

HIGH SCHOOL

GRADES 9 - 12



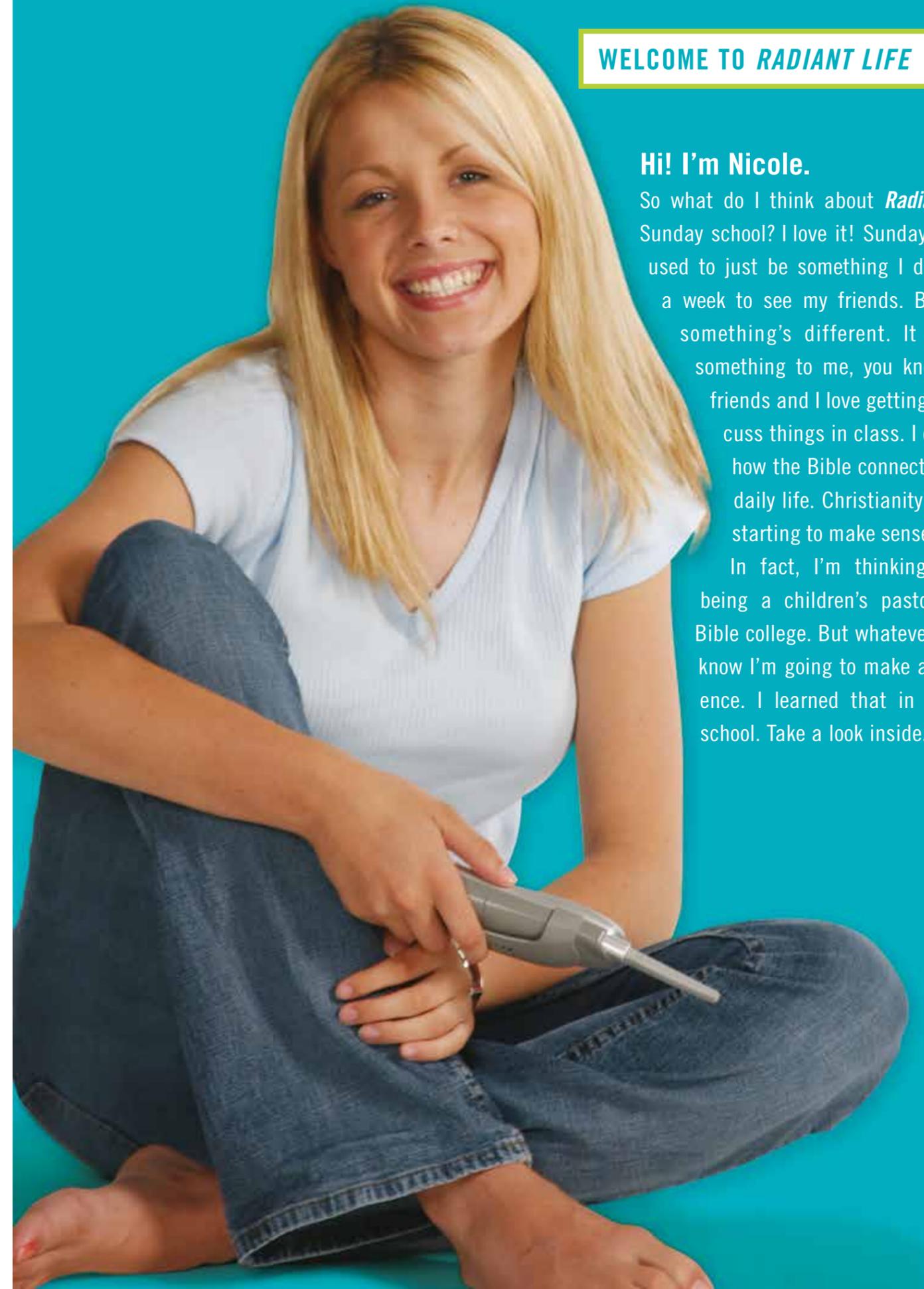
Radiant Life



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Hi! I'm Nicole.

