

TIME WILL TELL

LESSON TEXT

Matthew 7:13-23

LESSON OBJECTIVES

- The students will explain what it means to walk on the broad way and on the narrow way.
- The students will state one thing we must do to enter the kingdom of heaven.
- The students will choose one way to do God's will in their lives this week.

MATERIALS NEEDED

For each student:

- pencil (not pen)

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- extra Bibles
- bag or hat
- paper
- scissors

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student
- Page D, 1 copy for each student
- Page E, 1 copy for every 6 students
- Page F, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Mazes
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Story: "Pinocchio's Broad Road"
 Scripture Study
 Activity: Broad or Narrow?

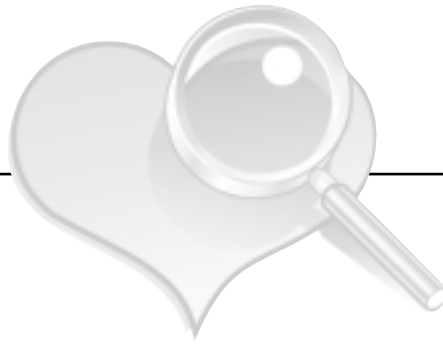
Getting It to Others

Scripture Memory: Matthew 7:21
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

"Not everyone who says to me, 'Lord, Lord,' will enter the kingdom of heaven, but only he who does the will of my Father who is in heaven."

Matthew 7:21



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Matthew 7:13-29. Think about the fact that God has chosen us to walk the way that Jesus walked: the narrow way. God has chosen us to be holy, to have a special purpose. Thank God that Jesus walked the narrow path before us, and thank Jesus for his example of loving the lost yet hating sin. On the narrow road, we are able to leave the world, the influences of the world and even our very selves behind and become all God wants us to be. Pray to communicate this gratefulness to the preteens because the attraction to the world is so strong for them.

TEACHER TIPS

Help the students understand about changing at a heart level. Help them see their selfishness when they are on the broad road. Remind them that God is their Father and he will take care of them as they try to obey him and make him happy.

Encourage the students to be as honest as possible in their responses during the Activity for this lesson. They should know that it is not as important for them to have all the right answers as it is for them to learn to change their hearts to please God. Remind the students that they are not there to judge (Lesson 6!), but to help each other grow. Encourage the students to use the experiences they have had to help each other.

PRECLASS ACTIVITY

MAZES

The students will solve a series of mazes from simple to difficult. The point that we want them to see is that the harder the maze, the better they feel about themselves when they solve it.

MATERIALS USED

For each student:

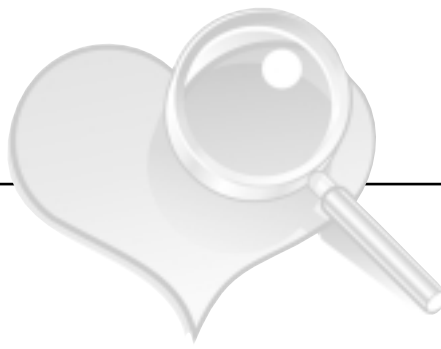
- pencil (not pen)

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student

INSTRUCTIONS

1. Give the students a copy of Reproducible Page A (the easiest maze) as they come in. Have them begin at once to solve it.
2. Tell them that as they finish, they will be given one that is harder (Reproducible Page B) and when they finish that, they can do another one that is even harder (Reproducible Page C). The challenge is to see how many they can do during this Preclass time. Make sure that there is no looking on anyone else's paper; that would disqualify them.
3. Those who come late will learn that it is a disadvantage to arrive late to class because they will be able to do fewer mazes.
4. When the students have finished the activity, discuss the task:
 - *Which of the mazes did you enjoy the most?* (The students will probably say they enjoyed the harder mazes because they were challenging.)
 - *Why did you enjoy the harder mazes?* (felt great when the task was accomplished / hard work, but they still completed it)



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Select one or two students to pray for several minutes. Include special prayer requests for the preteens, the church and the kingdom.

VICTORIES

Take the time to have the students share about the challenge they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Who would like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide and the victories of our brothers and sisters on other continents can inspire us and spur us on.





STORY

"PINOCCHIO'S BROAD ROAD"

MATERIALS USED

Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page D ("Pinocchio's Broad Road") to the students.
2. Ask the students what they remember about the story of Pinocchio. Take several answers, but don't allow them to recount too many details. (You may have students who do not know the story—especially those out of the United States.) Basically it is about a puppet who through many temptations and adventures finally has his wish come true: he becomes a real boy.
3. Ask them what they remember about the little boys who wanted to go to "Pleasure Island."
4. Read the story.
5. Ask the following questions:
 - *Why did the boys choose to go the way that looked fun and easy?*
 - *What did they want to do with their lives?*
 - *Did they realize at first that the consequences of their choice were not good for them?*
 - *What were the results of going the way that seemed to be fun and easy?*
 - *What would have been the results if they had chosen not to go that way?*
6. *Let's turn to Matthew 7:13-23.*



SCRIPTURE STUDY

The students will discuss the two different life-choices that we have: to walk the narrow way (obey and live for God) or to walk the broad way (live for self). They will compare the consequences of each choice, both in this life and after we die.

