

High School

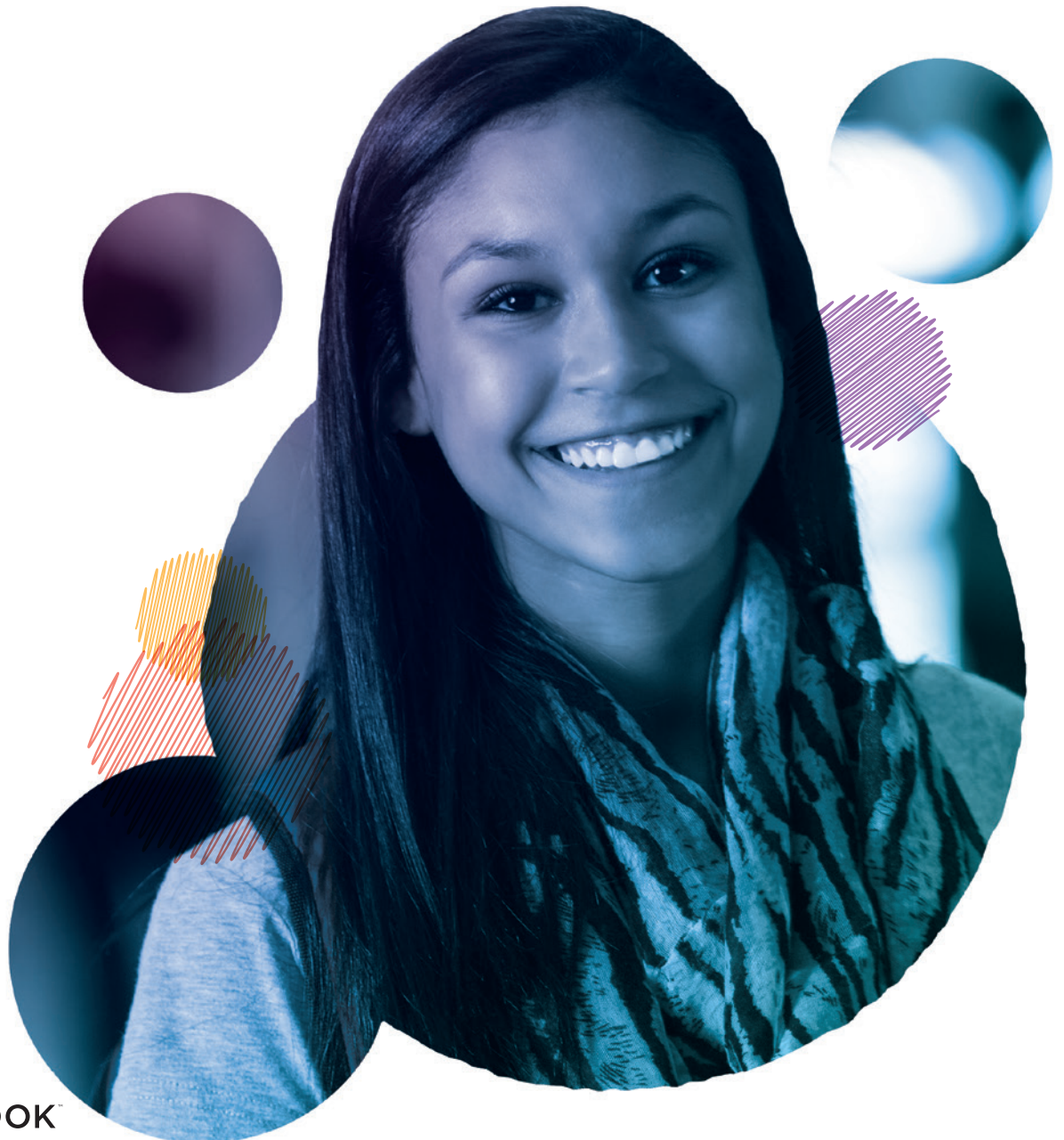


Sample Lesson

Includes links to related resources

Teacher's Guide

Escaping Egypt | God Delivers Us | Following God with Courage



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High School Teacher's Guide
for grades 9-12.

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To equip the Church with Christ-centered resources for making and teaching disciples who obediently transform today's generations . . . David C Cook is a nonprofit organization dedicated to international Christian education.