So what do I think about *Radiant Life* Sunday school? I love it! Sunday school used to just be something I did once a week to see my friends. But now something's different. It means something to me, you know? My friends and I love getting to discuss things in class. I can see how the Bible connects to my daily life. Christianity's really starting to make sense to me. In fact, I'm thinking about being a children's pastor after Bible college. But whatever I do, I know I'm going to make a difference. I learned that in Sunday school. Take a look inside.



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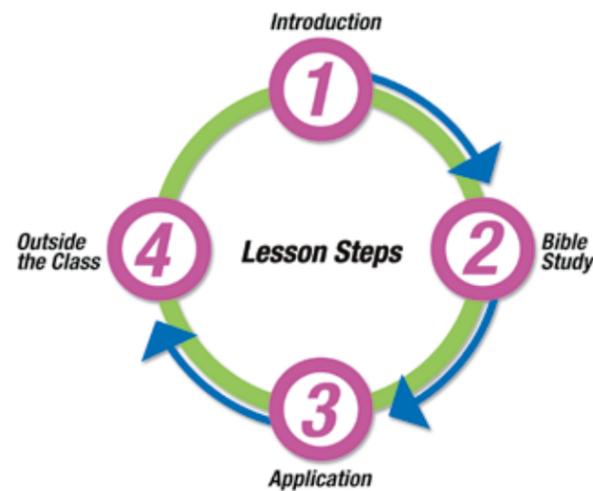
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RADIANT LIFE PHILOSOPHY

You'll know your lessons are successful when two things happen—your students gain Bible knowledge, and they let biblical principles change their lives. With *High School* you'll ...

SAVE VALUABLE PREP TIME

Time is valuable and you probably don't have a lot to spare. That's why *High School* lessons are easy to use. The clear objectives, lesson overview, and at-a-glance activity options make prep time a snap. Plus, the lesson outline format helps you move quickly and easily through the four lesson steps as you teach. (See illustration.)



ALWAYS BIBLICALLY SOUND

High School lessons are firmly rooted in God's Word—and they always will be! Plus, our unique Pentecostal approach ensures that *High School* curriculum goes beyond the basics, allowing the Holy Spirit to make life-altering transformation.

We Believe... INSPIRATION OF SCRIPTURE 2 Timothy 3:16 THE ONE TRUE GOD Deuteronomy 6:4	THE TRINITY Matthew 28:19 THE DEITY OF CHRIST John 1:1	COMMUNION 1 Corinthians 11:22–26 HOLY SPIRIT BAPTISM Acts 2:4	CHURCH AS BODY OF CHRIST Ephesians 4:11–16 MINISTRY Mark 16:15–20
	SALVATION Titus 3:5–7 WATER BAPTISM Matthew 28:19	SPIRITUAL GIFTS 1 Corinthians 12:4–10, 28 SANCTIFICATION Romans 12:1,2	DIVINE HEALING Isaiah 53:4,5 THE SECOND COMING OF CHRIST 1 Thessalonians 4:16,17

To download the complete *Radiant Life* Theme Chart, visit www.RadiantLife.org.

ADAPT THE LESSON FOR YOUR CLASSROOM

No one knows your students like you do. That's why every *High School* lesson includes plenty of activities so you can choose the best learning option to fit your schedule and meet your students' learning needs.

KEEP STUDENTS INVOLVED AND FOCUSED

All your students want to enjoy class time, but how much of the study do they remember? Research* shows that students learn best in a variety of ways:

- Seeing (visual: 40%)
- Hearing (auditory: 20–30%)
- Touching (tactual: 15–20%)
- Moving (kinesthetic: 15–20%)

You'll find *High School* lesson activities cover each of these learning preferences, so you can include those that appeal to your students' needs.