MATERIALS USED

For the teacher:

- extra Bibles

Talk about the mazes from the Preclass Activity:

- *Who enjoyed doing them?*
- *Why did you enjoy them?*
- *Doesn't it seem that life can be like a maze? We can know where we want to go, but we can find it very hard to get there, and we have to make many choices about which road we will take. Jesus talks about choosing between roads in our lesson today.*

Select a student to read aloud verses 13-14.

- *How many paths does Jesus say are available to us? (2)*
- *What are they? (broad way and the narrow way)*
- *Why just two? (either with God or not with him / either a disciple or not a disciple, etc.)*
- *What do you think he means by the "broad" way? (doing what everyone else is doing / doing what comes naturally / seeking to please ourselves and others instead of seeking to please God)*
- *What does it lead to? (lack of meaning, fulfillment, purpose in this life / hell—separation from God—after death)*
- *What are some ways that people can walk on the broad way? (being selfish and jealous / things more important than obeying God / thinking we are better than others / basically just living for ourselves and not for God)*
- *How many people are there on the broad way? (most people because Jesus is not Lord of their lives / most do not seek to obey God)*
- *If there are so many people doing it, why does Jesus say it leads to destruction? (Most do not want to repent of their sin and follow God. Just because most people are doing it, doesn't make it right.)*
- *Do you think so many people would do these things if they knew they were faced with destruction?*



ACTIVITY

- *Is anyone you know on the broad way?* (thought question...don't accept names of people from the students)
- *What is the other way?* (narrow way)
- *Why do you think it is called the narrow way?* (not as easy to stay on it / takes more care and focus and self-denial / need God's help to stay on it)
- *Where does it lead?* (meaningful, fulfilled, purposeful life on earth / eternal life in the future)
- *How many people are on it?*
- *Why do you think there are only a few on it when it leads to heaven?* (people not willing to repent and change and accept God's standard and God's grace)
- *Jesus says that the narrow road is hard. Why would God make it hard for us to get to heaven?* (Reinforce that God is not trying to be mean or difficult. He just knows that in giving and working for others, we will find our true happiness. He knows we are happy when we are showing our gratitude toward him by working hard to obey him and to give to others.)
- *What might happen if the road to heaven was wide and easy?* (might not appreciate it or our salvation)

Think about the story we read about Pinocchio:

- *How does this statement of Jesus remind you of the story we read about Pinocchio's choice?*

Think back to the mazes:

- *Which ones did you enjoy the most? The hard ones, right?*
- *Why? You may not realize it, but the hard ones pulled the best out of you. God wants to pull the best out of us.*
- *What are some situations in which God tries to pull the best out of you, but you don't make it easy for him?*
- *What can we do to show God that we will give him our best every day, even if it isn't easy or popular?*

BROAD OR NARROW?

The students will decide what it takes to walk on the narrow way and the broad way in different life situations. They should see that the narrow way is better even though the broad way is so convenient.

MATERIALS USED

For the teacher:

- bag or hat
- paper
- scissors

Reproducible Pages:

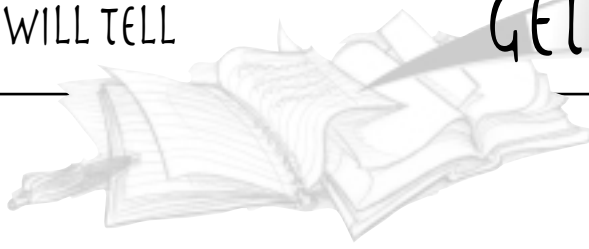
- Page E, 1 copy for every 6 students

PREPARATION

1. Cut the copy or copies of Reproducible Page E (Broad or Narrow?) into situation strips.
2. Fold each and place it into a hat or bag.
3. Make separate sets for every six students.

INSTRUCTIONS

1. Divide the students into groups of six. Have one teacher with each group.
2. Give each group one bag or hat containing the paper strips with the situations on them.
3. Have each student, one at a time, choose a piece of paper and read it aloud to their group.
4. Then have the student share, as honestly as possible, what they would do in that situation.
5. From what they say, the group will decide whether they are on the narrow road or on the broad road with that particular response. (Encourage the students to be honest as they explain what they would do.)
6. The students should discuss the possible results of a narrow-road decision and a broad-road decision.
7. Have them at least do three situations. NOTE: The teacher and assistants should circulate among the teams in order to help each team discuss not only the particulars of a right and wrong decision, but to get to the heart of the matter, i.e., having a heart to want to please God.



SCRIPTURE MEMORY

"Not everyone who says to me, 'Lord, Lord,' will enter the kingdom of heaven, but only he who does the will of my Father who is in heaven."

Matthew 7:21

MATERIALS USED

For each student:

- pen or pencil

Reproducible Pages:

- Page F, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page F (Memory Verse). Have the students read the verse silently several times. Then have them write down what they think the verse means and how it could apply to their own lives.
2. Allow the students to share their ideas aloud.