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Teacher-Student Relationships



Establishing, in the classroom, an atmosphere of trust and love that makes a student want to return is just as important as teaching good information. Adults sharing God's love and grace to children and youth can help them stay firm in their faith. Here are a couple of tips for building strong teacher-student relationships.

TRUST

As the teacher, you have the opportunity to be someone students can count on to be present on a regular basis. Children and youth need to feel that they can talk to you in confidence and without ridicule or criticism. And while you sometimes have to discipline, showing grace in that discipline helps them see God's love in you. As part of trust, students expect that what you present in class is accurate and useful.

ATTITUDE

Students like teachers who are positive, upbeat, confident, friendly, and willing to help. Leave your personal problems at home and give the students and youth your undivided attention. Nod, lean forward, and make eye contact when a student is speaking. Smile frequently.

FUN

While the subject matter you present is serious in nature, the atmosphere of the room shouldn't be dreary. You don't have to act silly or let chaos reign, but you can enjoy games with students, find joy in their discoveries, and maintain a happy classroom environment.

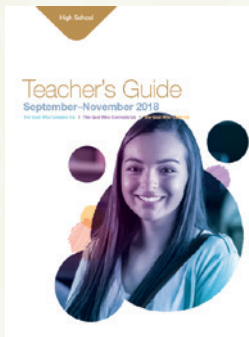
ACCEPTANCE OF FEELINGS

Children and youth often respond to situations with emotions rather than rational logic. Their reactions may seem childish because they have not learned how to control their feelings or how to think through situations. While you don't need to agree with everything a student says, you can be a sounding board and a sympathetic ear. Be open to the Holy Spirit's guiding as students share their feelings—stopping to pray with a student, give an affirming pat on the back, or even a quick hug may be just what they need.

PRAISE AND AFFIRMATION

Compliment and encourage children and youth frequently, mentioning specific actions you have observed. When students feel valued, they are more likely to participate in learning, and they begin to understand how God loves and accepts them.

Materials for your High School Class



High School Teacher Guide

Each of the 13 lessons contains step-by-step instructions to help you prepare and teach, with Bible background, tips for teaching high schoolers, and a variety of activities to help your students learn and apply the Bible lesson. One per class.



Blueprint (One per student)

[This book/magazine](#) is the student component for your Bible-in-Life curriculum. It provides the weekly Bible studies and articles for your Bible lesson and includes quizzes and fun pieces that appeal to high schoolers. The student book also contains “daily faith” devotionals for your students to engage their faith throughout the week.

Your Teacher Guide directs you to exactly which page to turn to for in-class use. You may keep a copy of *Blueprint* for each student in your class. If so, cut out the Bible study/Daily Faith devotionals for students to take home and use each week. Or you can make each student responsible for his own copy of *Blueprint*, allowing him to take it home to read and bring back each Sunday. If a teen forgets to bring her copy of *Blueprint* back to class, you can simply give her some scratch paper and have her look off of someone else’s Bible study for that week.

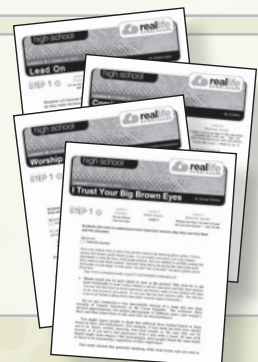
We recommend having an extra copy or two of *Blueprint* as classroom copies, which you can use for yourself, a student who has forgotten hers, or for any visitors to use.



Free! [Downloadable Options for Steps 1 and 4](#)

- The latest in pop culture
- News that just happened
- Relevant subjects from today’s world that are rarely talked about in Sunday school!


RealLifeDownloaded.com





Online Teacher Training! To learn more about teaching and using the resources in a lesson, visit BibleinLife.com