* Resource: *Teaching Students to Read Through Their Individual Learning Styles*, Marie Carbo, Rita Dunn, and Kenneth Dunn, Prentice-Hall, 1996, p. 13.

SEE YOUR STUDENTS' LIVES CHANGED

Your goal is to help your students become more Christlike. Our goal is the same. That's why every *High School* study includes a life-application objective and activities. We want your students to discover that becoming like Jesus runs deeper than avoiding punishment or seeking reward. It's about choosing to do the right thing because they love Jesus and want to follow Him.

WHO YOU TEACH

Because every student learns differently, *High School* studies include multiple activity options that target the four basic learning styles. That way, you can tailor your lesson to meet the needs of your students. Here's how your students learn:



SEEING (visual)

Keisha likes to "see" her world. She enjoys colors, contrast, posters, illustrations, and videos, but gets bored when there are no visuals.



HEARING (auditory)

James "hears" his world. He responds well to verbal interaction and enjoys being involved in discussion and debate, but becomes bored when he hears information he already knows.



TOUCHING (tactual)

Sara likes to get in touch with her world. She needs to feel good about new concepts and learns best when she can manipulate objects with her hands.



MOVING (kinesthetic)

Jake loves to experience his world. He moves a lot during class and enjoys participating in active illustrations like dramas and hands-on activities.

SAMPLE TEACHER GUIDE LESSON

High School lessons are easy to follow. Large, bold directives at the beginning of each segment actually walk you through the study at a glance. And our easy-to-follow format will help you keep your place while you teach the lesson.

We include the passages you'll use in class as well as extra verses for additional study or reference, so you won't have to go searching for the Scriptures used in each lesson.

Teens like Nicole want to know what's important, why it matters, and how to apply it. Every lesson is structured around these three key objectives to help you meet your students' needs and apply the lesson to their lives.

Every lesson is based on a foundational portion of Scripture.

The convenient, at-a-glance **Activities** list will help you make sure you have all your supplies ready.

We intentionally include more options than you can use in a normal class period to ensure our *High School* resources are adaptable for a wide variety of settings and learning styles.

MAKE IT WORK FOR YOU: Before class read through the options and choose the ones best suited to your students, time constraints, and classroom setting. Remember, anything labeled "option" can be used or left out without impacting the lesson's effectiveness.

BIBLE TEXTS

Main texts for class presentation:
Matthew 20:17–28; John 12:1–8; 1 John 3:18

KEY VERSE

1 John 3:18
Let us not love with words or tongue but with actions and in truth (NIV).
Let us not love in word, neither in tongue; but in deed and in truth (KJV).

ACTIVITIES

- Paper, pens/pencils
- Penny for Your Feelings**
- Feelings**
 - Note cards
 - Container
- Looking Good**
 - *High School RESOURCE* item "Lookin' Good"
- Sacrificial or Superficial**
- Insulate**
 - Thermos bottle or mug
 - Hot liquid
- Wad or Baseball?**
 - Baseball
- Make Me a Blessing**
- Spring to It**
- Sent with a Scent**
 - Fragrant products
- Be a Friend**

UNIT 2 >>STUDY 1

How to Go Deeper with God



TEACHER FOCUS

When you handle onions or garlic, their odors remain on your hands. Similarly, when you let your spirit become corrupted by negative influences, their "odors" will mark your speech, attitudes, and behavior. The opposite is also true. If Jesus' love flows into your life, it will positively influence everything you are and do. When Mary poured costly perfume on Jesus' feet, the scented gift recalled Jesus' fragrant influence in her life.

As you work to equip your students for spiritual growth, some may seem hopelessly carnal or apathetic. But Jesus' love can flow into their lives through your influence. Affirm them frequently, generously, and unconditionally. The times they don't deserve it are the times it will mean the most.

