

# Christian Ethics For Jr. High

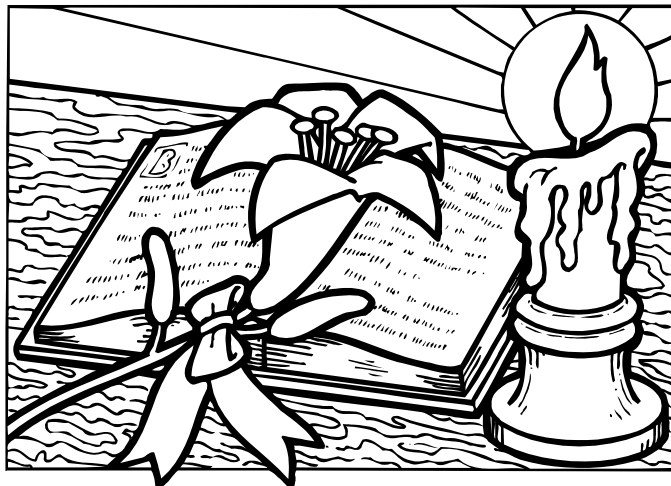
## Table of Contents

Introduction.....	1
Curriculum Overview.....	2
Lesson 1: Lies for Life?.....	3
Lesson 2: True Love Waits!.....	12
Lesson 3: My Body?.....	18
Lesson 4: Peace at All Costs?.....	21

## Introduction

This material was designed for students to discuss moral issues facing them today. Some of these issues will be sensitive and need to be discussed carefully. It is important that the teachers using this curriculum read and study the material ahead of time. Careful reflection by the teacher will help to facilitate the later discussion among the students. The teacher should tailor the discussions and lessons towards their classes, thereby making it important to review the material ahead of time. Please feel free to adapt this curriculum to meet the needs of your ministry. May this material be a blessing to you and all who use it.

Patricia Mercier



# Christian Ethics for Jr. High

## Curriculum Overview

<b>Lesson &amp; Topic</b>	<b>Ethical / Moral Issues</b>	<b>Bible Story</b>	<b>Bible Verse</b>	<b>Activity Options</b>
<b>(1) Lies for Life?</b>	Is it ever ok to lie?  Is it ever ok to disobey laws?	Egyptian Midwives (Exod. 1:15-20)  Rahab (Joshua 2)	Acts 5:29	What if? Game  Rahab on Trial
<b>(2) True Love Waits!</b>	Pre-marital sex  Sex outside of marriage  Dating issues	Isaac Marries Rebecca (Gen. 24)  David's Adultery (2 Sam. 11:1 - 12:23)	Matt. 5:27-28  And  1 Tim. 5:1-2	True Love Waits Commitment Cards  Dating Contract
<b>(3) My Body?</b>	Drugs Drinking Smoking Health of the Body	Noah Drinks (Gen. 9:8-27)  The Body is the Lord's (1 Cor 6:12-20)	1 Cor. 6:19	Anti-drugs or drinking Advertisement
<b>(4) Peace at All Costs?</b>	War Vs. Peace	Gideon's Battle (Judges 6-7)  Isaac and the Wells (Gen. 26:18-33)	Matt. 5:9	Negotiation Team  Peace Posters

## Lesson 1: Lies for Life

### I. Teacher Preparation

#### A. Ethical/Moral Issues

This lesson deals with the issue of civil disobedience – are there some situations where it may be okay to lie and/or disobey the laws? This lesson will deal with two stories in the Bible where lies were told in order to protect life and it seems that God honored the people in it. The main principle is that a person's life is more important – the sanctity of life (Leviticus 17:11). But, how does this play out in capital punishment? The Old Testament has a death penalty for certain crimes such as murder and rape. This is an issue that we will not get into with this lesson, but is in the realm of the matter at hand and may come up in discussion. The memory verse (Acts 5:29) gives us the ultimate tool in making the decision – what does God want? It should be pointed out that laws are only to be disobeyed when they conflict with God's laws and then, only if the person is willing to face the consequences of breaking the laws. Therefore, a person must pray and seek Godly counsel when these situations come up.

#### B. Bible Study

Read Exodus 1:15-20 and Joshua 2 & 6:25. Consider the issue of lying and deceit in these two sections. What was God's response? Spend some time thinking about the value of life and the times when people have had to disobey the laws or even lie in order to protect life. Is there a point when you go too far? Should you always obey the laws even when someone's life is at stake? Where do you draw the line? Read and memorize Acts 5:29 considering its meaning for today.