Bring the Bible to Life for Teens

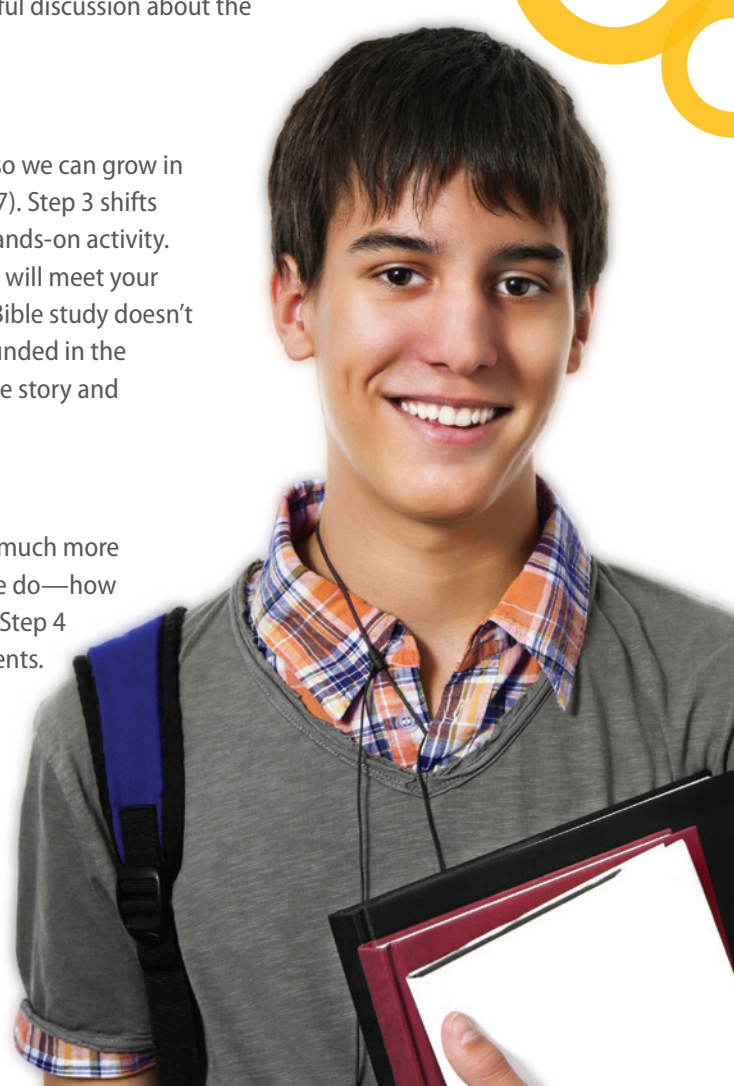
Use our proven, effective 4-step lesson plan.
Here's how it works:

STEP 1  Scripture makes it clear that God puts priority on relationships. **Connecting with God's Word** We grow the most spiritually when we are in relationship with others. Or, as the youth ministry adage goes: You have to open the kid before you open the Book. Step 1 gives you and your students a chance to share about yourselves and your lives and encourages them to be active participants in your discussion. You'll make real-life connections between their lives and what the Bible says. These conversations will flow naturally into Step 2, your Bible lesson.

STEP 2  God reveals Himself to us through His written Word. In Step 2, you'll study God's story. You'll dive into a portion of God's Word and then review it together. You'll lead the lesson by asking relevant questions so your students will not only understand what they've just read, but also realize how the story and its truths connect to their lives. Through this step, you'll be able to make sure your students engage in a fruitful discussion about the Bible at a meaningful level.

STEP 3  God asks us to internalize His Word so we can grow in relationship with Him (Ps. 1:2; 119:97). Step 3 shifts your lesson from a discussion to a hands-on activity. **Interacting with God's Word** Different activity options allow you to choose the one that will meet your students at their levels—and their interests—so that the Bible study doesn't just go in one ear and out the other. By doing activities founded in the Bible lesson, your teens will actively work through the Bible story and interact with the text.

STEP 4  The Bible makes it clear that faith is much more than a list of beliefs. It's also what we do—how we live out what we say we believe. Step 4 **Applying God's Word** is a way for you to encourage life application by your students. Together you'll recap what you've learned and help your teens carry the Sunday school lesson into the rest of their week. You'll be able to provide them with practical suggestions for ways to live out their faith in real life so they will be doers of the Word, not just hearers.



