one way that Jesus gives each person who trusts in Him new life! There is no reason to hold on to things that drag you down inside. Jesus has the power to forgive us for anything we might have done or will do in the future. All He asks of us is that we confess our sins. First John 1: 9 says, "If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness."

MESSAGE WORKSHEET

What Adam and Eve Really Did

Directions: Look up the verses and jot down how Adam and Eve first sinned.

Genesis 3:1-4

Eve listened to _____. Eve told _____ what God had told her but then turned around and believed the serpent's _____. Satan (*or the serpent*) told Eve that she would not ____! Instead, if she ate of the fruit she would _____.

Genesis 3:6-7

Eve saw that the fruit of the tree was _____. She also wanted to gain _____. She took some of it and _____ it. Then she gave some to _____, and he _____. Then their eyes were _____ and they saw that they were _____. So they sewed _____ together and made coverings for themselves.

Let the finger pointing begin . . .

Genesis 3:8-13

The Lord God called out and asked Adam, _____? Adam answered, _____. God asked Adam to tell Him who told him that he was _____. He then asked Adam if he had eaten from the _____.

Adam pointed at Eve and said, _____.

God called Eve out on what she had done and she pointed instead to _____.

- Why is Adam and Eve's sin so significant?
- Why do you think Adam and Eve chose to blame each other instead of taking responsibility for their actions?
- What role did Satan play in their downfall? What role does he play today?
- What can you learn from Adam and Eve's mistakes?

EXTRA STUDY OPTION

New Life in Jesus

Directions: Answer the following questions honestly. This is a matter between you and God, but if you have questions, be sure to talk to a leader so he or she can help you sort through this important topic.

- Do you know for sure that you are saved?
- If yes, how? If no, why do you think you aren't saved? Explain.
- Do you ever feel like the sins of your past are bringing you down? Explain.
- What does the Bible say about the new life Jesus can bring? (See *John 1:29; Rom. 6:11, 23; 2 Cor. 5:21; and 1 John 1:7*)

Do you think you can be forgiven of your sins and be brought back to a relationship with God? You can! Just as Adam and Eve walked with God intimately before they sinned, Jesus' death on the cross has given you access to a similar kind of open relationship! Jesus wants to be your friend, Savior, and the giver of new life for you! Take Him up on His offer by saying the following prayer.

I, _____ (*your name*) have sinned. I've messed up so many times I can't even count them. I am tired of living with my past and want a new start. I know Jesus has died for my sins and wants to forgive me. I also understand that Jesus is a living God who no longer is in the grave but sits in heaven and intercedes on my behalf. Lord, please accept me as Your child so that I may have new life in Jesus.

In Jesus' Name. Amen

For those who are already Christians the following prayer is one you can always say.

I, _____ (*your name*) already know Jesus as my Savior. I am thankful for how Jesus has saved me from my sin and helps me live for Him each day. I still find myself dealing with sin in my life. Please forgive me of _____ and help me start anew today, knowing I am forgiven!

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 5.*)

DAY TWO

All of today's games have to do with food. Yum, yum!

Crouton Crunch

Supplies: Bag of croutons

Have each Z-Team line up (*one in back of another*) and conduct a relay race. Explain that there is a crouton waiting for each of them at a particular destination. At your command, have the first person run to a designated spot. When the first person reaches the destination, have him or her pick up a crouton, eat the crouton, then whistle the song, *Jesus Loves Me*. After the whistling is done, have the student run back to the line and touch the hand of the next person who will continue on and do the same thing. The team that completes the race first wins points! (*You may want to have judges present to make sure that the song is whistled correctly.*)

Backward Breadsticks

Supplies: Large breadsticks (*one for each pair of students*)

Have each Z-Team partner up. Give each pair of students one breadstick to "share." Each student will put one end of the breadstick in his or her mouth. Pairs of students must walk to a specific spot while carrying the breadstick this way. The catch is that one of them has to walk backward while the other one walks forward. This can be done as a relay or just as a fun and entertaining activity with a set time limit. Award points based on

speed, cooperation, and overall team spirit.

Gelatin Jiggle

Supplies: Squares of hard-set gelatin or finger gelatin, small boxes of raisins, paper plates, plastic knives, spoons, forks, rubber bands

Give each Z-Team a small box of raisins, the same amount of gelatin squares on a paper plate, three of each type of plastic utensil, and a handful of rubber bands. Explain that they are to build something out of these objects. Give teams five minutes to finish their creations. When all teams are done, have other teams try to guess what the various teams created. If groups can guess a team's creation, award the team that made the object some points.

Food for Thought

Supplies: Food, cookbook or health magazines (*one per Z-Team*), scissors, tape, large pieces of construction paper, markers

Have each Z-Team come up with a food product that they will promote with their construction paper "magazine advertisement." Give teams adequate time to create their posters, then have teams take turns explaining their ads and humorously promoting their product to other groups. Award points for creativity and also give points to the team that sells its product best!

FOOD AND FUN

SESSION TWO

OPENER

Favorite Foods

Time: 15 minutes

Supplies:

- Whiteboard
- Markers

After completing the Crazy Comp tournament games, congratulate the group on finishing the games in “good taste.” Mention that today’s lesson is about the Last Supper as well as the death and resurrection of Jesus Christ.

Go around the group and have all of the leaders and volunteers share about their favorite foods. Make a category on the whiteboard for “leaders” and write the foods down under this heading. Then call on each teen and have him or she share about a favorite food. Write these foods down under a heading called “students.”

Go over the entire list and have teens call out all the foods that might be considered “comfort foods.” (*Individuals will have different opinions on what foods fit in this group but circle all of the foods mentioned.*)

Explain that God made food for us to enjoy. Say, **As we grow up, certain foods can cause us to have happy memories or pleasant feelings. These are foods that typically are considered comfort foods. For some, the smell of an apple pie cooking in the oven brings back**

Optional Opener

Supplies: Loaf of bread, glass of grape juice in a goblet or glass (*placed on a table for visual reference only*)

Ask the group to share aloud what they know about the Christian practice of “taking Communion.” Some answers might include: It is for Christians only, there is a warning in the Bible about taking it in the wrong manner; it involves bread and wine (*or juice*); churches do it to remember Christ’s death—the bread refers to Jesus’ body, the cup refers to His blood, etc. (*Feel free to explain how your church or denomination conducts communion, but keep in mind that at an outreach event like VBS, many church backgrounds as well as non-Christians may be present.*)

Ask students if they have ever seen artwork that depicts the Last Supper. Have various students describe what they remember about the paintings or artwork.

Explain that many people know that the Last Supper took place but very few people really know the significance of that event. In today’s study we will look at what happened at that last meal, in the hours before and after it, and what it means for us today.

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happy memories, for others, feelings might be invoked by a pot roast cooking all day in a crock pot. Many of you may have happy feelings associated with fast food restaurants if you frequented them when you were young and were also allowed to play in the restaurant's play area.

