

High School

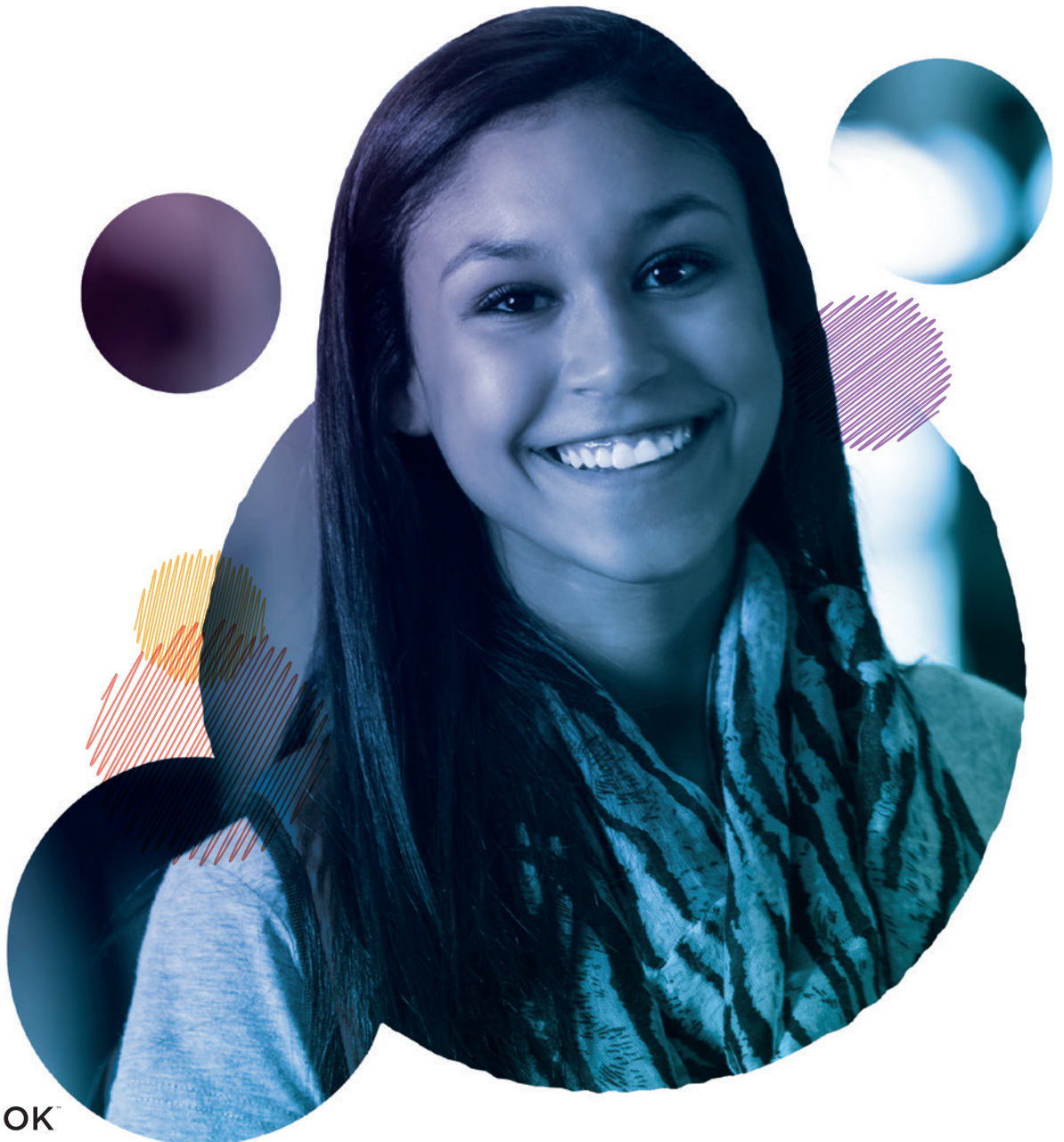


Sample Lesson

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.

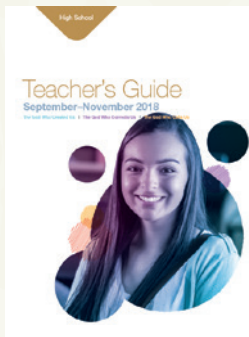
ACCEPTANCE OF FEELINGS

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.