Supply List

Needed for Every Lesson

- Blueprint*
- Bibles

Classroom Supplies

- index cards
- paper
- pens or pencils
- whiteboard
- whiteboard markers

Lesson 1:

- 2 chairs
- watch/clock with second hand

Lesson 2:

- hat, dollar bill, slips of paper
- scissors, construction paper, tape
- large sheet of butcher paper
- large paper stars (cut out prior to class, one per student)

Lesson 3:

- scissors, construction paper, tape
- yarn

Optional:

- wire hangers

Lesson 4:

- several pillows or soft cushions and a blindfold
- small pebbles or rocks in a box

Lesson 5:

- newspapers, magazines
- tape
- pieces of paper with *Blueprint* Bible study questions, chairs arranged in a square
- notepad

Optional:

- recording device
- 10X magnifying mirror

Lesson 6:

- jar
- rocks to fill the jar (with 3 or 4 painted)
- pair of tweezers
- tape, large books

Lesson 7:

- 12 index cards (per student)
- piece of bread, basket, bowl, 2 steel wool cleaning pads
- poster board

Lesson 8:

- voice recording device
- poster board
- scenarios on colored paper in a small basket

Lesson 9:

- no materials needed

Lesson 10:

- magazines
- balloons, masking tape, permanent markers, bowling pin or post
- watch/clock with second hand

Lesson 11:

- pieces of paper with *Blueprint* Bible study questions (one per group)
- poster board, markers

Lesson 12:

- magazines, newspapers
- scissors, glue, poster board
- small notebooks or 5 sheets of paper stapled together (one per teen)

Lesson 13:

- chairs in a semi-circle
- construction paper, scissors, tape
- craft sticks
- miniature candy bars in a small resealable bag

indicates items that require advance preparation

Expecting Improvement

STEP 1 **Life Need** (5–10 minutes)

- Students will begin to think about their value.
 - ☐ “[Be Yourself](#)” from [Blueprint](#)

STEP 2 **Bible Learning** (15–20 minutes)

- Complete a Bible study about Moses.
- Review events in Moses’ life.
 - ☐ Bibles
 - ☐ Copies of [Blueprint](#)
 - ☐ Paper and pencils or pens
 - ☐ Whiteboard and markers

STEP 3 **Bible Application** (5–10 minutes)

- Discuss ways God is preparing students now for the future.

STEP 4 **Life Response** (about 5 minutes)

- Plan ways to recognize your personal worth in God’s plan.
 - ☐ “[How Do You Feel About Yourself?](#)” from [Blueprint](#)
 - ☐ “[Self-Help Exercises](#)” from [Blueprint](#)
 - ☐ Pencils or pens

Memory Verse

“For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.”

—Jeremiah 29:11

Bible Basis:

Stephen tells how Moses was used by God to achieve the impossible (Acts 7:22-31, 35-37).

Bible Truth:

God is able to develop even people who think themselves incapable into ones who can be outstanding for Him.

Lesson Aim:

That your students will develop optimism about their futures as they commit them to God.

UNDERSTANDING THE BIBLE

Today’s passage comes during a speech Stephen gave just before he was killed. Acts 6 gives the background.

The preaching of Stephen and others led to many converts in Jerusalem (Acts 6:7). His preaching also produced enemies among the members of the Synagogue of the Freedmen (6:9), made up of people freed from slavery. The province of Cilicia mentioned in verse 9 was a Roman province in the southeast corner of Asia Minor. Tarsus, Paul’s birthplace, was one of its important cities. Since Saul was from Tarsus, this might have been the synagogue he attended, and he may have been among the men who argued with Stephen (6:9-10). He certainly was present when Stephen was stoned (7:58).

In his speech, Stephen declared that worship of God was no longer restricted to the temple. Some Jews who heard this twisted Stephen’s words and charged him with blasphemy (7:48-49).

In Acts 7:1, the high priest of the Sanhedrin—Israel’s high court—let Stephen defend himself. Stephen described events of the nation’s history from the call of Abraham to the building of the first temple (7:2-53). Stephen gave an overview of Old Testament history,

—continued on next page

☐ indicates items you will need to prepare before class

UNDERSTANDING THE BIBLE —cont'd

illustrating at least two important points. First, God reveals Himself to His people anywhere He pleases. For instance, God spoke to Moses at Sinai, in a desert, far away from Israel (7:30). This implies that true worship isn't limited to the temple at Jerusalem, that Gentiles could also worship God.

Stephen used the story of Moses to make his second major point. The Jewish people repeatedly rejected the people God sent to help them. Just as Israel disobeyed and rejected Moses (see 7:25, 27, 35), many Jews of Stephen's day were wrong in rejecting Jesus, the prophet whom Moses foretold (vs. 37).