In today's study we will take a look at a meal that Jesus shared with His disciples called the Last Supper. For Jesus it was the last meal He shared with His disciples before He died, yet the meal wasn't His focus. Jesus was appreciative of the entire experience: being with those He loved, breaking bread together as a group, using the food and drink as symbols of His death to come, and enjoying worship and fellowship together.

In life we also celebrate and share together around tables. Holidays, special family occasions, birthdays, these events often are associated with food. For Jesus, the food portrayed something much more significant than just a holiday gathering called the Passover. Let's take a look at what the Last Supper really had to do with Jesus' death and resurrection!

TABLE TALK Topsy-turvy World

Time: 10 minutes

Supplies:

- Copies of Table Talk, "Topsy-turvy World" (from page 25)

Hand out "Topsy-turvy World" and allow students to work individually or in pairs. Take time to discuss the answers together. (For a description of Z-Teams and their purpose, see page 6.)

MESSAGE What Jesus Did for You!

Time: 15 minutes

Supplies:

- Copies of "Kingship, Betrayal, Death, and Life" (from page 26)

Divide your Z-Team into four groups, then assign each group one of the following passages to read: Matthew 21:1-11; 26:17-29; 26:47-55; 27:45-28:10. After groups have read the passages, gather together and have a volunteer from each group summarize what happened to Jesus in the passage that they read. After all groups have shared, have students complete a poem like the example provided in the Message worksheet "Kingship, Betrayal, Death, and

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Life." After your students have finished their poems, have various volunteers read their poems aloud.

Begin by saying something like **Jesus had quite a week! He went from being the man of the hour to the least popular person in the region in a matter of days.** Ask students if they have ever had something happen to them that made them go from popular to unpopular. Call on students to share. If students can't remember anything, have them reflect on their elementary school days and ask if there were any kids that brought a toy or pet or gizmo to school and suddenly became popular or did something embarrassing like throw up or wet their pants and became instantly uncool. *(This will likely get the discussion going!)* After the talk has died down, explain that as humans we can be very fickle and change our minds and opinions easily about who we like or dislike.

Share, **In Jesus' day He experienced unpopularity with very serious results; He was crucified. The Last Supper was one place where Jesus felt some acceptance and joy as He shared a physical meal with His disciples and also shared spiritual truths related to this meal. *(His body would be represented by the broken bread . . . His blood would pour out like the wine.)*** Although Jesus' disciples didn't understand at the time what was happening, they were able to go back later and reflect on Jesus' words to them. After

Christ's resurrection, churches found the Last Supper so significant that they adopted the tradition of having Communion together to remember Jesus' death on the cross, symbolized by that last meal.

Thankfully, the story doesn't end at either the meal or the crucifixion! Instead we see what happened at the Resurrection when Jesus rose from the dead *(just as He said He would do!)* and appeared to His disciples and followers and over 500 people!

Ask students, **What do you think is the most significant thing that happened to Jesus during His last week on earth?** *(There is no right or wrong answer. At some point the cross and the empty grave should be mentioned, however.)*

Share that a great deal of information has been supplied today in Day Two. All of it is significant, yet the cross and empty tomb are the most life-changing events for us today. Say, **Jesus wants each person at VBS to reflect on what He did for them during His last week on earth. Believing what the Bible says about Jesus can help each person here today experience new life in Him.**

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CHALLENGE

Jesus Is the Only Way

Time: 10 minutes

Supplies:

- Globe or large world map

Have students gather around the globe or large world map and point to a large continent like Africa or South America. Ask students if there is any way to move this place just a little bit closer to Singapore. Students will likely look at you as if you're crazy. "Of course you can't move a continent on a globe or map . . . much less in real life," they might say.

Explain that when God created the world, He placed everything exactly where it needed to be. That goes for countries, objects in space, the oceans, the rainforests, etc. Everything was created purposefully, it can't just be moved around on a whim. Share that God also, as early as the sin of Adam and Eve as we learned in Day One, created a plan for salvation. God's holiness doesn't allow for us as sinners to come to Him on our own merits, instead we need the finished work of Jesus on the cross and His resurrection from the dead. It is only through Christ's shed blood that we can find atonement and pardon for our sins.

Say, **Many world religions want to be "the way" to God. Just as we can't move a continent around because it is**

something we want to do, we also can't just choose the way to get to heaven. Truth is, God has already chosen it for us. There is only one way and that is through Jesus Christ. All other religions have people working their way up to God or doing things to reach God. Only Christianity has it the other way around—Jesus coming to us because we can't reach God on our own no matter what we do.

Explain, **In your peer circles it isn't popular to say, "My way is the only way." Teens like to be "fair" and include all types of thinking. It is as some have coined it a "post-modern worldview." Call it whatever you like, but there is no denying what the Bible says. Only through Jesus can we find salvation. John 3:16 says, "For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life."**

This is a challenge in many ways, but one that is crucial to having new life in Jesus. As Christians we won't always be popular or find favor with all groups. In John 8:32 Jesus says, "And ye shall know the truth, and the truth shall make you free." The glimpse we've taken into Jesus' last few days on earth has shown us that truth. Jesus is the only way to heaven. He alone is worthy. In John 14:6 Jesus said "I am the way, the truth, and the life: no man

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cometh unto the Father, but by me.” Although this may be a hard concept for some here today, it is the most freeing thing you can ever accept. The Bible is true. Jesus is the way. Accept it and find peace and happiness and eternal security. It is as simple as that. Remind students about the VBS theme verse, “Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me.”— Revelation 3:20

In closing, share Romans 5:8 aloud, **“But God commendeth his love toward us, in that, while we were yet sinners, Christ died for us.”** End in prayer and allow time for students to pray silently as well.

***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 Z-Team leader and pray about this decision during this session. Have extra volunteers on hand, if possible, to answer the many questions today’s study may raise.*

Extra Study Option: The worksheet “Why Believe?” would be a helpful handout for those who want to know more about salvation through Jesus Christ.

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TABLE TALK WORKSHEET

Topsy-turvy World

Jesus' last week on earth was truly a roller coaster ride. He experienced a whole gamut of emotions from being lifted up as King of kings to being rejected by many of the same people who cheered Him just days before. In this worksheet we are going to put ourselves in Jesus' shoes and jot down feelings He might have had based on the various circumstances He experienced.

Hosanna, Hosanna, Praise Him, Praise Him!

In Matthew 21:6-11 and John 12:12-19 we see Jesus coming into Jerusalem riding on a young colt. Jesus knew He was fulfilling prophecy but He also heard the praises coming His way and for the first time didn't try to stop them. He even mentioned that if the people stopped shouting, the stones would cry out (*Luke 19:40*).