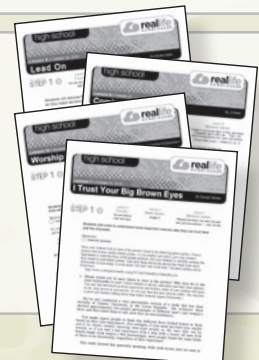
We recommend having an extra copy or two of *Blueprint* as classroom copies, which you can use for yourself, a student who has forgotten hers, or for any visitors to use.



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

Connecting with God's Word

Scripture makes it clear that God puts priority on relationships. 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

Studying God's Word

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

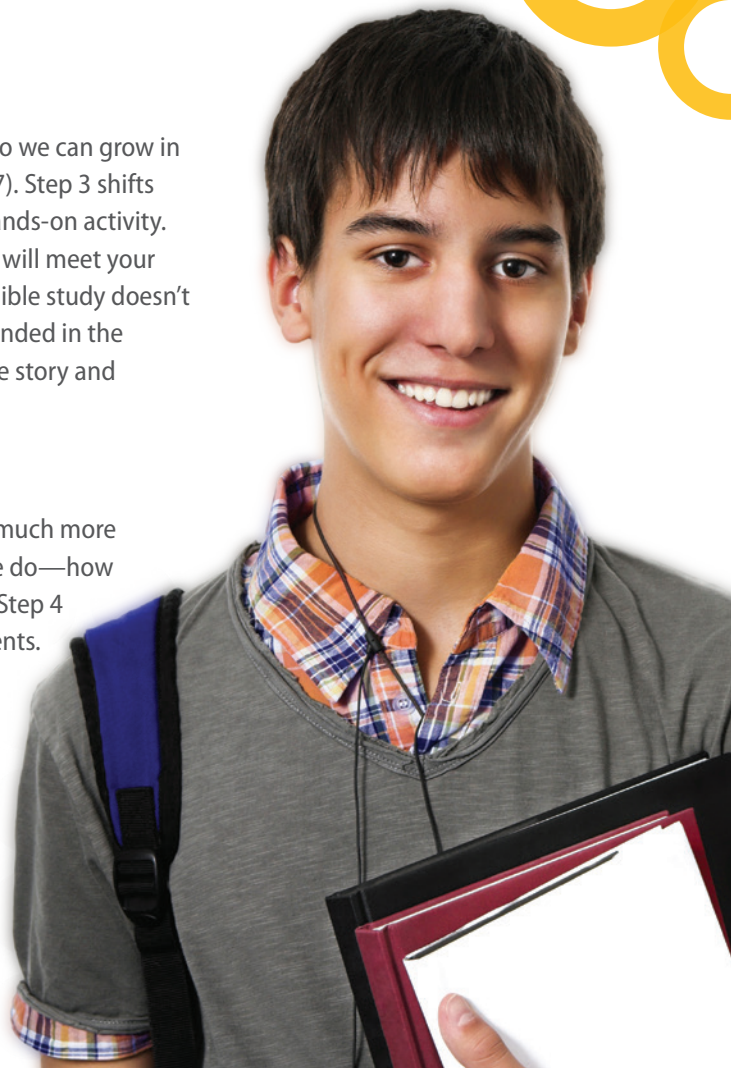
Interacting with God's Word

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. 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

Applying God's Word

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 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

Prayer Wall

Use this page to write down and keep track of your students' prayer requests. You can then reference these notes to follow up with your students on how their prayers were answered.

lesson 2

Bible Basis:

Acts 7:22-31, 35-37

Focus:

We are valuable in God's plan.

Prized by God

STEP 1 Connecting with God's Word

Seeing a Person's Value: Your teens will think about reasons they value objects and people in their lives.

- ☒ Hat, dollar bill, slips of paper
- ☐ Pencils or pens

STEP 2 Studying God's Word

Identifying Moses' Value: Your teens will study verses in Acts about how Moses was valuable in God's plan.

- ☐ Bibles, copies of [Blueprint](#), markers, whiteboard

STEP 3 Interacting with God's Word

Discovering Our True Value: Your teens will participate in activities to help them understand their value to God.

- ☒ Large sheet of butcher paper
- ☐ Pencils or pens, copies of [Blueprint](#), scissors, construction paper, markers, tape, poster board
- ☒ Large paper stars (cut out prior to class, one per student)

STEP 4 Applying God's Word

Acknowledging Our Worth: Your teens will plan ways to recognize their personal value in God's plan.