WEEKLY CHALLENGE AND SNACK TIME

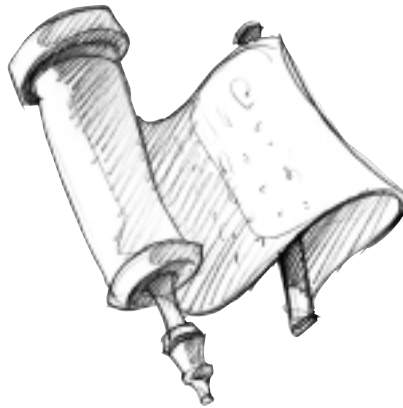
If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

The challenge this week is to put this memory verse into practice. *How can you do the will of God? What is one situation in your life in which you do your own will before you choose to do God's will.*

This week, your students should walk the narrow road and begin to put God's word into practice in that situation. Encourage them to pray about this change and to be excited about how God will bless them for their willingness to change.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

This week, walk the narrow road and begin to put God's word into practice in a situation in which you usually do your own will before God's. Share your victory with the class next week.

TIME WILL TELL

LESSON TEXT

Matthew 7:24-29

LESSON OBJECTIVES

- The students will explain the difference between building on rock and building on sand.
- The students will give two examples of different "sands" we can build on.
- The students will choose one way to do God's will in their lives this week.

MATERIALS NEEDED

For each student:

- paper
- pen or pencil

For the teacher:

- 1 deck of cards for every 5 students
- 1 sheet of paper, 8½" x 11", for every 5 students
- 1 extra sheet of paper, 8½" x 11"
- extra Bibles
- bubble gum
- can or small bottle of soda
- OPTIONAL: business ties for some of the boys
- OPTIONAL: scarves for some of the girls

Reproducible Pages:

- Page G, 1 copy for every teacher

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Tower of Cards
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: Job Interviews

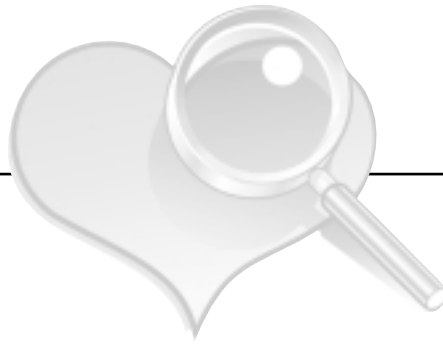
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SCRIPTURE MEMORY VERSE

"Not everyone who says to me, 'Lord, Lord,' will enter the kingdom of heaven, but only he who does the will of my Father who is in heaven."

Matthew 7:21



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Matthew 7:13-29. Pray to understand what it means for a preteen to build on solid ground. Think about what it means for you. What is your solid ground? What can you do for your preteens to give them a solid foundation on which to build?

TEACHER TIPS

This is a fun class. Be sure that the teachers ham up the interviews and make it really clear what they are building on. Expect the students to be mature professional interviewers and they will.

PRECLASS ACTIVITY

TOWER OF CARDS

As the students build a tower of cards, they will practically learn to be careful about how they build. They will also come to realize that the foundation is most important.

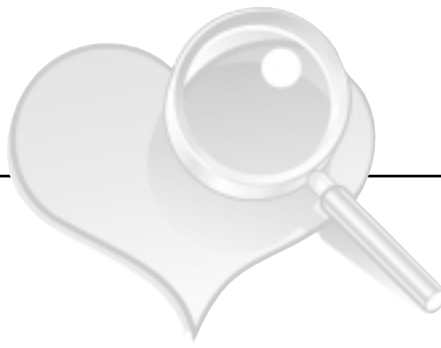
MATERIALS USED

For the teacher:

- 1 deck of cards for every 5 students
- 1 sheet of paper, 8½" x 11", for every 5 students
- 1 extra sheet of paper, 8½" x 11"

INSTRUCTIONS

1. Divide the students into groups of five and have each group come up with a name of their group or "construction company"—e.g., Acme Builders, Carolina Construction, etc.
2. Give each group a deck of cards.
3. Tell them that they will be building towers on two different foundations.
4. The building rules are as follows:
 - They can use no more than six cards for the first story of the building.
 - The tower must stand on its own, with no support from any team members.
 - They can keep trying until you call time. (You decide how long you want to give them depending upon your class schedule.)
 - They are to count the cards in the largest building they were able to build before it fell.
 - Each card will be a point as they compete to be the best builders in the class.
5. They will build the first tower on the foundation of a table (or the floor).
6. Call time and ask them to tell you their points on the first tower. Record these under the name of their group (company) on your sheet.
7. Give each group a sheet of paper. They will build the second tower on this piece of paper, held in the air by two students, each holding two corners taut. (See illustration on the next page.)
8. The students will find that it is very difficult (if not impossible) to build on a shifting foundation. This part should be a lot of fun as the holders of the foundation try their best to be still. Most builders will not even be able to get any cards to stand.
9. Call time, and record any points that the groups (companies) might have gotten.
10. Announce the winners as the "Construction Company of the Year." Shake their hands and congratulate them.
11. Ask the students:
 - Why was it easier to build on the first foundation?* (stayed firm / didn't keep moving / secure)
 - What was the result of building on the second one?* (kept falling down / not secure / pressure / frustration)



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students praying for each student to make the choice to go the narrow way and seek to please God in how they live their lives.
- Have one student recite the memory verse for this lesson: Matthew 7:21.
- Have a student briefly review the previous lesson about the broad way and narrow way.