TIPS

CLASSROOM

One way to build healthy self-esteem is to give feedback and recognition, especially for positive actions. Often adults give specific criticism of negative actions but only a blanket "good job" for positive actions. Teens know only that they've done a good job, but they don't know why. Be specific in your affirmation. For example, if your class really got into the Bible study discussion, you could say something like this to affirm them: "I'm happy about the way you discussed the Bible study because you took the time to think about your answers."

PRESESSION ACTIVITY



Objective: That your students think of similes to describe how they see themselves.

Have students write simile poems to describe how they see themselves. Remind students that a simile makes a comparison between two things by using "as" or "like." Similes are common in everyday conversation: "He eats like a horse," or "The child was as quiet as a mouse."

Students can begin their poems with this line: "I am like . . ." and then complete their similes. Encourage your students to be creative in thinking up their comparisons. For example: "I am like a new notebook that's waiting for its pages to be filled with exciting adventures."

When students finish writing, they may read their poems to each other and explain why they chose their particular similes.

Understanding Your Students

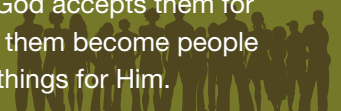
Self-esteem is one of the most important possessions a teenager can have. It can be defined as the individual's understanding of the expectations of society and his peers, and the kinds of behavior that the individual selects as a style of life. People discover who they are from the ways in which they have been treated by those who surround them in the process of growing up. In other words, each person tries to be the kind of person that he thinks his environment expects him to be.

Teenagers are especially susceptible to low self-esteem. With the breakdown and complications of the family, with teachers' increasingly low expectations, and with the overwhelming influence of technology and the media, our youth are finding positive self-esteem a much

rarer commodity. But armed with the proper self-esteem, your teens will enjoy the courage and fortitude it takes to overcome the obstacles facing many youth today.

As their teacher, you have a tall order to help build self-esteem in your students. But it's basic, really. Teens want to be understood and genuinely listened to; they want to be taken seriously for what they feel and see as people; and they want to be affirmed and to be able to make significant contributions to their relationships.

Your Sunday school class and other youth group activities can provide a safe place where students discover that God accepts them for who they are and helps them become people capable of doing great things for Him.



STEP 1

Life Need
(5–10 minutes)

Lesson Aim:

That your students will develop optimism about their futures as they commit them to God.



OBJECTIVE: That your students will participate in a self-evaluation exercise and begin to think about their value.

Materials:

▣ “Be Yourself” from *Blueprint*

When you got up this morning and looked in the mirror, what was the first thing you thought of? Have students call out one- or two-word reactions such as “Great!” or “Need sleep!”

Sometimes we think we’re the greatest people on earth; other times, we think we’re the lowest life-form possible.

Have students turn to the feature story on pages 4 and 5 of *Blueprint*, and have someone read aloud the introduction.

■ FROM *Blueprint*—Be Yourself

“Why can’t I be more like Tomeka?” Shawna said to Amelia as they stood in the cafeteria line at school. “She does everything better than I do. She’s a cheerleader, makes straight A’s, and she’s pretty.”

Now you read the second part of the introduction aloud.

You probably know people like Tomeka. People you admire and even like, but when you’re around them, you feel inadequate. It’s easy to compare yourself with friends, siblings or celebrities. The bad news about comparing yourself with others is that you end up missing some great opportunities tailor-made for you because you don’t think you’re as good as Chelsea or Kyle or Dominique.

Have students turn to page 5 in *Blueprint* and answer the quiz questions. Don’t ask them to share anything. This is a private exercise. Explain that though we often feel negative about ourselves, God views us positively. Because of what Jesus did for us we can face the future with hope. Go over the practical tips on page 5 of *Blueprint* with your class.

Our Bible study today focuses again on Moses. He’s historical proof that our living God can develop a person who thinks he’s inadequate into one who can do great things for Him.

STEP 2

Bible Learning

(15–20 minutes)

Bible Basis:

Stephen tells how Moses was used by God to achieve the impossible (Acts 7:22-31, 35-37).



OBJECTIVE: That your students evaluate Moses and discover how God developed Moses into an outstanding person for Him.