Consider how you can influence students outside of the classroom setting. As it is appropriate, have students in your home. This needn't be a major event that requires a great effort from you. Something as simple as a movie and popcorn night can give you the opportunity to relate to students outside the classroom so you can get to know each other better. Another idea would be to pray with them at the altar during a church service. Pray for their relationship with God to grow stronger, for Him to bless their home, and for Him to guide them in His plan for their lives. As a result, long after they have forgotten study points they will remember that you care.

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What's the Big Idea?

Building a friendship with Jesus requires expressing love for Him and others even when mockers disapprove.

Why does it matter?

If we don't build our friendship with Jesus, we risk losing His presence in our lives.

How do I live it?

Display your love for Christ by faithfully sacrificing your own priorities for Him and others.

INTEREST THEM

Activity Option: Penny for Your Feelings

Distribute paper and pens or pencils, and ask students to write down what they think the person on their left is feeling at this moment. (Students may have to observe people in front of or behind them.) Students shouldn't ask one another about their feelings at this point. The only information they have is previous conversation and outward appearance. After they have had time to respond, ask for volunteers to share what they wrote. Then have the observed students tell whether or not the observations are accurate. Explain that being able to know what our friends are feeling can be difficult, but graciously attempting to do so can help us reach out to them with God's love.

Discuss how good friends are attuned to one another's moods and personalities. When one is facing a serious situation, the others want to do something to make him or her feel better. They might listen to the friend and offer help or suggestions, or plan a fun activity to take the friend's mind off the situation for a while. Whatever actions they take, their desire is to bring comfort and relief.

Activity Option: Feelings

Write the following words that describe feelings on note cards (one card per feeling): happy, sad, angry, mischievous, victorious, frightened. Put the cards in a container. Have volunteers come forward and draw out a card, then act out that feeling until the rest of the class can guess it.

Explain that it's also important to know what Christ feels—when we disobey God's Word, when we experience pain and hardship, and when others turn their backs on Him. Knowing what Christ feels about such things can help us respond appropriately to them—and to Him.

STUDY OVERVIEW

Explain that today's study will consider:

- how friendship with Jesus requires expressing love for Him and others, even when cynics and mockers disapprove.
- why our relationship with Jesus will suffer and decline if we do not nurture friendship with Him.
- how we can spark insight through selflessness, demonstrate love through sacrifice, and defeat opposition through perseverance.

Attention-grabbing openers capture your students' attention from the beginning of the class.

Discuss sections give you a topic for group consideration. Your students will take more from the lesson after a lively dialogue on relevant issues.

Explain paragraphs provide the “meat” or teaching portion of the lesson. This allows you to teach concepts in your own words.

Background Info supplies general commentary and other useful information for deeper study located in handy sidebars strategically placed next to the lesson.

Weekly *High School Spirit Student Guide* stories tie to the day’s lesson. Send this resource home with teens for learning throughout the week.

Read lines give you the biblical framework for the lesson and tell you exactly where to interject the Scripture passages.

INFORM THEM

1 Practice selflessness.

Read or have a volunteer read **John 12:1–3**.

Explain that after Jesus raised Mary’s brother, Lazarus, from the dead, a group of Jewish religious leaders intensified their efforts to arrest Jesus (John 11:57). In spite of the danger to themselves, Jesus’ friends in Bethany decided to show their love and support for Him by hosting a supper in His honor. That’s when Mary washed His feet with expensive perfume.

Perfume: The value of this container of expensive perfume was roughly equivalent to the wages a laborer earned in a year. Some Bible scholars think this perfume may have been Mary’s dowry, reserved for her future marriage. If so, she was giving up much more than perfume. Her gift could have cost her a future home and family. It was no small sacrifice.

? **In what ways did Mary show selflessness?** (Mary used expensive perfume on Jesus’ feet. And what she did was a humbling act; respectable women didn’t unbind their hair in public, yet she did so to wipe His feet. In addition, foot washing was a servant’s job, yet she did so willingly.)