- How do you think Jesus felt as He rode into Jerusalem that day as the crowds cheered and dropped their cloaks for him to ride over and children praised him by waving branches?

The Last Supper

In Matthew 26:17-30 we see Jesus eating a meal with his best friends. Jesus knew it would be His last meal with them before he was crucified. They, however, did not realize this. It also was a traditional holiday and may have brought with it memories of Jesus' childhood celebrations with His family and loved ones. During this meal Jesus' very own disciple Judas sought to betray Him. Jesus knew Judas's every thought and also knew what would soon take place.

- How do you think Jesus felt as He ate this last meal? Explain in detail how various events in the passage may have impacted Jesus.

It Is Finished!

Jesus said those words in John 19:30 after He gave up His own spirit to death. Jesus died to bring all sinners back into an acceptable standing before God based on their faith in His finished work on the cross. Jesus faced separation from His Father God for the first time in these moments.

- How do you think Jesus felt as He said those words? What kinds of emotions might He have experienced? Explain.

He Arose

Jesus appeared before His disciples after His resurrection (*Luke 24:36-43*). They were both terrified and overjoyed to see Him. Jesus saw their unbelief and had them look at His hands and feet. He also ate something so they would know He wasn't a ghost.

- How do you think Jesus felt at that moment? Explain how seeing His beloved disciples again might have made him feel.

MESSAGE WORKSHEET

Kingship, Betrayal, Death, and Life

The following poem is an example of something you might write, describing your thoughts about Jesus Christ's last week on earth. Choose whatever rhyming pattern you like or don't rhyme at all, it's your choice. It can be as long or as short as you wish.

Kingship, Betrayal, Death, and Life

The scratchy coat of the colt rubbed against Jesus' face.
Shouts of "Hosanna, Praise Him" rang all over the place.
"Do they really believe?" Jesus asked.
Yet He kept on course to complete the task.

The smell of the meal was savory and sweet.
Soon it would be time to eat.
Judas's presence causes the disciples to fear.
Is it because his motives to Jesus are clear?

The cross brings anguish, sorrow, and pain
Jesus knows it is for humanity's gain.
Death must occur for salvation to be won.
It is finished! The work is done.

The light seems blinding and oh, so bright.
Jesus has been through the darkest night.
Yet He has a presence none can deny.
Jesus has risen! He will soon go on high.

EXTRA STUDY OPTION

Why Believe?

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

Jesus is the gate

John 10:9 [Jesus said] "I am the door: by me if any man enter in, he shall be saved, and shall go in and out, and find pasture."

This verse says that Jesus is the way to salvation and eternal life. This verse is in the context of Jesus being our Good Shepherd. Gates are typically narrow; they don't let everyone in at once. Instead they usually open and close for one individual at a time. How can this verse help you better understand that Jesus is the only way for salvation? Explain your thoughts.

Jesus is the Good Shepherd

John 10:11, 14-16 [Jesus said] "I am the good shepherd: the good shepherd giveth his life for the sheep. I am the good shepherd, and know my sheep, and am known of mine. As the Father knoweth me, even so know I the Father: and I lay down my life for the sheep. And other sheep I have, which are not of this fold: them also I must bring, and they shall hear my voice; and there shall be one fold, and one shepherd."

This verse explains Jesus' role in taking care of believers (*His flock*). He also mentions other sheep from a different fold. This refers to the Gentiles (*those who aren't Jews*). How can these verses help you see Jesus' care for you every day? Explain your thoughts.

Jesus wants to offer you new life. It is guaranteed to be better than any kind of life you've been living for yourself. Take some time and contemplate His words. He holds the key not only to peace and happiness in this life, but for eternal life with Him in heaven.

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 5.*)

DAY THREE

All of today's games involve teamwork and working together in order to win!

Head to Toes

Supplies: No supplies needed

Have each Z-Team gather together. Explain that in this relay race they must get their entire team to lie down on the ground with heads and toes touching. *(Upon hearing the words, "go," they should form one long line as a team on the ground.)* As soon as everyone is down, the person from the back of the line will get up and lie down at the front of the line. Then the next person from behind will follow, etc., until the entire team reaches a destination. *(A bit like human dominoes except that no falling is involved.)* Award points to the team that gets there first, as well as for teamwork and encouragement given during the race.

Banana Football

Supplies: One banana (*per Z-Team*), stopwatch or timer

Play an impromptu game of football with two Z-Teams facing off against each other at a time. Designate where the end zones are for both teams, and mention that instead of a ball, a banana will be used. *(Encourage careful tossing in order to avoid squashing it!)* The first team to score wins, but allow each team a chance to start with the ball and play a

tie-breaker if both teams score during their possession. Play the game by time limit instead of yards achieved, etc. Teams can have as many possessions as they need but if the banana is intercepted then it is fair game for the other team to go! No tackling is allowed (*only touching on the back*). The catch—if the person with the banana is touched, he or she is out of the game! This helps keep it interesting and allows all players to get involved!

Take a Seat!

Supplies: No supplies needed

(Depending on the size of your VBS you may either choose to do this as individual Z-Teams or as one large group with all students involved. The bigger the group the better!) Have everyone form a very large circle. Once the circle is formed have all students face so that they have a person's back in front of them. Explain that when the group finishes counting to 10, everyone will sit down at the same time on the "lap" of the person behind them. You may need to try this a few times before you find success. *(This is a great teambuilding activity. You might want to have volunteers with cameras on hand to capture the moment. Take the photo quickly, though, because the circle will collapse before long!)*

Continued on next page.

TEAMWORK

DAY THREE

Jellybean Scramble

Supplies: One or two large bags of jellybeans (*assorted colors*), large clear jars (*one per Z-Team*)

Prior to this game, dump an equal amount of jellybeans on tables or clean, cleared-off areas for each Z-Team. Have Z-Teams form circles around the jellybeans. Have a leader shout out a jellybean color. Students must scramble to collect all of the jellybeans of that color and put them in the jar. When the first team is done, have them indicate that to the leader so he or she can call out the next color. The first team to fill their jar with all the jellybeans (*stacked by color*) wins! (*You may also want to have a leader check the jars to make sure the colors aren't all mixed together.*) When finished, allow teams to eat their jellybeans.

TEAMWORK

SESSION THREE

OPENER

Squandering the Cash

Time: 15 minutes

Supplies:

- Paper
- Pens
- Prizes for the pairs who best “squander” all of their cash

After completing the Crazy Comp tournament have the students break into pairs. Give each pair paper and pens and invite them to brainstorm the best way to “blow” \$5,000 cash. Explain that a prize will be awarded to the pair that can think of the most outrageous way to spend all their cash. Tell students that they must think of at least three different things or ways to spend the money. They can’t

blow the entire \$5,000 in one place.

After all pairs of students are finished, regroup and have each pair share what they came up with. When all students have shared, have a leader or volunteer choose who is the winner.