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so as many as possible can share.





SCRIPTURE STUDY

MATERIALS USED

For the teacher:

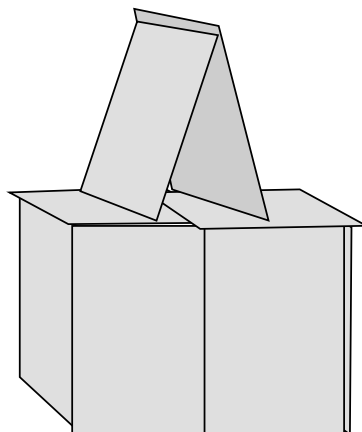
- extra Bibles

The students will compare building their lives on the rock (Jesus and his word) and the sand (power, money, people, etc.).

Have a student read Matthew 7:24-29 aloud.

- *Do you think Jesus is talking about how to be a good architect or something else? (Have them explain what they think these verses mean.)*
- *What does the rock represent?*
- *Can you build on the rock if you do not read the Bible?*
- *Why not?*
- *Can a house look like it has been built on the rock, even if it hasn't?*
- *Why is a house built on the sand not stable or dependable? What types of "sands" can we build on? (money / possessions / relationships / power / education, etc.)*
- *These are not bad things in themselves. Why aren't they good foundations for our lives? (Think about the card tower built on a shifting foundation—it could not stand. / None of these things are the most important in our lives; only Jesus and his word is. / These things are gifts. Our lives will not have meaning if we allow those gifts to become more important than the "giver.")*

- *How can you tell the difference between a house built on the rock and one that is built on the sand? (You can't until the storms hit.)*
- *That's why it is good when we go through hard times, because then we can see what we are really trusting. Have you ever known someone who seemed all together, and then something drastic happened and they became a different person (in a bad way)?*
- *What situations in your life are built on sand rather than rock? It may be scary to realize our house is on the sand, but if we find we are relying on ourselves, our possessions, etc, we can change and learn to trust and obey God. God is faithful. He will let us go through things so that we will decide to build our lives on what is strong and enduring.*
- *Let's see how good you are at telling if someone is building on the sand or on the rock.*





ACTIVITY

JOB INTERVIEWS

The students will interview the teachers and decide if they want to hire them for their business based on how they have built their lives.

MATERIALS USED

For each student:

- pen or pencil

For the teacher:

- bubble gum
- can or small bottle of soda
- OPTIONAL: business ties for some of the boys
- OPTIONAL: scarves for some of the girls

Reproducible Pages:

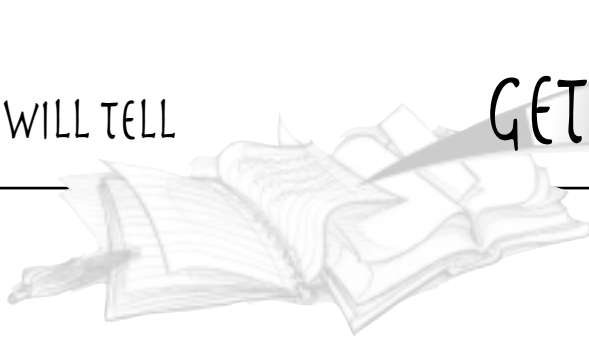
- Page G, 1 copy for every teacher

PREPARATION:

1. The students will interview the teachers. One of them will be wise, like the man who built his house on the rock. The others will be examples of different foolish men/women. Your team of teachers need to be prepared to answer the questions they are asked in accordance with the character type they have been assigned.
 - For example: When asked about "How do you stand out from the rest?" or "What do you have to offer?" the foolish teacher will answer something like: "I'm really just a kind of person who goes with the flow, who is flexible, who doesn't really believe in standing out but in being what everyone else wants them to be. I'm a great follower."
 - The wise teacher will answer a similar question by saying something about how they are the kind of person who does their best in every situation, no matter how difficult it might be. They work hard even if no one else does. They can even talk about how their standard is the Bible.
2. Basically, the foolish teachers should come across as people who are trying to be cool and have no backbone. The wise teacher is thoughtful, hard-working, obedient, etc. The foolish teachers should dress in a casual, relaxed style, chew bubble gum with their mouth open, drink soda from the bottle/can, use incorrect grammar, and have a general "don't care" attitude. The wise teacher should look neat, be very courteous and expressive, sit up straight, etc.