Discuss some ways students can show selflessness or self-sacrifice in their relationship with Jesus. Emphasize that they don’t need to have a lot of resources to accomplish this. Examples include giving up some of the time they spend listening to music to talk to Him or meditate in His presence. They might also find odd jobs to raise money for a missions project supported by your church. Note that selflessness is ultimately a matter of the heart. Selfless motives are pleasing to the Lord.

? **How do people usually respond to the thought of sacrificing something to help someone else? Why do you think this is the usual response?** (Self-sacrifice goes against our human tendencies. We usually want to think of ourselves and our needs first. We might even try to rationalize these feelings by finding reasons why we deserve what we have—and why others don’t. But sacrifice, which is based on love, doesn’t focus on self. Mary was motivated by love for Jesus when she gave up something valuable for Him. When we have the same motivation we will be willing to sacrifice as well.)

SPIRIT
student GUIDE

Discuss today’s *High School Spirit Student Guide* story, which tells how music minister James Harrison sacrificed his life to save several passengers aboard an aircraft that crashed into the Arkansas River.

2 Demonstrate love.

Read or have a volunteer read **Matthew 20:17–28**.

Explain that while Jesus faced the most severe trial of His life, some of His disciples and one of their mothers were concerned with selfish interests. The attention wasn’t on Jesus but on securing a prominent position.

Discuss the difference between how these disciples viewed Jesus—the exalted Son of God—and how Mary viewed Him. Note that while the disciples’ actions were selfish, Mary’s were a reflection of her love for Him.

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? **What are some “selfish” reasons we might develop for serving Jesus? Why is it so tempting to follow these kinds of reasons?** (While we sincerely love Jesus, sometimes our prayers can become “gimme lists,” and we pay little attention to what God wants to do in our lives. Instead we become focused on getting what we want or making ourselves look important.)

Activity Option: Looking Good

Distribute pens or pencils and copies of the *High School RESOURCE* item “Lookin’ Good.” Have students complete their sheets in groups of three or four, then ask a spokesperson from each group to read their list aloud. Finally, discuss the questions at the bottom of the paper, encouraging students to evaluate their own concern for God and others.

Activity Option: Sacrificial or Superficial

Distribute paper and pens or pencils to students. Read the questions in the teacher hint in the sidebar and have students write down their responses. Then ask for volunteers to share their answers to questions 4 and 5, and discuss these questions as a class.

? **Do you think there is a connection between self-sacrifice and love? Explain. How can you show love for others through your self-sacrifice?** (Jesus’ sacrifice on the cross is the supreme example of this principle. Real love looks to the needs of others, even when that carries a personal cost. As Christians, we display God’s love through sacrifice. We can do small things like letting someone in a rush move ahead of us in a line. Or we might help a busy sibling with chores. Perhaps we have a friend who is failing a subject we’re good at, and we could help him or her study? The bottom line is that when we offer love and understanding in this way, our friends can experience God’s love through us.)

3 Stay faithful.

? **How would you respond to someone who tells you that the money or time you give to church projects or missions is wasted?** (Showing our love for God, only to have our actions misunderstood or misinterpreted, can be a painful experience. When we do something kind or unselfish we don’t expect others—especially friends or family members—to question or condemn us.)

Read or have a volunteer read **John 12:4–8**.

Explain that when the smell of the perfume reached the guests, they noticed Mary’s actions—and some didn’t approve. Judas, the treasurer of the disciples, complained that the perfume should have been sold and the money given to the poor. He felt that Mary had wasted it by pouring it on Jesus.

? **What do you think motivates people to criticize others this way?** (Judas was motivated by greed and selfishness. He wanted to sell the perfume and keep some of the money for himself. We sometimes think of selfishness or self-centeredness as just “human nature”—nothing to be extremely concerned about. But in reality it’s a sin. Only a few days after this supper, Judas betrayed Jesus for a few pieces of silver.)