#### C. Materials Needed



1. Poster Board to make three signs
2. Paper or Index Cards for Memory Verse
3. 6 Shoeboxes (or other boxes that are equal in size)
4. Copy Trial Pages for Activity option (pgs. 8-11)

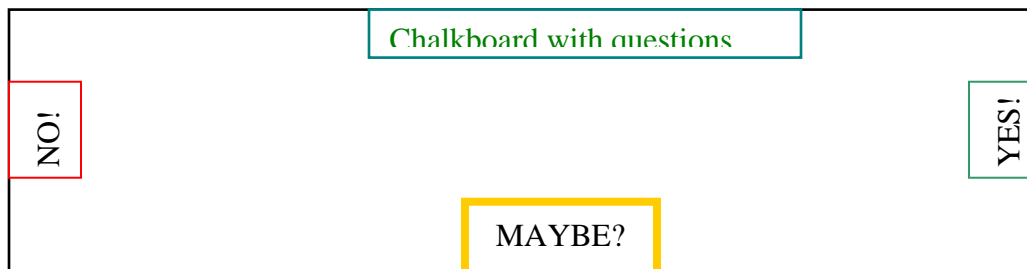
## II. Lesson Material

### A. Introduction Activity

Put the following questions on a chalkboard (or poster board if you do not have access to a chalkboard) for the students to look at when they first enter the room:

1. Is it ever okay to lie?
2. Is it ever okay to disobey laws?
3. Should we always obey those in authority?
4. Are there ever any situations when we should not obey?
5. Would you kill someone if there was a law saying it was okay?
6. Would you tell the truth about someone hiding in your house if you knew the truth will get them killed?

Make three signs saying “NO!”, “YES!”, and “MAYBE?”. Put the **MAYBE?** Sign on the wall opposite the chalkboard or poster board with the above questions. Then put the **NO!** and **YES!** Signs on the other two walls opposite each other as in the below diagram.



Have the class stand in the middle of the room ready to quickly walk to the side of the room containing the answer to the questions written on the chalkboard as you call it out. Tell them they have one minute after you ask the question to go to the sign they choose. Ask the questions allowing one minute for the students to get to their signs. Then ask a few students why they chose the answer they did. This is an introductory discussion, so allow for them to share their views without going into a lesson on each. This is meant to get the students thinking and prepare them for the discussion ahead. Leave the signs up for the “What If?” game in the Activity Options.

## B. Bible Lesson and Discussion



### Egyptian Midwives (Exodus 1:15 –20)

Have the students read Exodus 1:15-20 aloud together and then ask the following questions:

1. What law did the midwives break?
2. Did the midwives tell the truth to Pharaoh? Why or why not?
3. What was God's response to their dishonesty? What was his main focus?

### Rahab (Joshua 2 and 6:25)

When Joshua became the leader of the Israelites upon the death of Moses, it was time to go into the Promised land. Joshua sent men to spy out the land, especially the city of Jericho. You may remember this city by the great battle where the walls fell down after Israel marched around seven days and seven times on the last day. Before the Israelites came upon Jericho, they sent spies to check it out. The spies entered the city of Jericho and stayed at a prostitute's house. Her name was Rahab. While the spies were scouting the city and staying at Rahab's house, the king found out and sent soldiers to find the spies. Rahab hid the spies in some flax on her roof. When the soldiers came to her house, Rahab told them "The spies were here but they left out of the city gate right before it closed and if you hurry, you might be able to catch them." The soldiers left. Rahab then told the spies, "I know that the Lord has given you the land. The terror of you has fallen on us, and all the inhabitants of the land have melted away from you. For we have heard how the Lord dried up the water of the Red Sea before you when you came out of Egypt, and what you did to the two kings of the Amorites who were beyond the Jordan, to Sihon and Og, whom you utterly destroyed. And when we heard it, our hearts melted and no courage remained in any man any longer because of you; for the Lord your God, He is God in heaven above and on the earth below." Rahab requested that Israel deal kindly with her family since she dealt kindly with the spies. The spies promised to spare Rahab as long as she did not tell the King about their plans and as long as Rahab and her family stayed in the house when the attack comes and they tie the scarlet thread outside of her window to let the Israelites know which house is hers. Rahab's house was a part of the city wall, so she let down a rope outside of the window on the wall for the spies to escape. She told

them to stay in the hills for three days before going back to their camps to make sure the soldiers do not find them. When God made the walls of Jericho tumble down, the Israelites entered Jericho and destroyed everything and everyone as God had commanded. However, they kept their promise to Rahab and she and her family were spared. They became members of the Israelites and Rahab is listed in Jesus' genealogy in Luke.

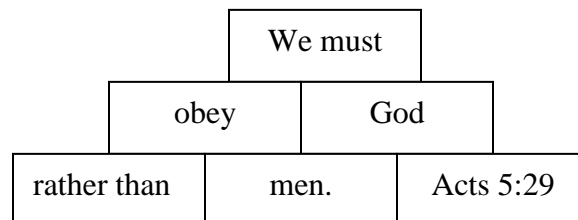
Questions:

1. Why did Rahab lie to the soldiers?
2. What reason do you think Rahab helped the spies?
3. What happened to Rahab as a result of helping the spies?
4. Do you think God approved of Rahab's act?
5. What is the overall theme of the two stories? When did the lies occur?