Regroup and discuss the following questions:

- **Where does your money come from?** *(Answers may include: parents, allowance, chores, jobs, savings, gifts from relatives, etc.)*
- **What do you typically do with money when you receive it?** *(Allow various teens to share their saving and spending habits.)*
- **Have you ever spent a bunch of money on something that was quite expensive or frivolous? What did you**

Optional Opener

Supplies: Whiteboard, markers

Have students reflect on their lives and recall their most humiliating moments. These could include embarrassing times, shameful times, times of stupidity, times they got into trouble, etc. After teens have had a chance to think for a moment, invite volunteers to share their stories. Write brief summaries of the stories on the whiteboard.

Explain that in life we all fail. Sometimes we hit rock bottom. It isn’t a pretty picture when this happens. As we’ve seen from everyone’s examples, there is a great deal to be learned from these hardships. In today’s study we will look at the prodigal son. He went from being on top of his world, to being the scum of it, in a very short time. What he learned through this process can be a great life-lesson to us all.

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buy? Were you happy with your purchase a month down the road? Explain.

Say, **Having money is a good thing. After all, we can choose to spend it, tithe it, save it, or do a little of all three with it. Money in itself isn't bad or evil, but we have to be careful with it, don't we? Statistics show that credit card debt keeps rising and that those using the cards get younger and younger and are often in debt before even starting college! That is a pretty frightening thought considering how much interest they charge and how hard it is to pay the bills off once they accumulate!**

In today's study we are going to be looking at the prodigal son. He not only lost all of his money, but he lost his dignity in the process! Let's dig in and see what we can learn from his mistakes and his father's forgiveness of those mistakes!

TABLE TALK I Wish I Never

Time: 10 minutes

Supplies:

- Copies of Table Talk, "I Wish I Never . . ." (page 34), pens

Hand out copies of "I Wish I Never . . ." and pens. Allow the students to work individually in their Z-Teams first and fill out all of the answers on the sheet.

Afterward allow time for teens to break up and mingle amongst themselves. Each teen must share at least two of the "I wish I never" scenarios with others in his or her group.

MESSAGE Sequence of Events

Time: 15 minutes

Supplies:

- Copies of "Sequence of Events"

Prior to beginning the Message session have students fill out the worksheet "Sequence of Events." This worksheet has teens looking up Luke 15:11-32 and jotting down in order all of the things that happened in the story.

Have students turn now in their Bibles to Luke 15:18-20 and have a volunteer read it aloud. Ask, **What about this scene makes it especially touching?** (*The father is already looking and waiting for his son . . . he may wait each day, hoping his son will return. The father is not embarrassed to show his love for the son and hugs and kisses him openly.*)

Have another student read Luke 15:21-24 aloud. Ask, **Does it seem surprising that this father would celebrate his son, knowing that the son has likely 'blown' all of the money he was given? Explain.** (*Students may mention that most fathers would get mad and even if they were happy to have the son back, it would be*

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unlikely that the father would reward him by throwing an expensive party.)

Read Luke 15:25-32 aloud to the class. Explain that the brother's jealousy and outrage is perfectly normal. After all, he was the "good" one. He had been working hard in the fields the entire time that his brother was slacking off! It didn't seem fair that his brother was rewarded.

Yet the father reminded the older son that he had been with the father all along. *(For that the father was grateful.)* However, the father had to rejoice because his son had been thought dead but he was actually alive. He was lost but now was found.

• **How is this father like God, our heavenly Father?** *(God rejoices over every sinner that repents. God has compassion for those who return to Him. God is a God of second-chances, etc.)*

Conclude the Message time by reminding students that God is a God of forgiveness. Encourage students to take a few moments to silently pray and ask God to forgive them for any rebelliousness or sin they might be holding on to.

CHALLENGE

The Prodigal in All of Us

Time: 10 minutes

Supplies:

- No supplies needed

Regroup and share that this story of the prodigal son is one that touches all of us. It is something we can relate to because all of us have had times of selfishness and rebellion against our parents. This story could have had a much different ending had the father in the story chosen to "chew" his son out upon his return or if he would have constantly reminded this son about how he "messed up" for years to come.

Say, Some of you here in this room might have had experiences with parents that are similar to this story; others of you may have strained relationships with family members as a result of circumstances or rebellious acts and feelings you have.

Take a few minutes and ask if any of the students would be willing to quickly share a "prodigal son or daughter" story that relates to their life. *(This could be a real teachable moment in your VBS, so be sure students are respectful of those who share and remind students that we all struggle in these areas, especially during the teen years.)*

If time permits have leaders share their accounts of past rebellion they've

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experienced in their lives. It is helpful for teens to see that this is a universal struggle but that it can be overcome and relationships can be mended over time. Remind students that Jesus is willing to give them new life and help mend relationships in their lives that might have gone sour.

Conclude the Challenge time by sharing that God is ready to forgive every person who realizes he or she has sinned. **God is willing to forgive because of what Jesus did on the cross. John 3:16 says, “For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.”**

Share that, **our VBS theme verse, in Jesus’ very own words, says, “Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me.”— Revelation 3:20**

Have a short time of prayer requests and prayer before letting students go.

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 Z-Team leader and pray about this decision during this session.

Extra Study Option: The worksheet “Notes of Thanks” would be a helpful handout for those teens interested in writing notes of thanks that relate to today’s study.

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TABLE TALK WORKSHEET

I Wish I Never . . .

Answer each "regret" as it relates to the topic provided.

In elementary school, I wish I never . . .

In dealing with a good friend, I wish I never . . .

In response to a certain teacher, I wish I never . . .

At home with my family, I wish I never . . .

In my relationship with God, I wish I never . . .

All of us have regrets in life. What is important is learning from mistakes, asking for forgiveness, and moving on. Remember, God knows all of these regrets, even if you, personally, didn't realize them until you just jotted them down right now.

MESSAGE WORKSHEET

Sequence of Events

Directions: Read Luke 15:11-32 and draw lines from the helps along the timeline as you put into order all of the events that happened in the story of the prodigal son.

1	Yikes, I'm starving!
2	What's going on? No fair!
3	You've been here all along . . . let's be thankful your brother has returned!
4	Maybe Dad will take me back as a servant?
5	Let's party and celebrate!
6	I'm outta here.
7	I'm really starving . . . can't believe I'm eating this!
8	Greedy request
9	I'm so sorry!
10	"Kat-ching"—money is falling \$\$\$\$
11	Party time
12	Oink, Oink
13	Dad sees his son and runs to hug and kiss him.

EXTRA STUDY OPTION

Notes of Thanks

Directions: Use the two cards provided to write short notes of thankfulness. Direct one to a parent or guardian and the other to God, your heavenly Father. In both reflect on things you are appreciative of and things you want to say but sometimes can't find the time or words for. Don't forget to thank God for the role Jesus plays in your life as well! *(It is up to you to decide if you actually give your note away. Be sure to tuck the note to God in your Bible so you can read it from time to time.)*



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 5.)*

DAY FOUR

All of these games today should help your students grow as a team!