INSTRUCTIONS

1. Have the students get in as many groups as there are teachers available to be interviewed by them.
2. Tell them that they are to play the role of a team of business executives who need to hire some new employees for their company. (OPTIONAL: Have the students dress up: ties for at least some of the boys and scarves for some of the girls.)
3. Give each group a copy of Reproducible Page G (Interview Questions) The questions are as follows:
 - Why should I hire you?
 - Are you someone who is on time or habitually late?
 - What are your job experiences?
 - Why do you want this job?
 - How do you stand out from the rest?
 - What do you have to offer our company that is different from what other people may have to offer?
 - What are your achievements?
 - What is your greatest strength? your greatest weakness?
 - What are your standards?
 - How do you make choices?
4. Let the interviews begin. Every teacher will be at each "company" for about ten minutes and will then rotate to the next "company."
5. After all the interviews are done, bring the class together and ask them who they would hire.
 - *Do you think that the person they would hire is building his life on the sand or on the rock?*
 - *Why do you think that?*
 - *How did this perception help you to make your choice? (Help them see the value of building on the rock.)*
 - *How many candidates were not building on the rock?*
 - *Does this remind you of the passage you read in your last lesson about the broad and narrow ways?*
 - *Which are you wanting to be on? Why?*



SCRIPTURE MEMORY

"Not everyone who says to me, 'Lord, Lord,' will enter the kingdom of heaven, but only he who does the will of my Father who is in heaven."

Matthew 7:21

INSTRUCTIONS

Ask the students how this memory verse relates to going the narrow way and building on the rock. See if they are realizing that Jesus wants us to choose to obey him from the heart, and he longs to bless our lives as we do.

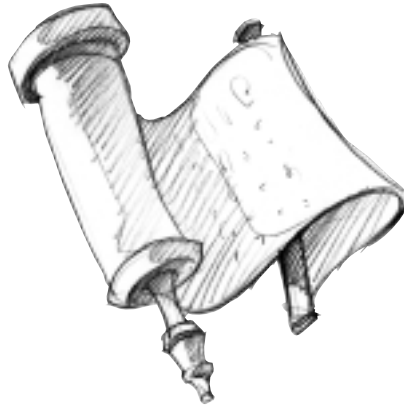
WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you remind them of the challenge for the week.

The students were to select an area of their lives in which they do their own will and change to do God's will in that circumstance. Find out how the students are doing, and give advice and encouragement to those who need more help.