### C. Bible Memory Verse activity

**“...We must obey God rather than men.” Acts 5:29**

Place each word on an index card or paper and glue or tape it on a shoebox. Then stack the shoeboxes in a pyramid and have the students read it. Then unstuck the pyramid and give a few students a chance to restack it. Time each one and see who stacked it correctly the fastest. After each time the pyramid is made, have the whole class repeat the verse.



### D. Activity Options

#### What IF? Game

Use the signs already around the room for this game. The students will answer the questions by going to the sign of their choice as in the Introductory Activity. Give time for them to respond to each question listed

as there are more than one for each case. Ask for the reasons why students chose the answers they did.

### Cases and Questions:

1. During WWII would you have harbored a Jew in your home to keep him or her safe from the German government? Would you lie to the police if they came to your door?
2. If you knew that your best friend cheated on the test and he could be thrown off the sports team if it was found out, would you tell the teacher? What if the teacher asked you specifically? What if it would keep them from a championship game?
3. Everyone in school takes the pencils from the library and uses them for schoolwork. They are supposed to be kept in the library, but many people take the pencils home. Would you stop one of your friends from taking a handful of pencils home? What if it was just one pencil? Would you tell the librarian if your friend took the pencils? Would you take some pencils yourself?
4. What if someone you knew was pregnant and wanted to get an abortion. Would you talk to them about keeping the baby? Would you tell her parents if you knew she had not told them about the pregnancy?

### Rahab on Trial

Pick people in the class to be the following characters in the trial:

Prosecuting Attorney(s)

Defense Attorney(s)

Defendant: Rahab

Witnesses: Soldier

King

Next-door neighbor



A teacher needs to be the judge and the rest of the class can be the jury. Make a copy of the instructions for each character and cut them out. Give these instructions to each character and give them a few minutes to read it over and think about what to do before beginning the trial. Set up the room like a courtroom and begin the case.



## **Prosecuting Attorney**

### **Opening Argument Ideas**

You are trying to save Rahab with the defense that she was protecting God's people and obeying His higher law. We have heard about the miracles of what this God can do and she was afraid to disobey such a powerful God.

### **Suggested Cross Examination Questions for Witness:**

#### **King:**

1. What did you intend to do with the Israelite spies?
2. Do you really know what will happen to Jericho because the spies escaped?

#### **Soldier:**

1. Did you find the spies in Rahab's house when you searched it?
2. Do you know for sure they were there?
3. What would you have done if you had found them?

#### **Neighbor:**

1. Could you really see late at night?
2. Do you have any reason to desire to get rid of Rahab?
3. Why are you reporting her?

### **Suggested Questions for Rahab:**

1. How did you meet the spies?
2. What have you heard about the Israelites?
3. Why did you help them?
4. Did you ever mean to put Jericho in danger?

### **Closing Argument Ideas:**

Rahab did what she thought was best. The soldiers never found the spies in her house. She was not intending to harm Jericho. The neighbor did not actually see spies escape from Rahab's house with her help and this neighbor wanted to get rid of Rahab anyway. You must vote for her life and find her not guilty.

## **Defense Attorney**

### **Opening Argument Ideas**

You are charging Rahab with “obstruction of justice” and “treason”. She is a traitor since she helped the Israelite spies escape and if she is found guilty will receive the death penalty. She may be responsible for Jericho being taken over by the enemy Israel since they have scouted out the land and may have valuable secrets.

### **Suggested Questions for Witness:**

#### **King:**

3. What order did you give the soldiers concerning the Israelite spies?
4. Why did you want to catch the spies?
5. What damage do you think might happen because of their escape?

#### **Soldier:**

4. What happened when you went to the house of Rahab looking for the Israelite spies?
5. What did Rahab tell you?
6. Did you ever find the spies?
7. When was the last time anyone saw the spies?
8. Do you know what happened to the spies?

#### **Neighbor:**

4. Did you see the spies enter Rahab’s house?
5. When did you see them leave?
6. Did you see Rahab help the spies?

### **Suggested Questions for Cross Examining Rahab:**

5. Did you harbor the spies?
6. What ere their intentions against Jericho?
7. Did you make a deal with the spies?

### **Closing Argument Ideas:**

It is clear that Rahab was guilty of hiding the spies from the King. She has committed treason against Jericho and should be put to death for it. We as a city may now be at risk of attack and possible destruction because of this woman helping the spies to escape!