“We got into a pretty interesting debate on whether or not we should help the people with “Will work for food” signs. Jason said they’re just gonna use the money for booze, but I don’t know. I think Jesus would call them “one of the least of these.””

resource ITEM

The **Resource Item** sidebar lets you know at a glance which activities use items from the *High School Resource Book*.

Sacrificial or Superficial:

1. What do you sacrifice for God?
2. What is the object of your sacrifice worth to you?
3. Why is it worth making this sacrifice?
4. How much does God expect us to sacrifice?
5. How do you know?
6. What wouldn’t you give up for God? Why?

Activity directives provide step-by-step instructions to help you with various interactive options.

Questions and key statements are printed in bold and are followed by response hints or commentary that specifically address the issues. Even if your students aren’t inclined to respond, asking the questions will still engage their thinking in a deeper way. If they don’t respond, remember to state the information that follows the questions.

HELPFUL HINT: If you don’t want to use the questions, simply turn them into statements and summarize the information that follows.

SAMPLE TEACHER GUIDE LESSON



“ Mr. Jackson had us read the **Student Guide** story in class. It was so amazing! I mean, it’s normal to want to try to save your own life, but this guy actually went back to help the other people still in the burning plane. I wonder if I would have been able to do the same thing...”

Teacher Hints, like this reminder, draw out important points, give additional lesson options, or provide on-going training to make your class the best ever.

Involve Them gives students the opportunity to see how they can apply biblical principles to everyday situations.

teacher HINT >>

Now or Later: When is the best time to send people flowers or otherwise express our appreciation for them? Mary expressed her love while Jesus was still walking the earth. Words and deeds of kindness have such a tremendous power for good that it is a shame to withhold or neglect them until it is too late.

Discuss how students can deal with people who question, criticize, or condemn their attempts to do what’s right. Utilize one of the following activities to stimulate the discussion.

Activity Option: Insulate

Before class, fill an insulated thermos or lidded mug with a hot liquid. At this point in the study, test the temperature to make sure no students will be burned or scalded. Then invite them to feel the outside of the container. Note how the liquid has remained hot throughout the class, and ask students to explain what kept it hot. Most will indicate that the container’s insulation is the key. Explain that our Christian faith will remain “hot” when we choose to keep ourselves insulated from comments that would cool our desire to do what’s right. One way to insulate ourselves from negative influences is to place more importance on what God says than on what people say. Ask students to think of other ways they can insulate themselves and retain their spiritual warmth.

Activity Option: Wad or Baseball?

Divide your class into two teams and confine these teams to opposite sides of the room. Distribute several sheets of paper to each student, then have them crumple their sheets and begin a paper wad fight. Play with dodge ball rules, removing students who get hit with paper wads. After several minutes of competition, have students discard the wads. Explain that this game is fairly harmless; no one needs to fear being struck with a paper wad. Then display a baseball and ask students to describe how the game would have been different had they used baseballs instead of paper wads. Explain that our bodies are strong enough to withstand pelting by paper wads, but not baseballs. When people attack our faith or sincere actions, it can feel like being struck with baseballs. To make their words feel more like paper wads, we should listen closely to Jesus’ voice. His encouragement will protect us from the sting of cynical, mocking comments.

Read or have a volunteer reread **1 John 3:18**.

Explain that Jesus accepted the honor Mary had shown Him and praised her action. When we act on our love for Christ and make life more pleasant for others, we may not always receive praise. Some people will tell us that we should look out for ourselves first. But Jesus wants us to have a compassion that leads us to put our faith into action.

INVOLVE THEM

Brainstorm some specific ways students could put their faith into action to help others. Consider planning a class project to reach out to a needy family in your church, such as having a workday at their house. Or they might have a fund-raiser for world missionaries.