Team Growth Spurt

Supplies: No supplies needed

Give each Z-Team a few minutes to plan a simple team cheer. A human pyramid must be a part of the cheer as well. Have a few “spotters” on hand for each team. Choose judges ahead of time to critique the cheers and pyramid. Have the judges award points for creativity, teamwork, loudness, cheer words, humor, and overall best pyramid.

Taco Roll

Supplies: Hard tacos (*two per team*), large marble (*one per team*)

Have the Z-Team members form a circle standing up. Hand one hard taco shell to each of two students who are standing next to each other, and one marble to share between the two of them. Explain that the goal of this race is for the marble to make it all of the way around the circle. It needs to roll down the center of the taco shells and can't touch anything else. (*Students must carefully pass the taco shells around the circle to other team members so the marble can continue its “roll.”*) The first team to get the marble successfully around the circle wins. If a team's taco shell breaks, they are disqualified. If a marble falls, students may pick it up with their hands, but they can't proceed where it dropped; they'll have to start all over.

Whole Latte Fun

Supplies: Paper, pens

Have Z-Teams gather together. Explain that each team will compete against the others to come up with the longest and most elaborate description of a coffee drink! Have teams designate a volunteer to write down their final drink order. For example, a grande, non-fat, latte (*but have groups make it much longer and more ridiculous than that!*) Award points to the winning team! You may also want to have some coffee gift certificates on hand for extra motivation.

Name Jumble

Supplies: Paper, pens

Have the Z-Teams huddle together. Hand out a piece of paper and some pens to each team. Have students pass the paper around and each write their first name down on it. After all teams have done this, explain that teams must come up with as many words as they can using only the letters provided on the papers from each person's name. Letters can only be duplicated in the words if they are duplicated on the names' lists. Give students five to ten minutes to complete this task. Award points for teams that come up with the most words. (*Be sure to mention at some point that distasteful words will not be accepted and set appropriate guidelines for your group.*)

GET GROWING

SESSION FOUR

OPENER

Growing Pains

Time: 15 minutes

Supplies:

- Foam or paper cups
- Packets of seeds
- Potting soil
- Plastic spoons
- Water

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

Explain: **All of the games we played today involved some sort of team play. Hopefully playing these games brought you all closer together. Games that are difficult and require teamwork help us grow mentally, as well as socially. We have to figure out how to make things work and contemplate how each person can contribute to the process. In life, growth and teamwork often go hand in hand. Although there might be some of you in this group who enjoy doing things “solo,” there is some truth in the saying, “There is strength in numbers.” Jesus didn’t want us to go at it alone spiritually. He wanted us to**

Optional Opener

Supplies: Store-bought silly putty or dough (*or make your own using recipe provided*)

Clay Recipe: 2 cups flour, 1 cup salt, 1 tsp cream of tartar, 1 cup boiling water, and 2 tablespoons of oil. Mix together.

If time permits, make the clay together as a group. If not, hand out clumps of clay to students as you make your opening comments.

Playing with clay is fun. It may bring back childhood memories or remind you of a preschool teacher or elementary class project. Kneading it right now might help you relax or make you want to create shapes with it. In today’s study we’ll find that Jesus knew something of this experience. He doesn’t play with clay, but He tells a story about yeast and bread dough (*a substance very similar to what you hold in your hand.*) In Jesus’ day, bread meant life for His people. It is very likely that Jesus watched His mother, Mary, bake bread daily in His own home. Even as He spoke about it in parable form, it is possible Jesus was reliving childhood memories as well—aromas, hunger pains, the joy of breaking the hot bread open and eating it with an olive spread or dipping it in oil. As we study this parable today, it is my hope that this experience of physically kneading this dough will help you relate even more to Jesus’ words.

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work together to help grow His work.

Explain that you are going to be having groups of people plant seeds. Mention that you could have just given each student the supplies and had him or her go through the process alone. Instead, you have chosen to have groups work together so that each person helps in each part of the planting process. Have X-teams divide into threes. Give the planting supplies to each small group. Encourage them to take turns putting potting soil in the cup, mixing the soil up with spoons, dropping seeds into the soil and covering them up, and watering the seeds. When groups are finished have them place the seeds on a windowsill.

Regroup and explain. **Today's lesson has to do with growing God's work. Just as we physically planted these small seeds, we also often plant small seeds spiritually among our family, friends, and neighbors. These spiritual seeds need nurturing just as the physical seeds do. They also most often need time to grow. We'll look at what Jesus says about a small mustard seed, as well as what He has to say about spiritual growth (*in relation to yeast doing its work inside of bread*).**

TABLE TALK **Ways We Grow**

Time: Ten minutes

Supplies:

- Copies of Table Talk, "Ways We Grow" (page 43), pens, teddy bear or small stuffed animal

Hand out copies of "Ways We Grow." Give students time to answer all of the questions on the worksheet on their own. When students are finished, have them group together and toss a small teddy bear or stuffed animal to a student. When a student catches it, he or she must share an answer from the worksheet with the rest of the group that relates to a childhood experience. Toss the teddy bear or stuffed animal around until all students in the Z-Team have had a chance to share. 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.

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MESSAGE

Growing God's Kingdom

Time: 15 minutes

Supplies:

- Bibles, pencils or pens, "The Influence of You" worksheet (page 44)

Have the students complete the worksheet "The Influence of You." After students have finished the Message worksheet, invite them to share their answers. Take some time to do this, as these answers will tie in to the Bible study of the importance one person can make in God's kingdom. After the discussion, have students open their Bibles to Matthew 13:31-33 and read through the verses on their own.

When students have finished, share: **Jesus used two similar, yet different illustrations to show the importance of growth. In the illustration of the mustard seed (which may have been a black mustard seed used for oil) it is important to realize how small this seed really was. The mustard seed was one of the smallest seeds around during Jesus' time. So small in fact that it was about 10 times smaller than the mustard seeds seen today, and so tiny that if it got into your eye you might not even notice it! Mustard seeds produced trees that could grow up to fifteen feet high, had one large thick stem, and branches that could carry the weight of a bird.**

The yeast parable was easily understood because in New Testament times bread was most often made in the home. The leaven was a small piece of dough kept from the previous day's breadmaking; it fermented until it was used in the new dough to create the next day's bread. If bread was unleavened, it tasted more like a cracker than soft, squishy, bread. What Jesus was saying here is that a little bit of yeast can make a huge difference on whether or not your bread comes out flat or rises and expands into a large loaf.