### **Rahab**

You helped the Israelite spies escape because you heard about the power of their God. Read Joshua 2:9-11 in regards to what you heard about. You met the men in the plaza and out of good hospitality offered them a place to stay. They were looking around the city, but many strangers do the same. You believed their God was more powerful than the gods of Jericho and if you did not hide them, this God might destroy you. However, you are reluctant to admit this to anyone. Follow the Biblical story for any other questions that may come your way.

### **King**

You ordered the soldiers to find the spies and interrogate them to learn as much as possible about this enemy. Afterwards, you would have had them killed so they would not go back to the Israelite camp and maybe Israel would leave them alone and not attack. Now, you fear they will be coming to attack the city. However, you believe Jericho is strong enough to win, but you hate the aggravation and they could still do serious damage to the city and people.

### **Soldier**

You questioned people in the marketplace and found out that Rahab had invited the spies to her home. When you went to Rahab's house she said they were gone. You had soldiers search the house and some go out the gate to search, but did not find the spies. You later heard from the next-door neighbor that the spies escaped out of Rahab's window on the wall and they are probably long gone now. You searched for two days and then gave up. If found, you would have interrogated the spies about their people and plans to attack the city; and then would have killed them. This was ordered by the king.

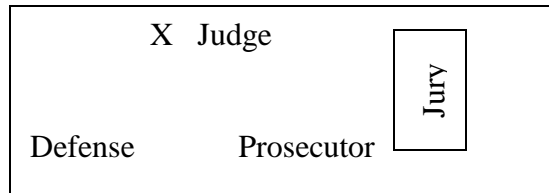
### **Next-door Neighbor**

You never like Rahab because she is a prostitute. You would love to buy her house next to yours thereby being able to put the two together and have a bigger home, but Rahab won't sell it to you. You saw the spies enter Rahab's house around lunchtime, but you never saw them leave. You were home all day. In the evening, you heard noises out of the window on the wall and you went to look out. You saw some shadows of what looked like the spies leaving, but it was very dark. You thought you heard Rahab talking to the shadows. You told the soldiers about this the next morning.

## Judge

Set up the room with a chair up front for witnesses to sit in next to you as the judge. Have the Prosecuting Attorney and the Defense Attorney with Rahab sit across from you with the jury sitting in chairs on the side of the room.

X = chair for witness

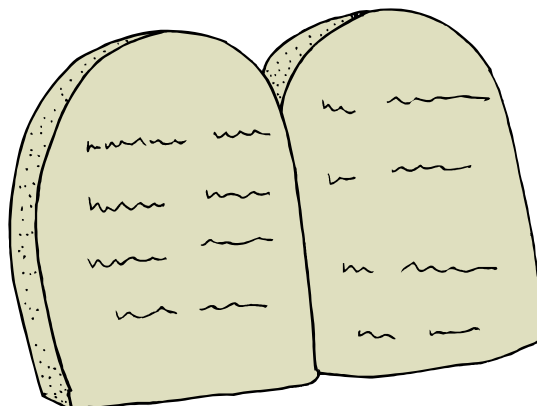


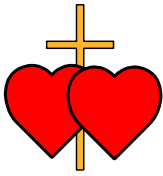
Below is the order of the preceding, help the lawyers to follow it.

1. Opening Arguments by Prosecutor and then Defense Attorneys
2. Prosecuting Attorney calls his witnesses and asks questions
3. After Prosecutor is finished with each witness, Defense gets to ask questions / make sure the witnesses answer.
4. When Prosecution is done, then Defense calls Rahab
5. Prosecution is allowed to ask questions when Defense is done.
6. Then both lawyers give their Closing Arguments
7. Judge charges the jury to vote according to the evidence
8. Let jury meet and discuss, voting guilty or not.
9. The judge gives the verdict based on decision of the jury.

## E. Application Time and Prayer

Remind them of the importance of placing God above all else and when the tough decisions come, ask God for wisdom to know what to do. End in prayer for the week and for each student.





## Lesson 2: True Love Waits!

### III. Teacher Preparation

#### A. Ethical/Moral Issues

This lesson deals with the issue of sexual morality. Dating and sex are hot topics for the Church to discuss, but students need encouragement and help in dealing with the pressures in these areas. There is a great deal of pressure from the media and other teens to try sexual relations outside of marriage. We need to educate them on the proper role of sex in marriage and encourage them to make a commitment to remain sexually pure until marriage. At the same time, we do not need to scare them and place the ungodly belief that sex is bad either – this will create problems for when they do get married. Sexual intimacy was meant to be the ultimate communication between a husband and wife and it was a part of God’s plan. The intimacy achieved in marriage helps us to understand the true intimacy we can have with God. Marriage is a picture of the committed relationship between God and us. However, with divorce and sex outside of marriage today, we have truly lost the understanding of this beautiful picture God gave us. Teens who have already become sexually active can be encouraged to stop and go to God making a new commitment to refrain from sexual relations – second virginity. Be sensitive to your class. You have a better sense of where they are in understanding and dealing with the issues of dating and sex. If your class is younger and not interested in dating yet, then give this lesson more as an introductory one being sensitive to embarrassment that may come up. Your class may be older and may contain teens that are currently dealing with these kinds of pressures. Be available to listen and guide them into making Godly choices and commitments. This may require being available outside of class and getting involved in their lives. This is a tough time for teenagers to come of age today.

