



YOUTH EDUCATIONAL SERVICES
PASTOR'S MANUAL



WORLDWIDE CHURCH OF GOD
Youth Opportunities United, Pasadena, CA 91129

July 1, 1985

Dear Church Pastor,

Enclosed -- at long last -- is your YES Pastor's Manual. The manual is designed so that notes, lessons, updates and additional ideas and information can be easily inserted. To assemble your manual, simply place the section dividers in their proper sections. The Progress Report and Certificate of Achievement samples should be placed with the section entitled, "Motivational Tools."

Updates will be mailed periodically. Whenever you receive an update, please handle it just as you would handle an update for your Ministerial Manual--by inserting it in the proper section.

It is our hope that the YES Pastor's manual will serve as a guideline in the administration of your local YES Program. Please direct your comments and suggestions, questions and correspondence to the YOU Office in Pasadena.

Sincerely,

Kevin O. Dean

May 6, 1985

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OVERVIEW

The Youth Educational Services (YES) Pastor's Manual is designed to help you administer a successful YES program in the churches that you pastor. Included in the manual is a statement of goals and purposes, job descriptions for those needed to conduct the program, guidelines for organizing evaluation meetings and parents' meetings, and a special "Ideas Section" comparable to the one enclosed in your Youth Opportunities United (YOU) Manual.

Pastor General Herbert W Armstrong regards the educational program of YOU as the most important dimension of Church Youth Programs. The YES Program is the major portion of this educational program for pre-YOU-age youths. Mr. Kevin Dean, Director of Youth Programs, describes YES as "the largest growing area in Youth Programs" (Ministerial Refreshing Program, December 13, 1984). He believes that the YES Youth Bible Lessons are vitally important tools to aid parents in instructing their children in God's way of life, the basic principles of Christian living, and in teaching them the who, what, when, where, why, and how of the Bible.

The YES Program is based on an enjoyable and educational monthly home study Bible Correspondence Course for children ages 5 through 13. There are Youth Bible Lessons for nine different grade levels (kindergarten through eighth grade). Each level includes 12 different lessons (plus the Fall and Spring Festival editions for each level). Lessons for levels one through seven examine the Old Testament, while levels eight and nine explore the New Testament. An outline of the material covered in each level is included in the Curriculum Guidelines Section.

"Bible Memory" work is provided at the end of each lesson for each child to memorize. Lessons have been written and carefully edited by teachers from Imperial Schools, the YOU staff, the Ambassador College Correspondence Course staff, the Editorial Department, and ministers of the Worldwide Church of God. In order to ensure that children will both comprehend and retain the material included in the course, each lesson is written in a lively and interesting fashion, and is designed to accommodate each age group with proper vocabulary and comprehension levels. Some lessons have been edited and rewritten as many as eight times.

The lessons are printed at Headquarters and mailed from Pasadena on a monthly basis. In the United States, lessons are mailed directly to children enrolled in the YES Program (with local ministers also receiving copies of each lesson on the same mailing schedule). Lessons arrive approximately two weeks from the time they are mailed. Those mailed to children outside of the United States are shipped by bulk directly to Regional Offices around the world and thereafter distributed through the local churches.

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The YES Academic Year begins in August with Lesson 1 (Northern Hemisphere) and ends the following July with Lesson 12. Those who receive lessons in the Southern Hemisphere begin the Academic Year in January with Lesson 1 and end in December with Lesson 12. The two Festival issues are mailed just prior to the Spring and Fall Holy Day seasons.

Following the mailing of Lesson 12, children are automatically advanced to the next level, receiving Lesson 1 at the beginning of the following Academic Year. Those who are considered non-Church youths (i.e., children who neither attend church nor have a parent, relative, or guardian affiliated with the Worldwide Church of God) receive a renewal notice in May (Northern Hemisphere), and must reply by July in order to continue their enrollment in the program. For those living in the Southern Hemisphere, a renewal notice is mailed in October and a reply is required by December.

Since the first YES Lessons were mailed in late 1980, subscriptions in the U.S. have grown by more than 35 percent.