Ask students the following questions related to these two parables

- **What point do you think Jesus was trying to get across in these parables?** (Answers will vary but may include: Jesus wanted His followers to know that each one was important; a little goes a long way in our spiritual lives; even one person can be instrumental in the growth of God's kingdom, etc.)
- **Why do you think Christian teens sometimes feel "small" in their work for Jesus?** (Answers will vary but may include: Teens don't usually have enough money to really contribute much; teens are so busy doing different things that they can't always concentrate on one goal or task; teens sometimes still feel like they need help spiritually and so they don't want to mentor others, etc.)

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- If you could do one thing to grow in God's grace, what would it be?

(Answers will vary, but invite all students to share.)

Explain, **2 Peter 3:18** encourages us to **"But grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ."** The key to this verse is the word **"grow."** Jesus doesn't expect us to have it all together and to evangelize the world as teenagers. *(Not to say that teenagers aren't doing this the world over, because they are.)* Jesus used the illustrations of **"small things"** to encourage even the most timid and insecure Christians that they can have a **"big impact"** on this world and eternity for Him. In **1 Timothy 4:12** this concept is summed up in these words, **"Let no man despise thy youth; but be thou an example of the believers, in word, in conversation, in charity, in spirit, in faith, in purity."** As young people, you are the leaders of today and tomorrow as far as God's work is concerned. **Don't feel small or insignificant. Jesus wants you!**

CHALLENGE Seeds of Change

Time: 10 minutes

Supplies:

- Small squares of waxed paper (*two squares per student*), caraway seeds (*a pinch per student*), containers of white glue, ironing board, hot iron, 2 small cloths (*to lay between ironing board and waxed paper and between waxed paper and iron*), strip of paper cut smaller than the squares of waxed paper (*one per student*), colorful pens

Give students two squares of waxed paper, a pinch of caraway seeds, a strip of paper, a colorful pen, and glue. Have students write on their paper one way they can impact their world for Jesus. For example, "I can visit with my elderly neighbor" or "I can tell my sister about Jesus." After students have written down their sentence, have them place the sentence facedown on the waxy side of the paper and sprinkle the small seeds all around it. Place the second waxy side of the paper on top so waxy sides are touching. Apply a little bit of glue around the inside edges of the wax papers. Have students take turns ironing their papers together to form a reminder patch that they can put on a dresser or in their Bibles. *(Note: It only takes a few seconds for the patches to mold together, so monitor iron use.)*

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All of us are like little seeds. What we do for Jesus can have tremendous impact. Jesus wants us to enjoy the new life we have in Him and share that life with others. So the next time you think what you're doing isn't amounting to anything, remember Jesus' parables and be encouraged that you really can change the world!

Remember what Jesus promises in Revelation 3:20, "Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me." Ultimately, Jesus is the one doing the calling . . . it is just up to us to do our part in helping His kingdom grow!

Encourage each student to take time this week to consciously do something to expand Jesus' kingdom. It could be a simple thing like using clean language while their friends are swearing or helping a non-believing teacher clean up her room after class. Encourage the

students if they are questioned about why they are different, to share that it is their new life in Jesus that makes them this way.

Note: For Day Five have students each bring in a possession they value—it could be an unusual shell or rock, a baseball card, a sports jersey, an special coin or bill, a celebrity autograph, etc. Encourage leaders to bring items in as well, in case not all students remember.

Hand out the Extra Study Option worksheet "Witnessing Reality-Check" to students who want to reflect further on the impact they can have on Jesus' work.

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TABLE TALK WORKSHEET

Ways We Grow

Directions: Answer the following questions related to your childhood.

Q. What is your first memory? Write it below.

Q. Did you have a favorite toy, blanket, or stuffed animal as a child? Explain. Where is this object now?

Q. What were the names of some of your first friends? Write them below. Are you still friends today? Explain.

Q. Describe your room as child. How has it changed?

Q. Describe yourself as a child. How have you changed?

We grow up. Things that were important to us as kids may or may not be important now. Life is full of growth and change. Most change and growth is good. Jesus wants you to grow and change as you get to know Him better. Jesus also wants you to become change-agents who affect the world around you for Him!

MESSAGE WORKSHEET

The Influence of You

Answer the following questions as honestly as possible. Remember it is okay to pat yourself on the back from time to time!

- Describe a time when you helped someone else. What happened? How did it make you feel? _____

- Describe a teacher you've had or still have who seems to really like you and compliments you often. Write down something nice this teacher has said. _____

- List three things you've done in your life that you are proud of.

1. _____
2. _____
3. _____

- List three things you'd like to do in the future to help other people.

1. _____
2. _____
3. _____

God has given each one of us abilities and personalities for a reason. He rejoices when we use what we've been given to help others. You won't know your true influence until you are much older or maybe even until you get to heaven, but be encouraged, because what you do in this life does matter. The influence of you is huge!

EXTRA STUDY OPTION

Witnessing Reality-Check

On a scale of 1–10 circle how you feel. 1= Never, 10 = Always

I love to share my faith with others.

1 - - - 2 - - - 3 - - - 4 - - - 5 - - - 6 - - - 7 - - - 8 - - - 9 - - - 1 0

I read my Bible every day.

1 - - - 2 - - - 3 - - - 4 - - - 5 - - - 6 - - - 7 - - - 8 - - - 9 - - - 1 0

I compromise what I believe when I'm with my friends.

1 - - - 2 - - - 3 - - - 4 - - - 5 - - - 6 - - - 7 - - - 8 - - - 9 - - - 1 0

People at school and in my neighborhood know I'm a Christian.

1 - - - 2 - - - 3 - - - 4 - - - 5 - - - 6 - - - 7 - - - 8 - - - 9 - - - 1 0

In relation to our faith, it is good to take time to reflect on not only what we see in ourselves, but also what others see in us. Witnessing isn't easy for most people. In fact, it is downright difficult for most people. Remember, that you can be a witness for Jesus not only by speaking out for Him, but also in the things you don't do . . . as well as the things you do! Use this worksheet to consider areas of your life where you can be a stronger witness for Jesus. Make it your goal to move up one or two number spaces on the scale at a time.

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 5.)*

DAY FIVE

Prior to game time, collect all of the special objects the students brought in. These will be used in today's Opener.

Today's games involve lots of hide and seek.

Find It, Keep It!

Supplies: Plastic Easter eggs filled with wrapped candies

Prior to this game, fill plastic Easter eggs with wrapped candies and hide them around your grounds. *(If you can't get the eggs, just hide the candies!)* Give each Z-Team five minutes to scavenge for goodies. You will need to explain the parameters of where you hid things. Tell teams not to eat what they find but to bring everything back to their team areas. After time runs out, have Z-Teams count the number of individual treats that they have. Award points to the teams with the most goodies. Allow teams to divide and conquer *(eat)* their grub!