#### B. Bible Study

Read Genesis 24 and 2 Samuel 11:1-12:23. Think about the characteristics of Rebecca and how God was involved in this marriage proposal in Genesis 24. Look for principles and tips that may be given for dating today from this story. In 2 Samuel consider what happened to David and why. He did not

go into battle when it was the customary time for kings to do so. Is it possible that if he were where he was supposed to be, he would not have been tempted? Think about steps that could be taken to avoid the temptation of sex before marriage or in this case adultery. What lessons are learned from these two stories? Read and memorize Matthew 5:27-28 and 1 Timothy 5:1-2 considering their meanings for today. We are focusing on how men and women who are not married to each other should relate to each other.

### C. Materials Needed

1. 2 poster boards
2. Markers, glue and scissors
3. Secular Magazines (for teens and adults)
4. Christian Magazines (for teens and adults)
5. Newspaper Adds
6. Index cards or same size paper
7. “True Love Waits!” Materials if available

#### “True Love Waits!” Ministry

Phone: 1-800-LUV-WAIT

Email: [truelovewaits@lifeway.com](mailto:truelovewaits@lifeway.com)

Website: [www.lifeway.com/tlw](http://www.lifeway.com/tlw)



## IV. Lesson Material

### A. Introduction Activity

Get two poster boards, a bunch of Christian and Secular Magazines and Newspapers (for pictures of dating, sex, and marriage, etc.), scissors, markers, and glue and place them on the table. Title one poster “Dating and Marriage in the Media” and the other “Dating and Marriage God’s Way”.

Have the students find pictures and article headlines to cut out and paste on the appropriate posters. They could also draw their own pictures and write their own words to help describe the categories on the posters. As they are working on the project, ask why they are choosing the items and what the pictures represent. Is there any difference between the two categories?

Explain that sex is a good thing within the proper bounds of marriage. It is an intimate form of communication that is meant only for husbands and wives. Hollywood and the media give a picture of “free love” and sex that is not Biblical. Sex outside of marriage has consequences. If people sleep around they may get diseases, but they also will have Spiritual problems. Not only are they using sex outside of the context it was designed for, but they are also forming emotional and physical attachments with the person they are sleeping with. This attachment makes breakups between the two even more devastating as it is a form of divorce. In Biblical times, you were considered married to a person once you slept with them. Sex consummates a marriage in God’s eyes. Therefore, it is best to reserve sex for marriage - a special intimacy that will only be shared with your spouse.

## **B. Bible Lesson and Discussion**

### **Introduction**

In Biblical times there was no pre-marital sex or dating. The families usually arranged for marriages and once a person was engaged they were considered married therefore sex was allowed. The one time in the Bible when sex occurred before marriage, it was an incidence of rape and the man and his city were killed for it (Cf. Shechem and Dinah in Genesis 34). Jacob’s sons killed Shechem for taking advantage of their sister Dinah, even though Shechem desired to marry Dinah.

We will look at how Godly marriage happened in Genesis 24 and in 2 Samuel 11-12 we will look at how one Godly man succumbed in a moment of weakness to sexual temptation.



### **Isaac Marries Rebecca (Genesis 24)**

Read Genesis 24 quickly (have a good reader or a teacher read the section aloud as it is too long to spend a great deal of time in reading).

#### **Questions:**

1. How did the servant know whom God had chosen for Isaac to marry?
2. What characteristics did Rebecca seem to have?

3. What kind of commitment did Rebecca make? Would it be difficult for you to leave your family knowing you may never see them again?

### **David and Bathsheba (2 Samuel 11-12)**

King David did not go out to battle when the kings normally go out. Instead, he stayed home while his army was fighting. One afternoon, David went out on the porch and saw a beautiful lady bathing on her rooftop. David sent his servant to find out who this lady was. He was told that she was named Bathsheba and she was married to Uriah who was a soldier in David's army. Uriah was currently out in battle. David sent for Bathsheba and he slept with her. Then she went back home. Sometime later, Bathsheba found out she was pregnant and sent the news to David. David decided to cover it up by calling Uriah in from battle hoping he would sleep with his wife and think the child was his. However, Uriah did not go home to his wife, but stayed in the palace declaring that he had an obligation to fight while the army was in battle. So when David's plan did not work, he came up with a new solution. He sent Uriah back into battle and told the Captain of the army to put Uriah at the front of the battle and then to withdraw so that Uriah will be killed in battle. This plan worked and Uriah was killed. Then after the appropriate time of mourning was over, David married Bathsheba. Nathan the prophet then visited David declaring that the Lord was not pleased with the situation and judgment was coming. David repented before the Lord, but the baby died as a consequence. Other problems came upon David's house due to his sin – family unity broke down and David's problems began from this point on.