U.S. SUBSCRIPTIONS

<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
17,228	19,003	19,915	23,228

In 1983, approximately 25 percent of these were distributed to children outside the United States. Today, the lessons are mailed to more than 75 different countries. Although the majority of YES Lessons are sent to youths attending church services around the world, 10 percent of the lessons mailed are received by non-Church youths. The average cost-per-lesson during the program's first four years of operation has been 17 cents per copy.

Concerning the impact of the YES program, one minister wrote, "When a parent comes to me and says that the YES lessons have helped convict them of their own deficiencies in Bible Study and growth, I see this as a program that is turning the hearts of the fathers to the children and turning the hearts of the fathers and mothers to God. The only negative feedback we have received are comments such as, "The material is not enough to keep us going for a month. . . give us more;" and, "When is the next lesson coming out?" Members who have never before expressed any feeling about any aspect of the YOU program, have now commented, "It is feeding a hungry flock of parents, as well as our own set apart group of prospective members whom God commands us not to forget." A parent from Canada wrote, "Those lessons will be a tremendous help and guideline to us parents, and will help us in teaching our children more effectively." A

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youth from Pennsylvania wrote, "I'm happy with my Youth Bible Lessons because they have fun things to do in them." Another from Alberta said, "The first lesson made my feast more exciting. I can't wait till I receive my other lessons." Finally, a parent from Florida observed that each lesson "makes the children feel like a special part of the Church also, as they really are."

We welcome your input from the field regarding your experiences in administering the YES Program in a local church area. Your comments and suggestions will aid us greatly in updating this manual.

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The YES Program serves several purposes in fulfilling the Church's commission to turn the hearts of the fathers to the children and the hearts of the children to the fathers. YES is designed to achieve the following:

1. To serve as an instrument that parents can use to train their children to become future Gods.
2. To counteract the influence of Satan (Eph. 2:2) by bringing children into contact with God's Word at an early age.
3. To make the Bible a useful tool for Church youths by teaching them according to grade level the who, what, when, where, why, and how of the Bible.
4. To provide an opportunity for Church youths to work with leading adults in God's church who have been assigned an evaluator's role within the YES Program.
5. To improve the academic skills of Church youths within the YES program in the following ways:
 - a. Psychomotor Skills
 - b. Reading Skills
 - c. Writing Skills
 - d. Research Skills
 - e. Memorization Skills
 - f. Comprehension Skills
 - g. Retention Skills
6. To reinforce proper social and moral values to Church youths within the YES program.
7. To prepare Church youths enrolled in YES for membership in YOU.

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There are many individuals who contribute to a YES Program in a local church area. Three main areas of responsibility include:

1. The Pastor's Role
2. The Parent's Role
3. The Evaluator's Role

A description of each area of responsibility follows.

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RESPONSIBILITIES

The Pastor is responsible for monthly YES Evaluation Review Meetings for all levels of the YES Youth Bible Lessons. The Pastor's responsibilities include:

1. Selection of Evaluators

Each pastor should select evaluators who are deeply converted and "apt to teach" (1 Tim. 3:2) to conduct monthly meetings. Large YES Programs may require the appointment of more than one evaluator per level, as well as assistant evaluators and alternate evaluators. When these circumstances occur, a lead evaluator should assume responsibility for the conduct of his or her level at the evaluation meeting. Husbands and wives may serve as alternate evaluators, however, those with very young children should have one parent look after them. It is suggested that older teens, singles and senior citizens be involved in the evaluation meetings. Certainly, reciting Bible Memory to "Grandma" or "Grandpa" is exciting, and could inspire the involvement of some individuals rarely used in the congregation.

In areas where there are only a few youths in each level, the pastor may wish to combine two levels, assigning only one evaluator to two different levels. According to the policy set by Mr. Armstrong for teaching students at Imperial Schools, women should evaluate levels 1 through 4 or 5 and men should evaluate levels 5 or 6 through 9.