Materials:

- Bibles
- Copies of [Blueprint](#)
- Paper and pencils or pens
- Whiteboard and markers

This week we're going to look at how God developed Moses into one of the greatest leaders on earth. Ask students to turn to the Bible study on page 11 of *Blueprint*, and read the introduction aloud.

FROM *Blueprint*—God's 4-Star Leader

What's Moses doing in the New Testament? Isn't he strictly Old Testament? While his story is recorded in the first few books of the Bible, Moses' journey of faith has something for everyone. That's why just before Stephen was martyred, he preached about Moses, Israel's greatest leader. Read part of Stephen's sermon in Acts 7:22-31, 35-37.

Choose students to read Scripture passages aloud. Work through the questions as a class. Allow time for students to write their answers and then discuss the question.

- ▶ Read Acts 7:23-29 again. Describe how Moses' actions show you that he was far from perfect? (*Moses took the law into his own hands and killed an Egyptian. Moses thought God's people would recognize him as their rescuer, but they didn't. Rejected by his own people and afraid they would tell the Egyptians that he killed one of their people, Moses ran away to Midian.*)
- ▶ Based on Moses' reaction in verses 27-29, how would you rate Moses' leadership potential? Circle your rating and explain it.

Excellent, best one around	* * * *
Very good, he's the man	* * *
All right, could use some help	* *
Poor, look elsewhere for a leader	*

Call on volunteers to explain why they rated Moses the way they did. Accept any reasonable explanation. Moses' leadership at this point was based on force and on his position of power. He didn't have the support of the people he was trying to lead. Moses wasn't exactly showing leadership potential. He spent the next 40 years not leading people, but leading sheep in the desert of Midian.

- ▶ **What might Moses have learned in the desert?** (*Survival—good preparation for when he leads the Israelites through the wilderness. Humility—he took care of someone else's sheep, and no longer lived in a royal palace. Moses also learned patience and daily dependence on God.*)
 - ▶ Yet it's out in the desert where God spoke to Moses from the fiery bush and called him to deliver God's people from Egypt. How did Moses feel about all this? Read Exodus 3:11, 13; 4:1, 10 and give details. (*Moses feels like he has no value. He feels he can't communicate who God is. He feels the Hebrew people won't listen to him and will reject him again. He feels that he can't speak in public.*)
 - ▶ Read Acts 7:30-34. God Himself was talking to Moses from the bush. Underline the pronoun that is used most often in these verses. What should this have told Moses about how far God was willing to go to help him

TODAY'S SCRIPTURE

Acts 7:22-31; 35-37

²²Moses was educated in all the wisdom of the Egyptians and was powerful in speech and action.

²³When Moses was forty years old, he decided to visit his own people, the Israelites. ²⁴He saw one of them being mistreated by an Egyptian, so he went to his defense and avenged him by killing the Egyptian. ²⁵Moses thought that his own people would realize that God was using him to rescue them, but they did not. ²⁶The next day Moses came upon two Israelites who were fighting. He tried to reconcile them by saying, 'Men, you are brothers; why do you want to hurt each other?'

²⁷But the man who was mistreating the other pushed Moses aside and said, 'Who made you ruler and judge over us?' ²⁸Are you thinking of killing me as you killed the Egyptian yesterday?"

²⁹When Moses heard this, he fled to Midian, where he settled as a foreigner and had two sons.

³⁰After forty years had passed, an angel appeared to Moses in the flames of a burning bush in the desert near Mount Sinai. ³¹When he saw this, he was amazed at the sight. As he went over to get a closer look, he heard the Lord say: . . .

³⁵This is the same Moses they had rejected with the words, "Who made you ruler and judge?" He was sent to be their ruler and deliverer by God himself, through the angel who appeared to him in the bush. ³⁶He led them out of Egypt and performed wonders and signs in Egypt, at the Red Sea and for forty years in the wilderness.

³⁷"This is that Moses who told the Israelites, 'God will raise up for you a prophet like me from your own people.'"

accomplish His work? ("I," referring to God, is used the most. God's plan was to free His people from slavery. Therefore, God would take care of everything necessary to accomplish this.)

- ▶ Read Acts 7:35-36. In what way did God back up His promise to help Moses? (God gave Moses the ability to perform miracles in Egypt and in the wilderness. He gave Moses courage, wisdom, and strength to lead the people. God also gave a visible sign of His presence: the cloud to lead them by day and the pillar of fire by night.)
- ▶ Check out the leadership rating you gave Moses in question 2. Based on the events that happened after Moses' flight to Midian, what kind of leadership rating would you give Moses now? Underline your new rating and explain it. (Call on students to explain.)