Activity Option: Make Me a Blessing

Ask students to think of people they know who are hurting and need someone to show them love. Perhaps some of them will be family members. Others may be teachers or leaders who need encouraging. Have

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students write down whom they want to minister to and how they intend to do so. Pray with the class, asking the Lord to help students in their efforts to be a blessing to others.

Activity Option: Spring to It

According to a recent Associated Press article, a number of college students are opting out of the traditional spring break to give something back to their communities. Instead of relaxing in sand and surf, these students spend “alternative spring breaks” or “spring breakouts” building homes, tutoring students, visiting hospitals and nursing homes, or volunteering in homeless shelters and soup kitchens. Have students make a list of ways they can use their break time to help those in need.

INSPIRE THEM

The Basic Message:

- **WHAT:** Building a friendship with Jesus requires expressing love for Him and others even when mockers disapprove.
- **WHY:** If we don’t build our friendship with Jesus, we risk losing His presence in our lives.
- **HOW:** Display your love for Christ by faithfully sacrificing your own priorities for Him and others.

Illustration Option: Sent with a Scent

Before class, obtain fragrant products such as air fresheners, perfume or cologne samples, scratch-and-sniff stickers, scented candles, small bags of potpourri, etc. These products should have scents that students would find appealing. Distribute the items at the close of the study and ask students to place them in their lockers, cars, bedrooms, etc. Explain that when they detect the scent throughout the coming week, they should remember that their lifestyles have a fragrance. Their words, actions, and attitudes should be a “scent” that blesses others.

Ministry Activity: Be a Friend

Remind students that being friends with Jesus means that we’ll want to do things that honor Him. Even when others don’t understand our priorities, our devotion to our Friend must remain strong. Divide the class into pairs or small groups. Have them pray for one another, asking God to help them let their commitment to Christ show in even the seemingly small or “unseen” areas of their lives this week.

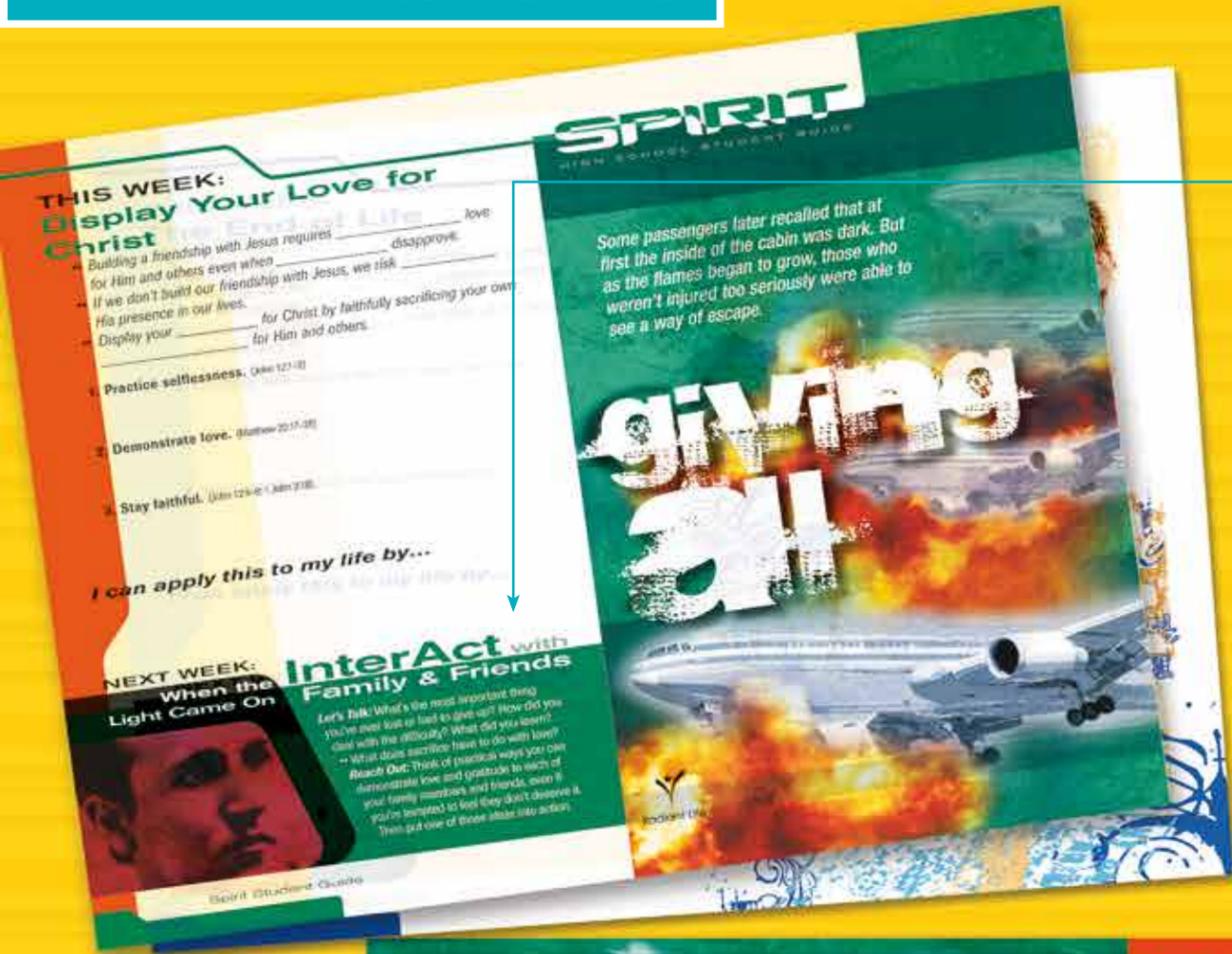
“ I’m really excited about our class service project. We decided to bring stuff for the teen pregnancy center, the same one that helped my friend Marissa last year when she had her baby. It’s hard to believe Marissa’s a mom. But those people at the Center really helped her. She’s doing a lot better. She’s even promised to come to church with me the next Sunday she has off work. I can hardly wait! And it’s so great my Sunday school class is gonna help other girls just like Marissa.”