#### Questions:

1. What sins did David commit?
2. What would probably happen today if there were an unwanted pregnancy?
3. What happened as a result of David's sins?
4. How do you think David could have avoided this temptation? What steps could he have taken not to fall into the trap?





## C. Bible Memory Verses activity

**“You have heard that it was said, ‘You shall not commit adultery’; but I say to you, that everyone who looks on a woman to lust for her has committed adultery with her already in his heart.” Matthew 5:27-28**

**“Do not sharply rebuke an older man, but rather appeal to him as a father, to the younger men as brothers, the older women as mothers, and the younger women as sisters, in all purity.” 1 Timothy 5:1-2**

First discuss the meanings of the two verses and the importance of how to treat each other as Christians. Point out that certain activities would not be appropriate to do with your brother or sister and therefore should not be done within a dating relationship either – treat your date as you would treat your brother or sister! Also, consider the issues of lust and how men and women can avoid these temptations.






### Activity:

Write a few words of the Bible verses on index cards until both verses are written down. Then jumble the index cards together and have students work together to unscramble the two verses and put the verses in the correct order. Have them read the verses when they are done. Do this a few times.

## D. Activity Options

### True Love Waits! Commitment Cards / Other Materials

If you have access to the “True Love Waits!” material, pass it out now and have each student sign the commitment cards/certificates. The contact information was listed earlier in the materials section of this lesson. Otherwise, you can copy the card below and have the students cut it out and sign it.

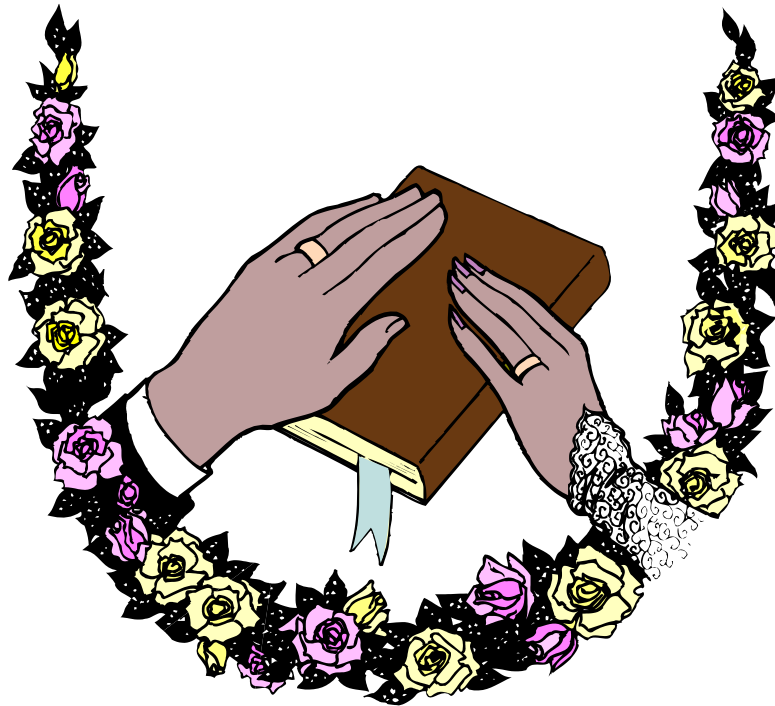
	<i>True Love Waits!</i>	
On _____ I, _____ am		
making a True Love Waits! Pledge to sexual purity		
before marriage.		
		_____
		Signature

## Dating Contract

The students can get in groups or do this activity on their own. Leave it up to the students as to what each one desires to do. Give them index cards or paper to write up a dating contract that they would like to abide by when they date. Have them consider what would be appropriate behavior for a date and write down some rules they would like to follow. When finished they need to sign and date the contract. Tell them to bring their contracts home and discuss it with their parents. Remind them that when they are on a date, Jesus is there also – so “What would Jesus do?”

## E. Application Time and Prayer

Discuss how they are going to deal with the issue of dating and sex now that they have studied this lesson. Encourage them to keep the commitments they made today and that the Lord will help them in this endeavor. Remind them that they can always pray and seek Godly counsel about what to do. Pray that the Lord will guide them in this area of their lives and will help them to keep the commitments they made.



## Lesson 3: My Body?

### V. Teacher Preparation

#### A. Ethical/Moral Issues



This lesson deals with the issue of taking care of your body. Since our bodies are temples of the Holy Spirit, we need to take care of them. Students today face the challenges of drugs, smoking and drinking. This lesson is meant to encourage them to make healthy choices.