For a summary, make a timeline like the one here. Draw a vertical line on the board and fill in the ages on the left side of the line. Then work together as a class to fill in the important events in Moses' life.

Age 0	↑	Born at a time when all Hebrew male babies were to be killed; Found by Pharaoh's daughter; Raised by own mother; Adopted by Pharaoh's daughter; Received best education
Age 40		Murdered an Egyptian; Rejected by own people; Ran away to wilderness; Shepherd in wilderness
Age 80		Burning bush; The plagues; The Passover and Exodus from Egypt; Crossing the Red Sea; Leading the people in the wilderness; Receiving the law from God
Age 120	↓	His death

Write the following questions on the board, one at a time. These questions are also used in Bible Application.

How did God use . . .

- 1. Moses' own family to help Moses develop into the person he became?**
(His family provided the foundation for his life and knowledge of God. It gave Moses his identity with God's people.)
- 2. Moses' educational background?**
(It provided him with the best training available, which later helped him as a leader.)
- 3. Moses' failure experience?**
(When he was rejected by his own people, Moses could see how inadequate he was on his own; this made him trust God.)
- 4. Moses' tough situation in the wilderness?**
(This experience taught Moses about survival in the wilderness and daily dependence on God.)
- 5. Moses' unusual experience with the burning bush?**
(This motivated Moses to actively obey God and gave him the confidence to face Pharaoh.)
- 6. Moses' opportunities for service?**
(In leading the people out of Egypt, Moses learned how to trust God and to serve God's people through difficult circumstances.)

STEP 3

Bible Application
(5–10 minutes)

OBJECTIVE: That your students think of ways God might be working in their lives.

Let's look at the categories on the board; this time apply them to your own life. God trained Moses for future service in each of the areas we listed. How might He also be training us in these areas? If you have any personal experiences about how God worked in your life in any of these areas, feel free to tell about them.

Students should discuss how God might be using events that fall under these categories to help prepare them for future service—just as He prepared Moses.

1. **The family**—What can you learn about God from family? about working with others? about abilities and talents?
2. **Educational background**—Of what future value might school be? studying the culture around you (newspaper, radio, Internet, TV, books)? taking positions of small or large responsibility?
3. **Failure experiences**—What does failure teach? How is it preparation for the future? What does failure prove? What character traits can it develop?
4. **Tough situations**—What does it take to praise God even in situations we don't like? How can these situations help us grow?
5. **Unusual experiences**—When have you felt God guided you in an unusual way? through a special circumstance or conviction? through another Christian?
6. **Opportunities for service**—How do these affect future opportunities?

Tell about some experiences, jobs, or assignments you'll have this coming week. How might God use them to help prepare you for the future?

You'll want to be ready with your own examples.

STEP 4

Life Response
(5–10 minutes)

Bible Truth:

God is able to develop even people who think themselves incapable into ones who can be outstanding for Him.

OBJECTIVE: That your students will plan ways to recognize their personal value in God's plan.

Materials:

- “[How Do You Feel about Yourself](#)” from *Blueprint*
- Pencils or pens

How often do you look in the mirror and see yourself the way God sees you? In order to see ourselves the way God sees us—we've got to know how God sees us.

Pass out pencils or pens, have students turn to page 13 of *Blueprint* and answer on their own the seven questions provided. After students have finished, have them turn to page 14 of *Blueprint* and go over the self-help exercises together.

God sees us as we really are and as what He would have us to be. Because of what Jesus has done for us and our faith in Him, God sees us as His children with His righteousness, strength, and power. Because of this we can face the future with hope. Jesus' death and resurrection free us from the power of sin and give us tremendous potential for good. God has given each of us a job to do for His kingdom, and He will provide the strength we need to do it. God values us so much that He does more than just save us—He is working with and shaping us to do a part in His plan (Eph. 2:10).

Close class by praying together. Pray that your teens will base their self-worth on the value they have in God's plan. Thank God for creating each of your students and designing them to be used for His honor and glory. Ask Him to show them the good works He has for them. Pray that your students will have the confidence in God to live their lives knowing they are valuable in His plan.