Buried Treasure

Supplies: Large buckets filled with ice cubes, equal amounts of change *(coins)* per Z-Team, small jars, towels

Prior to this game, fill buckets with ice cubes and drop equal amounts of change *(coins)* in each team's bucket. *(Say \$2.00 per team—preferably not all in pennies!)* Have teams line up in relay formation. When you say, "Big Money," the first person in line will run up to the bucket,

take off a shoe and sock, and stick his or her foot into the ice, digging for a coin. Once a person finds a coin, have him or her dump it *(using toes of course)* into a jar, put his or her sock and shoe back on, and run back to their team. Do this until equal amounts of players have had a turn. *(If teams are uneven, have some students go twice.)* At the end, add up which team has the most money! Award points to that team. Depending on your budget you may want to give the winning team all of the money from all of the buckets to divvy up.

Marshmallow Surprise

Supplies: Large marshmallows *(1 bag per Z-Team if possible)*, a few small surprises *(marbles, jellybeans, coins, etc.)*, shallow pans or tins *(one per Z-Team)*

Prior to this game hide equal amounts of surprises in marshmallows. *(Be sure to cover your tracks by making the marshmallows look as normal as possible.)* Dump all of the marshmallows into a shallow pan or tin and place it before each Z-Team. Explain that in five *(or whatever number you choose)* marshmallows there is something hidden. Set a short time limit and have all Z-Team members squish *(using their hands)* the marshmallows until they find the treats. The first team to find all of the objects wins *(or if time runs out, award points to the teams that found the most surprises).*

Continued on next page.

HIDE AND SEEK

DAY FIVE

Hide and Seek Duos

Supplies: No supplies needed

Have Z-Teams divide up into pairs. Have pairs decide which one will hide and which one will seek. Have the person who will be hiding tell the other person where he or she plans to hide. (*Prior to this step, leaders must set nearby parameters where students are allowed to go.*) Allow all of the "hiders" to hide. Next have the remaining person find another person among the "seekers" and pair up. The catch is, one of these "seekers" now must find where this person's partner is hiding (*not their own partner!*). "Seekers" can ask "yes" or "no" questions but no direct questions. The key is for opponent "seekers" to give as little information as possible, while still answering the questions asked. After the first group of "seekers" has found their partners, play again until all the "hiders" are found or time runs out.

HIDE AND SEEK

SESSION FIVE

OPENER

Awesome Finds

Time: 15 minutes

Supplies:

- Objects brought in by students and/or leaders

Gather the objects and items that students brought in and display them on a large table. After completing the Crazy Comp games have students sit with their Z-Teams. Explain, **Most of us have possessions we value. These could be anything from our dog, to a lunch box we used as a kid! I would like for whoever brought in this item** (*point to an object on the table*) **to come up and explain what it is and why it is special.** Allow that student to share. After he or she shares, choose another object and so on. If student objects are scarce, have leaders share about the objects they brought in. When all objects have been talked about, say, **God has given us things in the world to enjoy. Some things we like just for their sheer beauty or uniqueness, others have a story behind them or bring back a favorite memory of our childhood. Life would be pretty boring if we didn't at least have some "stuff" to show for it.**

Today's Bible passage is about two people who found something awesome. One found buried treasure, the other a valuable pearl. These guys

Optional Opener

Supplies: Pieces of paper, pens

Have students describe on a piece of paper about three of their most prized possessions. If possible have leaders and volunteers take part in this as well. After students have had a chance to write, go around the group and have everyone share aloud about at least one of the things they wrote about.

Explain, **Today's Bible story is about a treasured item—treasure so valuable that it is worth giving everything up for. It is something that can never be lost or stolen or taken away. Once you have this treasure, you won't want to be without it.**

were so excited about what they had found, that they were willing to give up everything else they had, for assurance that they'd have these things forever.

In our society of people coming and going, moves taking place, things being lost or stolen, it is sometimes disheartening to get too attached to people or things because we know they or it might not be around at some point. The treasure we'll study today is something that is guaranteed to last forever. It's something worth giving everything up for!

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After this activity have students return items to the large table. Be sure to designate a leader to keep an eye on the table so everything can be returned to its rightful owner unharmed after the Challenge section of Day Five.

TABLE TALK

An Item of Value

Time: 10 minutes

Supplies:

- Copies of Table Talk, "An Item of Value" (page 52)

Hand out copies of "An Item of Value." Have students get into their Z-Teams and answer the questions on the worksheet. When time is up, have students discuss their answers together.

MESSAGE

Treasure Hunt

Time: 15 minutes

Supplies:

- Bibles, pencils or pens, "Treasure Hunt" worksheet (page 53)

Have students act out the scenarios from the worksheet "Treasure Hunt." After students have finished acting them out, invite them to share what they would do in similar situations. Afterward, have students open their Bibles to Matthew 13:44-46. Have a volunteer read the passage aloud. When students have

finished, explain: **In Jesus' time people didn't use ATMs or safety deposit boxes. Banks didn't exist and there were plenty of "not so nice people" who wanted to get their hands on the treasures of the ordinary Jewish families. Between fighting off tax collectors and being on the lookout for thieves, it is no wonder the Jewish people often hid their belongings on their property by burying them!**

In Jesus' time many people weren't all that different than people are today. They were looking for something of great value that would make them prosperous very much like people today are hoping to get that "great deal." In Jesus' time pearls were in high demand. The more rare and beautiful the pearl, the more money you could make. The merchant in Matthew 13:45 very likely could have lived well as a result of finding and buying this pearl.

Ask students, **Do you know anyone (relative, family member, friend) who has something of great worth? Explain what it is and why it is worth so much.**

Invite various students to share. Then explain that even today a rare baseball card or a website domain name might be worth big bucks. Oftentimes, however, the person who possesses these things doesn't want to sell them but would rather keep them, if only for the satisfaction of knowing he or she has something of great value.

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Next ask students the following questions related to the passage.

- **Why do you think the first man was willing to sell everything he had to buy the land where he found the treasure?** (*Answers will vary. The overlying thought should be that this item he found was worth far more than any possession he already had.*)
- **What do you think the second man did when he pried open the shell and saw the rare and beautiful pearl he had come up with?** (*Answers will vary but should include feelings of joy, celebration, anticipation about what the pearl would be worth, possible worry about someone stealing the pearl or taking it from him, etc.*)
- **What do you think Jesus was trying to convey with these two illustrations of treasure?** (*Answers will vary but should mention heaven, salvation, eternal life, the promise of the future that God holds for us, etc.*)

Share, **Our theme verse from Revelation 3:20** quotes Jesus as saying, **“Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me.”** Jesus is speaking here of a great treasure that only He can offer—the treasure of eternal life for all who believe in Him. Accepting Jesus’ offer comes with rewards in this life, but also treasure in the next—assurance of a place just for you in

heaven! Take some time now to think about whether or not you possess this great treasure. . . . It is a gift that is yours for the taking if only you will receive Jesus into your heart and life. The treasure of heaven can be yours forever—it is something worth giving up everything in this life for. Having new life in Jesus is only the beginning!