- ☐ ["How Do You Feel About Yourself?"](#) worksheet 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

UNDER- STANDING THE BIBLE

The significance of the number 40 throughout the Bible cannot be linked to any one experience, but often characterizes a critical period in redemptive history.

Moses' first 40 years were spent as a prince in Egypt; the second 40 years he was a shepherd in Midian; and the last 40 years he led the Israelites in the Sinai Desert. Furthermore, Moses was with God on Mount Sinai twice for 40 days while receiving the Ten Commandments from God (Exod. 24:18; 34:28). Elsewhere the account of the Flood mentions that it rained for 40 days and 40 nights (Gen. 7:4). Both Isaac and Esau married at the age of 40 (25:20; 26:34), and Caleb was sent into the promised land as a spy at the same age (Josh. 14:7). Saul is believed to have reigned 40 years; in addition, the Bible mentions that David and Solomon were kings 40 years (1 Kings 2:11; 11:42).

Jesus was tempted by the devil in the desert for 40 days and nights (Matt. 4:2; Mark 1:13; Luke 4:2). After His resurrection, Jesus appeared to His followers and taught them about the kingdom of God over a period of 40 days (Acts 1:3).

In Psalm 90:12, Moses wrote, "Teach us to number our days aright, that we may gain a heart of wisdom." It seems that each 40-year period taught him something.

☒ indicates items you will need to prepare before class

Teacher Devo



If you were to rate your job as a Sunday school teacher on a scale of one to ten and were to compare it to Moses' task of leading God's people out of slavery and through the wilderness, how valuable would your job seem?

We might be tempted to view the job of teaching a few high school students in one church of one town as insignificant—especially when compared to the mighty things God accomplished through Moses. But this would be a mistake. Anyone who obeys God fully is doing all he or she can do to serve Him.

Sharing spiritual insights and providing mature counsel to teens is serving God. Proverbs 9:9 says, "Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning." When you teach your teens to love God and commit their lives to Him, you make a difference! Your work is valuable because it makes a lasting impression on lives!

In prayer, thank God for allowing you to be a valuable part of His wonderful plan.

CLASSROOM TIPS

In today's lesson, you're going to spend time telling your students how valuable they are to God. They'll be much more likely to take you at your word if they've sensed that they are valuable to you.

We all get a sense of our worth from our parents and peers—and from our teachers. How do you respond to students who are hard to get along with? How do you treat those who aren't responsive? What do you do when one student is putting down another?

You don't have to be perfect at loving and valuing your students to be an effective teacher—you simply have to have the desire to serve God and use the gifts He has given you. Consider this lesson an opportunity to evaluate what value you're communicating to your students.

Ask God to help your students see His love and acceptance of them in your eyes. Thank Him for loving and valuing you for the person He made you to be. Ask Him to help you love your students in this same way.

WHEN TEACHING THE BIBLE TO TEENS . . .

Teenagers often lack self-confidence. Even talented, intelligent, attractive teens may battle feelings of unworthiness and hopelessness. Society continuously bombards teens with images of physically perfect and socially successful people. As a result, teens may view themselves as unattractive social misfits even though God, peers, and family think otherwise.

Teens sometimes burden themselves with unrealistic expectations of how they should look or act around their peers. Moreover, teens may grasp for shallow solutions in the friends they choose, things they accumulate, or behaviors they take part in.

God, however, sees value in each person for who he or she is in Christ. Serving God is one way for Christian teens to sense their worth.

As your teens work through this lesson, remind them that they are valued by God regardless of how they feel about themselves. God doesn't make mistakes! Each teen in your classroom is created special.

Try to help them grasp the essence of John 3:16—that God loved and valued them enough to sacrifice His own Son on the cross. He longed so deeply to spend eternity with them that He was willing to send Jesus to live among sinful people to show us God's love and to suffer an agonizing death just to redeem them.

The price Jesus paid to get them back from sin and death makes them very valuable indeed. In fact, we insult God when we refuse to see our worth to Him.

STEP 1

Connecting with God's Word

Lesson Focus:

We are valuable in God's plan.

BEFORE CLASS OPTION

Have teens define "self-esteem"

on the whiteboard. Then have teens list positive and negative ways that teens build self-esteem.

Your teens will think about reasons they value objects and people in their lives.