The following criteria should be considered upon selection of evaluators:

- a. Does the prospective evaluator have conflicting responsibilities that may cause his position as an evaluator to become burdensome?
- b. Does the prospective evaluator have previous experience working with the age group to which he would be assigned? If there are members in your church area who are professional teachers, you may want to make use of such talent to strengthen the local program. You may also wish to include any Ambassador College graduates who may be in your area. For the last few years, Ambassador College has offered a course entitled Application of Church Youth Programs (ED 472A), which gives special instruction in the teaching of YES-age children. Those with this training are familiar with the YES Program and have had at a minimum, one week's experience in teaching Bible to YES-age children at Imperial Schools.

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- c. Will the child of the prospective evaluator have to attend evaluation meetings without his parent? This may pose a problem in cases where both husband and wife are asked to serve as evaluators, or when a parent has several children enrolled in the YES program.
- d. Has the prospective evaluator ever taught Sunday School? This has posed a problem in the past. Remember, the evaluation meeting is to evaluate and reinforce what has been taught by the parents at home. It should not be formatted in Sunday School fashion.

2. Organizational Meeting for Evaluators

An organizational meeting conducted by the pastor at the beginning of each YES Academic Year will familiarize each evaluator with his responsibilities (see "Evaluator's Role") and the format of each evaluation meeting (see "Evaluation Meeting"). Many of those who will assume this responsibility will not be trained professionally as teachers. Until they acquire some first-hand experience in a teaching or evaluating situation, they will likely experience some anxiety about their new duty. The organizational meeting will help defuse some of these concerns. The Pastor may wish to provide for the evaluators, an outline of the format of the evaluation meeting (see "Evaluation Meeting").

3. Distribution of Lessons to Evaluators

Each local church pastor should receive copies of each YES lesson approximately one month in advance of the next evaluation meeting. These lessons should be distributed to the evaluators far enough in advance for them to adequately prepare the evaluation meeting. Additional copies may be requested, or you may have the evaluators subscribe to the lessons in the level they will be evaluating.

4. Scheduling of Evaluation Meetings

Pastors should schedule meetings so that YES children have ample time to receive and study their lessons beforehand. The size of the church area may influence the frequency of the meetings.

5. Approval of Supplementary Material and Activities

Evaluators may use information or supplementary activities not included in the YES lesson provided that either or both are genuinely helpful. These

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should always, however, be approved in advance of their use by the church pastor. Evaluators should be apprised of this at the organizational meeting. Materials may be obtained by writing a letter to Imperial Schools in Pasadena and giving all pertinent information. Please allow adequate turn-around time for such requests.

6. Respect for the Sabbath

The pastor should carefully monitor the YES Program to ensure that all its features are in accord with proper observance of the fourth commandment. Evaluation meetings should not be conducted during any part of Sabbath Services.

7. Monitoring the Progress of the Children

Although each evaluator is responsible for maintaining records (the Progress Report--see the "Certificates and Progress Reports" Section) for the children in his level, the pastor should periodically check the progress of all YES-age children in his church area. He or his delegate should meet individually or collectively with the evaluators on a bimonthly basis.

8. Appointment of a YES Coordinator

In large church areas where the pastor's time for the YES Program is limited, he may want to appoint a YES coordinator to assist him with the administrative duties of the program. If this is done, the pastor and YES coordinator should meet on a regular (monthly or bimonthly) basis to discuss matters regarding the effectiveness of each evaluator in the program, the progress of the children, and any problems that may require prompt attention.

9. Meeting Rooms

The pastor should secure an appropriate meeting place in which to conduct evaluation meetings. These meetings may take place on the Sabbath day in the same meeting hall where services are conducted.

10. Encourage and Support Parental Involvement

The pastor should continually emphasize to the parents the importance of their involvement in the YES Program. The YES lessons are not, however,

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intended to be an evaluation of the parents. They should not be used to "spy" on the parents or intentionally put them in an uncomfortable position (also, see the section entitled, "Parents' Meetings").