#### B. Bible Study

Read Genesis 9:8-27 and 1 Corinthians 6:12-20. Think about how the excess of things such as wine and overeating are harmful to the body. Consider the principles that come from these passages and how we can apply them today. Read and memorize 1 Corinthians 6:19 considering its meaning for today.

#### C. Materials Needed

1. Paper and pencils for each student
2. Stopwatch or clock with minute hand
3. Poster board
4. Drawing paper
5. Blank tape and tape-recorder (if available)
6. Video recorder (if available)

### VI. Lesson Material

#### A. Introduction Activity

Give each student a pencil and paper. Tell them they will have one minute to write down everything they can think of relating to the topic you are about to give them. It will be a race to see who has the most items written down before time is called. The topic is “Unhealthy things for my body”. When the minute is up, see who has the highest number of items and have that student call out everything on his/her list. Then allow for the other students

to name anything not already mentioned. Discuss the importance of taking care of our bodies.

## **B. Bible Lesson and Discussion**

### **Noah drinks (Genesis 9:8-27)**

Read Genesis 9:8-27 as a class together then answer the questions below:

1. What happened when Noah was drunk?
2. What was the result of this incident? What happened to one of his sons?
3. Was the problem with the wine, or that he drank too much?

### **The body belongs to the Lord (1 Cor. 6:12-20)**

Read 1 Corinthians 6:12-20 and answer the following questions:

1. Who does the body belong to?
2. Who is in your body if you are a Christian?
3. What does verse 20 tell you to do?
4. Verse 18 says to flee immorality. What does this word mean? What do you think falls under this category?
5. In light of this passage, how should we care for our bodies?

## **C. Bible Memory Verse activity**

**“...Do you not know that your body is a temple of the Holy Spirit who is in you, whom you have from God, and that you are not your own?”**

**1 Corinthians 6:19**

Have the students act like they are in a gym and repeat the verse as they do the following routine:

1. Run in place
2. Jumping jacks
3. Windmills
4. Reach for the sky
5. Touch your toes



## D. Activity Options

### Anti-drugs or drinking Advertisements

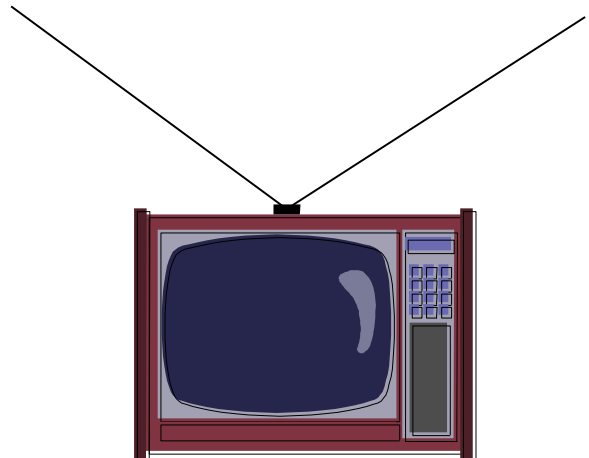
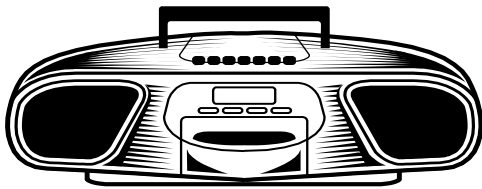
Have the students get in groups to make advertisements against drugs, smoking, or drinking. They can create it for one of the following media...

1. Magazines / Newspapers
2. Posters / Billboards
3. TV
4. Radio

Give them drawing paper and/or paper with lines to draw their ads or write their scripts. If possible, use poster board for the posters, tapes to record radio spots and a video camera to record TV adds. If the above medium is unavailable for the radio and TV adds, the students can simply read and act out their ads. Allow time for the students to show off their work.

## E. Application Time and Prayer

Pray for health and wisdom to know how to remain healthy.



## Lesson 4: Peace At All Costs?



### VII. Teacher Preparation

#### A. Ethical/Moral Issues

This lesson deals with the issue of war and peace. This is an issue where each student may differ. In a world where war is taking place throughout the world and the idea that we are possible in the last days (at least these are our last days), it is an issue we need to think about. Should Christians participate in war? Should we pursue peace at all costs? Where is your boundary?

#### B. Bible Study

Read Judges 6-7 and Genesis 26:18-33. These are two situations in which God brought victory, one through peace and one through war. Compare and contrast the two situations to see if you can find any reasons why the two issues were handled differently. Take time to decide where you stand on the issues of war and peace as well as Christians in the military. This lesson is not one for you to use to preach your views, but one where the students may discover their own beliefs on the issue. Read and memorize Matthew 5:9 considering its meaning for today.