CHALLENGE

Treasure in Heaven

Time: 10 minutes

Supplies:

- Keys (*sold in hardware stores [one per student]*), colorful ribbon (*cut into short strips*), pieces of paper, hole punchers

Have a student look up Matthew 6:20-21 and read it aloud. **“But lay up for yourselves treasures in heaven, where neither moth nor rust doth corrupt, and where thieves do not break through nor steal: For where your treasure is, there will your heart be also.”**

Ask a volunteer to share if he or she has ever been robbed, had a break-in happen in his or her home, or knew of someone who had. (*Even if no one has experienced this personally, have students reflect on how they would feel if it did happen to them.*)

Explain that no matter how much we try not to get attached to things of this earth, it is a daily temptation we must wrestle

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with. Things here are cool, nice, and we can enjoy them now Heaven seems far away and may not always seem real to us. Remind students that in God's time line, life is very short. Even if we live 100 years, it is just a blink compared to eternity. Heaven, on the other hand, is a place where we can live content in Jesus' presence forever. Even though we can't always comprehend it, we have to trust what the Bible says about heaven being an incredible place!

Hand out a key, a strip of paper, and some ribbon to each student. Encourage students to write down one reason heaven is worth living for now. Have students punch a hole in this piece of paper, thread ribbon through it, loop it through the keyhole, and tie it. Encourage students to keep this key on their key ring to remind them about the reality of heaven every day.

Close by sharing, **We've learned about the new life Jesus brings to those who put their trust in Him—life on this earth and life in heaven with Him after we die.** Encourage each student to reflect on what he or she has learned so far in VBS. Invite students who have questions related to what it means to have new life in Jesus to stay afterward and talk to an adult leader.

Hand out the Extra Study Option worksheet "Heaven Is . . ." to students who want to reflect further on a place worth going to.

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TABLE TALK WORKSHEET

An Item of Value

Directions: Answer the following questions related to this story.

On May 5, 2004 Pablo Picasso's 1905 painting "Boy with a Pipe" sold for \$104 million dollars at Sotheby's auction, shattering previous art records! This painting had been sold in 1950 to John Hay and Betsey Whitney for \$30,000. (This time it sold for 3,460 times what it was first purchased for!) The proceeds from this painting went to the Greentree Foundation—to protect a vanishing ecosystem of longleaf pine forest located in southwest Georgia's Red Hills known as the "Big Woods." This area is a conservatory that has trees over 500 years old and possibly is home to 300 globally endangered species. John Hay died in 1982 and his wife, Betsey Whitney died in 1998. Neither of them lived to know the true value of what they had.

Q. Can you think of things other than artwork that might go up in value over time? List a few here.

Q. Even though this couple didn't know how much their painting was worth, I'm sure they knew it would be a pretty sum. They chose to give the proceeds of their estate to charity upon their deaths. Do you think this is a noble thing to do? Explain. What else could they have done with the money?

Q. Do you think there are people in the world today who have similar treasures in their possession? What kinds of treasures might they be? (For example, antiques, rare coins, etc?)

Q. Have you ever heard stories like this and thought, *If only my grandparents would have invested in something like that!* What are some things your grandparents or ancestors could have bought that would be worth a great deal today? List them here.

Often collectors will go from city to city asking people to bring in their treasures for appraisal. Sometimes the things people treasure are worth thousands and thousands of dollars, other times people think something is valuable but are disappointed to learn that they have a replica or their item is broken, diminishing its true worth. The treasure we'll learn about today has eternal value. It is worth much more than \$104 million dollars!

MESSAGE WORKSHEET

Treasure Hunt

Pair up and choose one of these scenarios to roleplay for the others in your group. There is no right or wrong answer for how these scenes should be played out, but do what you think is right!

1. Garage Sale Bonanza!

You and a friend wake up early on a Saturday to hit a few garage sales. You are digging through mostly junk when you see it . . . an original first edition of your favorite comic book! You know that there are websites out there offering upwards of \$1,000 for this very item! The person selling it is asking \$5.00. You and your friend discuss between yourselves what to do.

2. Finders, Keepers, Losers, Weepers?

You and your friend are walking down the street when suddenly you see an abandoned shopping cart. Upon further investigation, you see an old briefcase in it. You and your friend open it up and find that it is full of money! What do you do?

3. Lost Dog, Big Reward!

Your newspaper's classified section is running a large ad about a dog that is missing or was stolen. They are offering a staggering reward of \$5,000! They give details of where the dog might possibly be. You and a buddy decide to ride your bikes all over in search of this dog. To your surprise, you actually find the dog scrounging around in a dumpster near a supermarket. What do you do?

In Jesus' day there were certain ways for a person to deal with finding something and getting it for his own. In our day people have many different opinions of what could or should happen when they "find" something. When we do find something today, it is important to answer the ethical questions that arise!

EXTRA STUDY OPTION

Heaven Is . . .

Read the following verses and, based on what you read, write down one thing you anticipate seeing or experiencing when you get to heaven.

Isaiah 66:1a "Thus saith the LORD, The heaven is my throne. . . ." _____

Luke 10:20b "But rather rejoice, because your names are written in heaven." _____

Luke 15:7 "I say unto you, that likewise joy shall be in heaven over one sinner that repenteth, more than over ninety and nine just persons, which need no repentance."

2 Corinthians 5:1 "For we know that if our earthly house of this tabernacle were dissolved, we have a building of God, an house not made with hands, eternal in the heavens." _____

Revelation 19:1 "And after these things I heard a great voice of much people in heaven, saying, Alleluia; Salvation, and glory, and honour, and power, unto the Lord our God." _____

Ephesians 1:20 "Which he [God] wrought in Christ, when he raised him from the dead, and set him at his own right hand in the heavenly places." _____

Revelation 21:1-4 "And I saw a new heaven and a new earth: for the first heaven and the first earth were passed away; and there was no more sea. And I John saw the holy city, new Jerusalem, coming down from God out of heaven, prepared as a bride adorned for her husband. And I heard a great voice out of heaven saying, Behold, the tabernacle of God is with men, and he will dwell with them, and they shall be his people, and God himself shall be with them, and be their God. And God shall wipe away all tears from their eyes; and there shall be no more death, neither sorrow, nor crying, neither shall there be any more pain: for the former things are passed away."

Revelation 21:11, 18-19a, 21 "Having the glory of God: and her light was like unto a stone most precious, even like a jasper stone, clear as crystal. And the building of the wall of it was of jasper: and the city was pure gold, like unto clear glass. And the foundations of the wall of the city were garnished with all manner of precious stones. And the twelve gates were twelve pearls: every several gate was of one pearl: and the street of the city was pure gold, as it were transparent glass."

From what I can see in the Bible passages I've read, heaven is _____

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 5.)