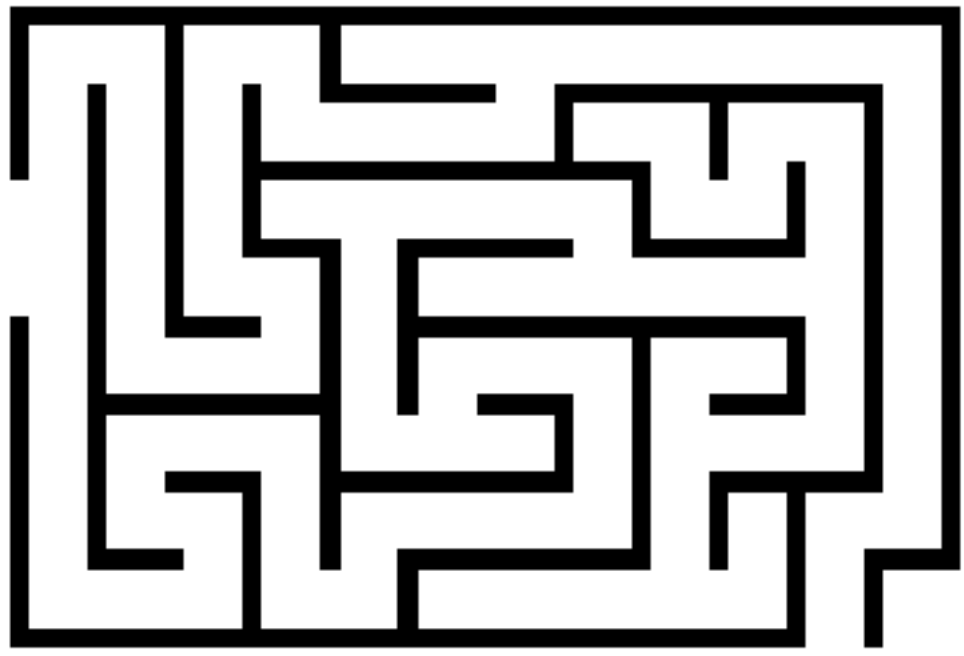
CONCLUSION

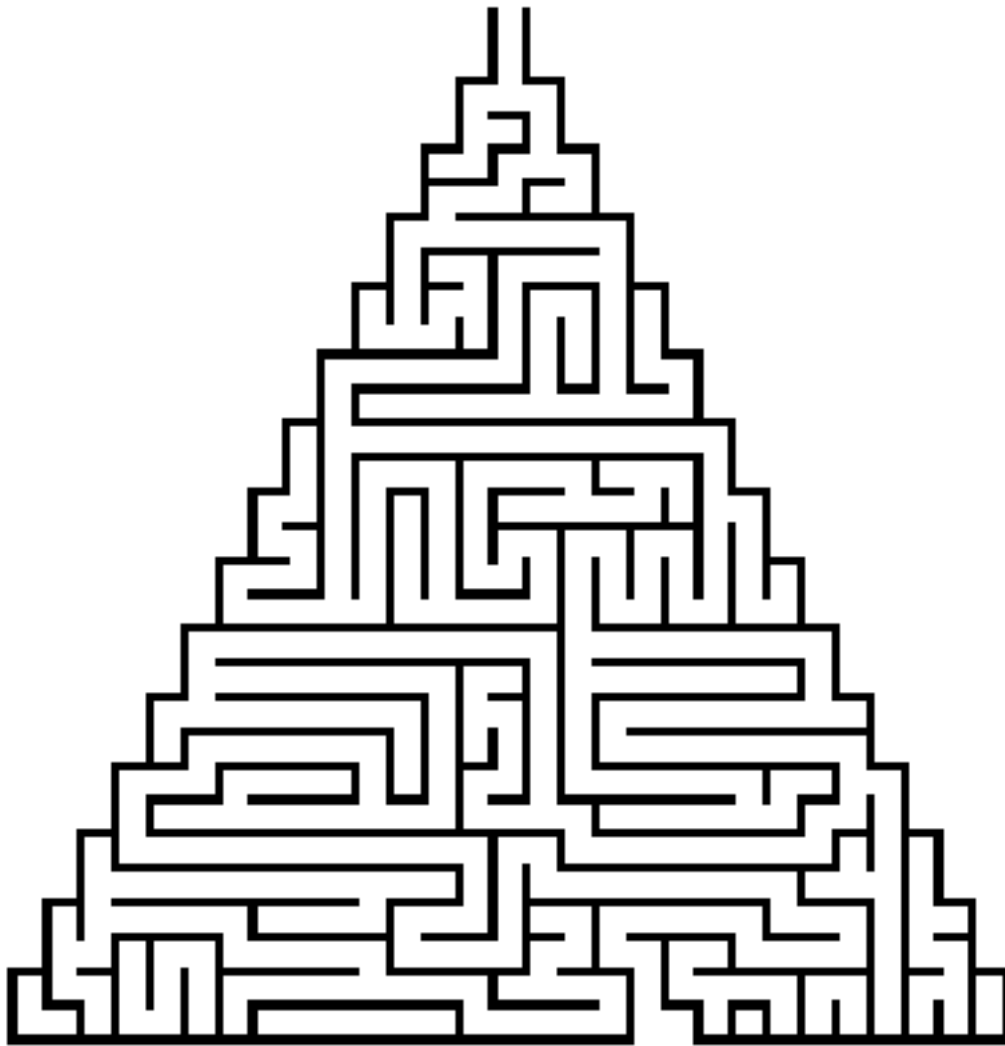
End the class with a prayer.

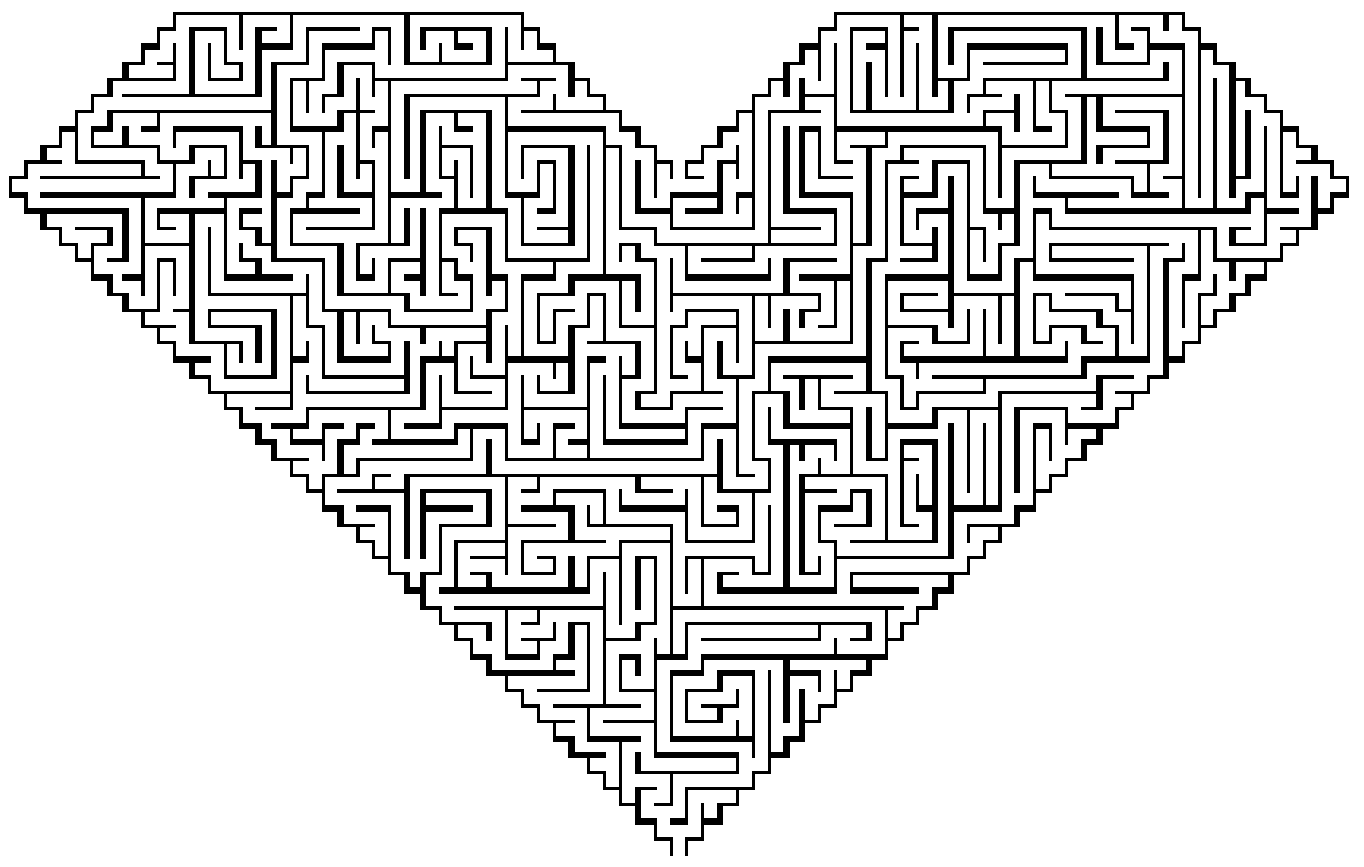
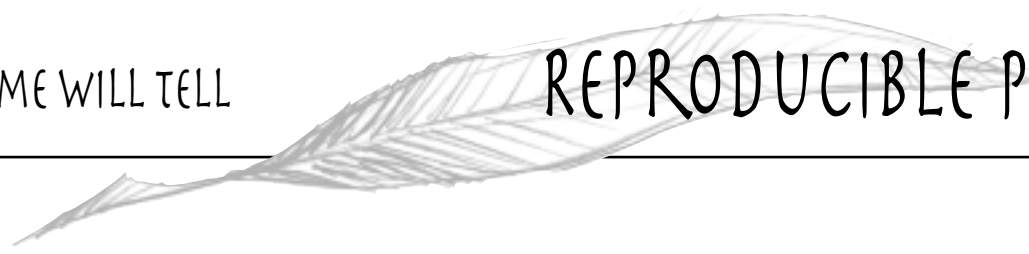