#### C. Materials Needed

1. Current Magazines and Newspapers
2. Paper and pencils for each student
3. Slips of paper for verse
4. Balloons for verse
5. A safety pin or other sharp object to pop balloons
6. Poster board

## VIII. Lesson Material

### A. Introduction Activity



Bring some current newspapers and magazines to class that contain articles about wars going on around the world. Have the students get into groups and choose an article on a war that is going on. Have them write down some facts about the war, who is fighting and why. Then have them set aside their notes for later use during the Activity option.

Ask the following questions:

1. What do you think about war? Is it ever “just” or reasonable?
2. Should peace be sought at any price?
3. Is there a difference between fighting each other individually (street fighting) and when nations fight each other?

Discuss the difference between individual fighting and nations fighting. It is against God’s laws and our nations’ laws to kill an individual, but this law does not apply to nations at war. In the Old Testament, God even commanded that some nations be destroyed and battles were fought. Yet, we also know that Jesus advocated peace. It is a tough issue to decide whether Christians would participate in war or not. However, Jesus never condemned the soldiers for their jobs or told them to quit the army. It is something to think about.

### B. Bible Lesson and Discussion



#### Gideon’s Battle (Judges 6-7)

Israel was being repressed by the Mideonites. The Israelites were unable to care for their flocks and were forced to hide in caves to thresh the wheat so the Mideonites would not take it from them. The Israelites cried out to the Lord to be rescued (salvation) and the Lord responded by calling Gideon to lead an army against the Mideonites. Gideon called for the men to rise up and fight. 32,000 men responded. But the Lord told Gideon that there were too many soldiers. All who were scared were told to go home. 10,000 men remained, but they were still too many according to the Lord. So then Gideon told them to drink from the river and everyone who lapped up water like a dog (put their face in the water directly) were sent back to their tents to be a reserved unit. The men who scooped up the water with their hands

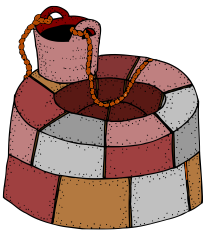
remained to fight; they were down to 300 men. The Mideonites and Amorites were ready to fight Israel and the Bible describes them as being as numerous as the locusts and the sand. Gideon commanded his army to bring torches, pitchers and trumpets with them and they entered the Mideonite camp in the middle of the night smashing the pitchers and blowing the trumpets. With all of the racket, the Mideonite army thought they were surrounded and began to flee. Then the men whom Gideon had kept back as a reserve unit chased those fleeing. The Lord helped Israel to win the Battle and gain back their land.

Questions:

1. Did God condone this war?
2. What unusual plans did God give to this army?
3. What kind of conditions was Israel in before the battle? (See Judges 6:1-6 for more information).

### Isaac and the Wells (Genesis 26:18-33)

Read Genesis 26:18-33 and answer the following questions:

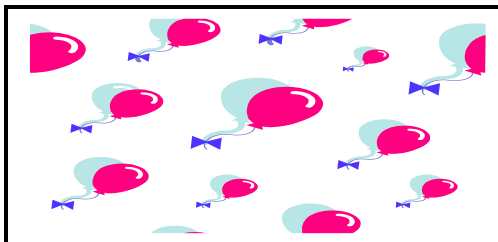


1. How many times did Isaac and his men dig wells?
2. Which wells were not contested and what were their names?
3. What happened as a result of Isaac not quarreling over the wells?
4. What is different in this story from Gideon's battle?

## C. Bible Memory Verse activity

**“Blessed are the peacemakers, for they shall be called sons of God.”**  
**Matthew 5:9**

Put each word on a slip of paper and stick each piece of paper inside of a different balloon. Blow the balloons up, tie them off and tape them to a poster board or chalkboard. Get a pin to pop the balloons and have the students take turns popping the balloons and pulling out a slip of paper. When all of the pieces are collected, have them put the verse in order and read it together a few times.





## D. Activity Options

### Negotiation Team

Have the students get back into the groups they were in for the introductory activity and pull out the notes they took earlier. Have the group split in half and take a side of the conflict they read about. For instance, one group be the Israelites and one group be the Palestinians in the conflict over the land. Tell them they are the negotiation team for their respective nations and are meeting to negotiate a peace treaty. They must attempt to resolve the problems between the two countries to end the war.

Questions:

1. Was this activity difficult to do?
2. Were you really able to solve the issues and come to terms of agreement?
3. Those who were able to make a treaty, do you think the people whom you represented would have agreed with your treaty?

### Peace Poster

Have the students make a poster with the memory verse. Decorate it anyway you like.

## E. Application Time and Prayer

Pray for each student to go in the peace of God. May the Lord bless them and more aware of the moral issues they face each day.