Materials:

- ☒ Hat, dollar bill, slips of paper
- ☐ Pencils or pens

Choose a volunteer to stand beside a hat and a dollar bill. Divide the class into three groups, hand out pencils or pens and slips of paper, and explain the following activity:

Without referring to the person or object by name, write down a positive characteristic or value the person or object possesses. (For example, "keeps me out of the sun" for the hat.) Tell group one to evaluate the hat; group two, the dollar bill; and group three, the person.

After teens have finished writing, have them fold their slips of paper and hand them to you. Mix the papers up and select various slips of paper at random.

As you read the papers, attach the value that you are reading to one of the three objects. (For example, "keeps me dry" may be attached to the person or the dollar bill instead of the hat. Most values won't fit the object being described.) After reading a sampling of the papers. Ask:

- ❶ **Why don't some of the descriptions fit what they are supposedly describing?** (*Different objects have different values.*)
- ❷ **How are the descriptions for the person and the things different?** (*Some descriptions of the person's value might be: has a soul, has emotions and feelings. The value for things is merely material.*)
- ❸ **What do you think is a person's greatest value? Why?** (*Answers will vary. Encourage brainstorming for a few minutes, and resist giving your own opinion. This question will arouse your students' curiosity for the answers this lesson will provide.*)

While God made man in His own image, we are all unique. We all possess different gifts and talents given to us by God for a purpose. These special gifts make each one of you valuable in God's plan. Moses, too, was valuable in God's plan. Let's take a look at some ways he was used by God.

STEP 2

Studying God's Word

Bible Basis:

Acts 7:22-31, 35-37

Your teens will study several verses in Acts to see how Moses was valuable in God's plan.

Materials:

- ☐ Bibles
- ☐ Copies of [Blueprint](#)
- ☐ Markers
- ☐ Whiteboard

In last week's lesson on the life of Moses, we studied several illustrations of faith in action.

- ❶ **What were some of the things that were done by faith? Check out Hebrews 11:23-28.** (By faith Moses' parents hid him for three months when he was supposed to be killed. By faith Moses chose to identify with the Hebrews instead of Pharaoh's household. By faith Moses led God's people out of Egypt, despite Pharaoh's attempts to circumvent the Exodus. By faith Moses and the Hebrew people sprinkled the blood of the lamb as God commanded them so that the angel of the Lord passed over them.)

Now have teens turn to page 11 of *Blueprint*. Ask a volunteer to read the introduction aloud.

Stephen wanted to remind the Jews to have faith in God. The example he used was of Moses, someone the Jews admired as a man of God.

Ask a few teens to take turns reading verses from the Lesson Scripture (Acts 7:22-31; 35-37). Reread verses 23-29 and have teens answer the first question.

Spend some time on the second question. Have teens share what kind of rating they would give Moses based solely on his actions in Egypt. (Answers to the second question will vary.)

Have teens answer questions three through five on their own. (Answers to all *Blueprint* questions can be found on page 19 of this teacher's guide.)

After teens have completed the questions, look at the last question as a class. Using markers and a whiteboard, jot down various ratings for Moses that teens give now. As a class, discuss:

- ❷ **Was Moses a less valuable leader in Egypt than when he was leading in the desert? Why or why not?** (Answers will vary. For example, some teens may feel that Moses was less valuable because of their ideas about leading; others may feel that his worth isn't based on his actions. Allow teens to share their views.)
- ❸ **What about the time Moses spent in Midian away from Egypt and the Israelites? What kind of value did he have as a leader during that middle 40 years? What was he worth to God during his time alone in the wilderness?** (Again, answers will vary. Do point out that Moses was still valuable to God even though he was in the wilderness.)

Even in times of failure, God continued to use Moses. God's plan involved Moses—it involves you, too! Let's do some activities that will show us ways we are all valuable in God's plan.



MORE BIBLE INFO

The Old Testament does not mention Moses' educational training in Egypt, but it is referred to in Acts 7:22, "Moses was educated in all the wisdom of the Egyptians and was powerful in speech and action." In addition to this verse, the ancient Jewish historians Philo and Josephus mentioned Moses' remarkable learning.

Lesson 2 Bible Study

God's 4-star leader

Acts 7:22-31, 35-37

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.

▶ Read Acts 7:23-29 again.