WEEKLY CHALLENGE

This week, walk the narrow road and begin to put God's word into practice in a situation in which you usually do your own will before God's. Share your victory with the class next week.







"Now you have life, Pinocchio, but to become a real boy you must prove yourself brave, truthful and obedient." With those words, the blue fairy left Pinocchio under the care of his father Geppetto, and his good father sped him right off to school.

Walking along the path to school, Pinocchio spied Lampwick, a boy about his age who had a talent for finding trouble. Lampwick was sitting on a stack of books looking in no hurry to get to class. Now Pinocchio, being an obedient boy, stopped to invite Lampwick to a party his good father had promised to give him that Saturday—that is if he behaved at school all week.

"Sorry, my boy, but I'll be far away at a place called Pleasure Island." Lampwick said. "A place where there is nothing but fun twenty-four hours a day, seven days a week..." And with many other words Lampwick painted a pretty picture of what Pleasure Island would be like. "And best of all," he concluded, "there is no school or teachers or homework or tests there!"

"Well, I'm supposed to go to school...and so are you...I think" stammered Pinocchio.

"Supposed to? Come on, Pinoc'. Life's too short for that. You were born only yesterday, right?"

"I guess," conceded Pinocchio.

Lampwick got up, placed his arm around Pinocchio and led him toward the broad street where the coaches ran. "Well, I've been around the block, pal, and let me tell you something. School is for 'yes men.' Dummies. Wooden dummies. Get my drift?"

"Yeah!" declared Pinocchio, "I'm through being a dummy!"

Just at that moment a coach filled with cheerful boys pulled by a dozen or so braying donkeys came charging up and stopped beside them.

"Pleasure Island. All aboard," cried a loud voice. Lampwick jumped on top of the coach and tossed his school books from the top. Pinocchio began to follow and then paused for a moment. Looking down at his own books, he thought he heard a husky voice telling him to stay. He glanced at the donkeys but saw no one.

"Come on Pinoc'!" shouted Lampwick, followed by an echo as all the boys joined in urging him aboard. Louder and louder they shouted, and soon Pinocchio let his own books drop and climbed up next to his friend Lampwick.

Pleasure Island was all it seemed and more. For months they did nothing but eat, drink and be merry. There were movie theaters that were open all day and all night. There were pool halls and swimming holes, indoor skiing and outdoor ping pong. There were streets lined with the tastiest sweets imaginable. Everything was free and easy. They had no chores, no homework, nobody bossing them around or telling them what to do. Pinocchio and Lampwick were truly as happy as two boys had ever been.

And then, as suddenly as the coach of donkeys had appeared that day, something changed. It was five months to the day they had come to the island and the boys were lounging around a pool.