We’ll help you bring the day’s study home through summarizing the basic message, reviewing the lesson objectives, and providing ministry time so students apply the principles to their lives. After all, helping your teens gain Bible knowledge and become more like Christ is what *Sunday school* is all about.

The **Ask Yourself** sidebar will help you quickly evaluate how well your students understood the lesson.

teacher HINT >>

Ask yourself:
 1. Can students identify that building a friendship with Jesus requires expressing love for Him and others, even when mockers disapprove?
 2. Can they explain why they will lose the sense of God’s presence in their lives if they do not nurture friendship with Jesus?
 3. Are they willing to show their love for Christ by faithfully sacrificing their own priorities for Him and others?



Fill-in-the-blank not-taking space helps students follow along with the lesson. And **InterAct** topics enable them to take their faith to the world by giving them topics to start spiritual conversations with family and friends.

A **ReAct** section asks thought-provoking questions with creative ways for students to respond, so they can explore their faith throughout the week.

The **High School Student Guide** gives teens relevant examples of how the lesson principles translate into daily life.



Getting teens into God's Word is simple with **Take Five Plus**.^{*} This daily devotional guides them through a life-long habit as they journey through the Bible in a year. Plus, your students will be inspired by art, poetry, and photos created by their peers.

^{*}Published quarterly. Yearly subscriptions available.

Attention-grabbing stories (either true or fictional) illustrate the message of the daily devotional.

Scripture is applied directly to the student's personal life.

Thought-provoking and introspective questions encourage teens to be doers of God's Word, not just hearers.

Selected Scripture keeps students on track with reading the Bible in one year.



This short section of Scripture provides the applicational basis of the daily devotional.

Every devotional gives students a prayer emphasis to teach them the discipline of daily prayer.