- ▶ Describe how Moses' actions showed you that he was far from perfect.
- ▶ 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 ★

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.

▶ 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 accomplish His work?

▶ Read Acts 7:35-36.

- ▶ In what way did God back up His promise to help Moses?

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.

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:

³²This 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. ³³He led them out of Egypt and performed wonders and signs in Egypt, at the Red Sea and for forty years in the wilderness.

³⁴This is that Moses who told the Israelites, "God will raise up for you a prophet like me from your own people."

Moses killed a man and fled because he feared for his life.

Answers will vary.

Moses doubted his own ability to carry out God's instructions. He used the excuse of not being a good speaker to try to escape God's plan.

Moses should have realized that God had specifically chosen him and would do everything to help him.

God enabled Moses to perform miracles in order to back up Moses' pronouncements against Pharaoh.

Answers will vary.

STEP 3

Interacting with God's Word



Your teens will participate in activities that will help them understand their true value to God.

In this section your students will have a choice of three activities that reinforce the fact that they are valuable in God's plan. In "A Verse That Sticks" your teens will create bumper stickers that summarize Jeremiah 29:11. In "Worth Something!" your teens will think about ways they are truly worthy in God's eyes. In "Star Struck" your teens will compliment each other by writing about ways they are valuable.

To introduce this interaction step, explain:

God showed Moses how valuable he was to Him. In fact, Moses was more valuable to God than Moses realized. At the burning bush, Moses argued that he wasn't worthy. God said he was.

You can discover how much God values you. The following activities will help you see your incredible worth in God's eyes.

TIP You may wish to set up for Step 4 while teens do Step 3.

A VERSE THAT STICKS

- ☐ Copies of [Blueprint](#)
- ☐ Scissors
- ☐ Construction paper
- ☐ Markers
- ☐ Tape
- ☐ Poster board

Look at your memory verse, Jeremiah 29:11, on page 12 of *Blueprint*, and create a bumper sticker slogan out of the ideas and words. For example, you could write, "God's plans don't hurt!" Or, "My future is safe with God." When you have found a slogan that you like, use scissors, construction paper, markers, and tape to create a bumper sticker that you can paste onto a piece of poster board. Work together to be creative.



WORTH SOMETHING!

- ☐ Large sheet of butcher paper
- ☐ Markers

Have a volunteer lie down on a large sheet of butcher paper while other teens trace around him or her with a marker. Write on it his or her physical features, personality traits, abilities, and hobbies.

After this teen has a "life," list reasons this teen might not like who he or she is based on the traits given, for example, too tall, impatient, etc. Now counteract the negative things by listing ways this teen could know his or her value—for example, a kind person or a great sense of humor.

STAR STRUCK

- ☐ Pens
- ☐ Construction paper
- ☐ Scissors
- ☐ Tape
- ☒ Large paper star (one per student)

Your teacher will provide the paper stars. Have your teacher help to tape a paper star shape on the back of each teen participating in this activity. Go around and write on the stars reasons why each person is valuable. Don't forget to write down Bible references if that works for someone.

When time is up, take off your star and read it. Put your star where you can take it out and read it during the week to remember that you are valuable in God's plan.

STEP 4

Applying God's Word

Lesson Focus:

We are valuable in God's plan.

Your teens will plan ways to recognize their personal value in God's plan.

Materials:

- ☐ "How Do You Feel About Yourself?" worksheet 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. That's what this activity is about.

Have students turn to page 13 of *Blueprint* and turn to the "How Do You Feel About Yourself" worksheet. Encourage teens to take a few minutes to fill out the seven questions that deal with self-esteem. Don't ask teens to share what they have written. This is a private exercise.

Explain that God sees us in a positive light. Because of what Jesus has done for us, 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 did more than just save us—He designed us to help in His plan (Eph. 2:10).

After everyone has finished, read the "Self-Help Exercise" introduction found on page 14 of *Blueprint* to your class and choose a few teens to read aloud the seven exercises.

Now say to your class:

1. Searching Scripture
2. Listing positive things about yourself
3. Focusing on the inside
4. Not putting yourself down
5. Trying new things
6. Modeling someone you admire
7. Don't give up!

These are all ways that you can focus on your value in God's plan.

Have teens choose one of these seven areas to dwell on this week.

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.



Seeing God throughout the Week Ask your students ways they can be reminded about how valuable they are to God. Let them know they are valuable also to you and those around them.