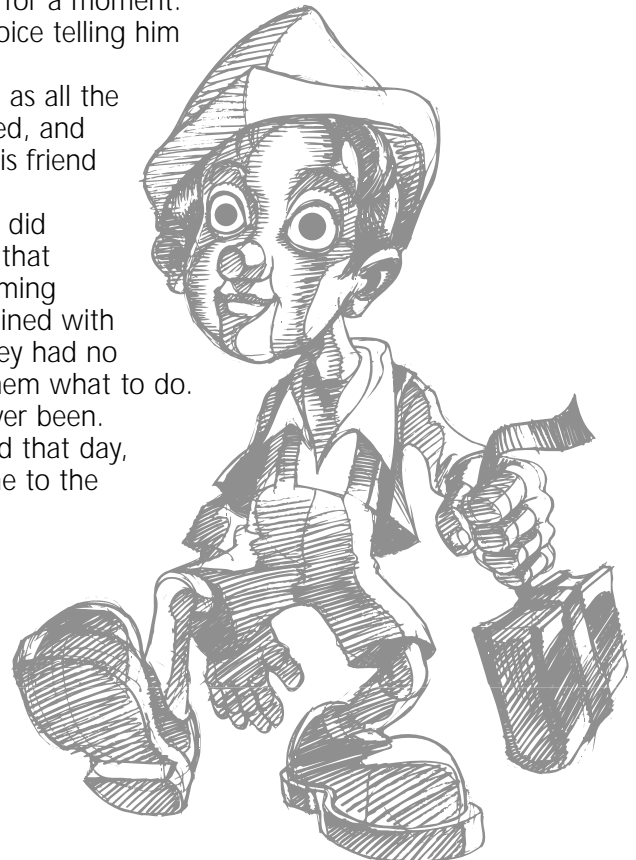
"This is the...HE-HAW...life, isn't it, Pinoc'?"

"Hey...HAW, my ears are hurting, Lampwick, and my voice."

"So are mine...HE-HAW!"

Both boys jumped up, looked at one another and cried out.

It seems that Pleasure Island was not all it seemed and their disobedience was finally exacting a price—a terrible price—the boys were turning into donkeys!



Story condensed from *Walt Disney's Pinocchio*, (Racine, Wisconsin: Western Publishing Company Inc.).

BROAD OR NARROW?

1. You want a later curfew, but your parents are completely unreasonable. They are probably tired of hearing about it, so you decide to really start whining, begging and pleading every single day, hoping they will just give in just to get you off their backs.
2. All your friends have boyfriends, but your mom and dad absolutely have told you that you cannot have a boyfriend. You are too young. There is a guy that you have such crush on, and you have heard that he likes you too. So you decide to go out with him and just never tell your parents. You figure that you can say you are going out with the girls, and besides, you will mostly be with him at school during school hours and they will never know.
3. Your friend has a jacket that you really like. In fact, it even looks better on you. If you could, you'd get one for yourself, but you do not have that kind of money and your parents won't buy it for you. So you ask ever so nicely to borrow it to wear to for the weekend. Your friend says no. So you do not speak to your friend all week. You manage to find a table at lunch with the rest of your friends where there is no room for your friend who has the jacket. You also make sure the friend is excluded from your weekend plans. The next weekend, your friend gives in and lets you borrow the jacket. You are positively charming all week, offering to help with your friend with schoolwork and generally finding ways to show your appreciation.
4. You desperately, urgently want to be cool this Halloween. All your friends are bringing destructive things to school to play tricks on teachers and friends. You really want to fit in, but your mom says no way can you take any of that stuff to school. She will not even let you go with them after school around the neighborhood and trick or treat. She says she doesn't trust your friends. They don't go to church with you, etc. So you act like you are going to do what she says, but you sneak the stuff in your backpack and head off to school. You let your friends know that it is cool to go with them after school around the neighborhood. You just figure you'll lie to your mom later about where you were.
5. You are short on cash, but you want that new CD to play this weekend when a bunch of your friends come over. You go to the store hoping it is on sale, but no luck. While your are there you start thinking about the huge markup the store puts on all its merchandise and how much money they've made off all the things you've bought there in the past. You figure they won't go bankrupt over the one CD and you know how to deactivate the alarm that is on it. So you just slip the CD under your coat and walk out.
6. In your neighborhood, the only way to get ahead and be safe is to be part of a gang. Some of the gang leaders have been warning you that it's time to join with them or be considered the enemy. So you join.
7. There's a really great movie coming out that all your friends are going to go see. But your parents refuse to let you go because of some of the scenes in it and the violence and the language. However they are going to see it with their friends. You are so angry! You decide that you are going to be angry with your parents forever and never be nice to them again. You will never talk to them about what is really going on with you. You think they do not trust you at all.
8. Your parents won't let you spend any time alone with this girl that is just a good friend. They will not leave you alone with her at all. You do not really like her, (well sort of you do) but just feel funny being supervised all the time. Your parents try to explain it, but you just decide that they are wrong and do not listen to them at all. You think they are old-fashioned. You argue with them about this all the time.

SCRIPTURE MEMORY VERSE

"Not everyone who says to me, 'Lord, Lord,' will enter the kingdom of heaven, but only he who does the will of my Father who is in heaven."

MATTHEW 7:21

WEEKLY CHALLENGE

This week, walk the narrow road and begin to put God's word into practice in a situation in which you usually do your own will before God's. Share your victory with the class next week.



INTERVIEW QUESTIONS

- Why should I hire you?
- Are you someone who is on time or habitually late?
- What are your job experiences?
- Why do you want this job?
- How do you stand out from the rest?
- What do you have to offer our company that is different from what other people may have to offer?
- What are your achievements?
- What is your greatest strength? your greatest weakness?
- What are your standards?
- How do you make choices?