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OVERVIEW

Parents of YES-age children are the most significant individuals responsible for the success of the YES Program. The program itself is merely a tool provided by the Church to assist parents in the instruction of their children in God's principles and Word. Without parental participation, the program will not achieve all that it can and should. Parents should support their children, serving as a help and guide, while the youths complete each YES lesson. The children should do the work in the lessons, while the parents monitor their progress by reading through each lesson with their children, expanding upon the material covered, explaining godly principles that relate to the lesson content and how it may relate to their children's daily lives.

Below are a number of considerations that parents should remember while working with their children:

1. Training Future Gods

Children can be heirs of the same promise--they have the same "human potential"--as adult members in God's Church. They have the opportunity to become members of the very God Family. One major purpose of marriage is to produce a "godly seed" through the offspring created within the marriage union (Mal. 2:15). With the proper training and character development, our children will become heirs to the Kingdom of God. Parents in God's Church today have the knowledge that those in generations past did not. They have an opportunity that no one else in history has had--to train future Gods. The instruction of children in God's way of life as preparation to become God is a very serious job for which God holds parents responsible.

Abraham set an example of such teaching. God said of him, "I know him, that he will command his children and his household after him, and they shall keep the way of the LORD to do justice and judgement" (Gen. 18:19). Mr. Armstrong wrote, "Isaac was reared by God-fearing, God-obeying Abraham, in God's way, obedient to God's Government. . . He too, was trained in obedience." Likewise, Abraham's grandson Jacob "was educated to follow through on the same pattern Abraham and Isaac had learned" (Tomorrow . . . What it Will be Like, p. 50).

Thanks to Abraham's dedicated and diligent teaching of his family, both his son and grandson will be a part of the God Family along with him ruling, with Christ at His return (Luke 13:28). The children of parents who follow Abraham's example will likewise inherit that same reward.

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2. The Young CAN Learn Godly Principles

Mr. Armstrong has often observed that a child learns more the first year of his life than in any subsequent year. Modern research in education has shown that "quantitatively we learn less each successive year of our lives" (Piaget, the French philosopher). Some studies show that by age 6, we have learned 80 percent of what we will know during our entire lifetime. Dr. Herbert Zipper, noted authority on children and the arts, wrote, "The earlier we start educating, the better." During a child's early years, he is more pliable, more receptive to teaching than at any future time. Thus it is critically important that children receive instruction during this time in the most significant area of all: God's way of life, and his principles.

God's Word shows the positive results of teaching children about God when they are young. Timothy knew the holy scriptures "from a child" (II Tim. 3:15). He later became an evangelist in the Ephesian Era of God's Work.

God required the kings of His people in Old Testament times to have a thorough knowledge of His Word (Deut. 16:18-19). Josiah, whose training began at a very early age, had a wicked father named Amon. Although Amon died while Josiah was a youth (33:21-25), his mother, Jedidah (II Kings 22:1) and the priesthood nurtured the young king in godly principles, laying the foundation for his adherence to righteousness in later life. As king, he initiated one of the most thorough restorations in the history of the Kingdom of Judah, purging from Jerusalem, the high places, the groves, the carved images, slaying the priests of Baal, cleansing and repairing the Temple, and reinstating the observance of the Passover.

Knowing that the character traits that men and women exhibit in adult life are formed during childhood (Prov. 20:11), God carefully watched Josiah's behavior from the time he was 8 years old (II Chron. 34:1-2). Just as the training and education during Josiah's youth prepared him for kingship, parental instruction through the YES Program helps prepare our children to be royal offspring within the God Family.

Children with one or both parents within God's Church are in a special category. They are sanctified or set apart and able to have access to God's Word in a way that other children cannot (I Cor. 7:14). Teaching during these important youthful years, can prepare a child to heed and obey God's calling when that child reaches maturity (John 6:44). However, if a parent fails to take the initiative, there is one who will not.

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3. The Influence of Satan's Broadcast

Every parent in God's Church is at war. The war is with Satan, and the spoil of that war are the parents' children. From birth, children are bombarded by Satan's broadcast of wrong and ungodly attitudes, ideas, values, and desires (Eph. 2:2-3, Gal. 5:19-21). Because the spirit in man (I Cor. 2:11, Job 32:8) is naturally tuned into Satan's wavelength, human nature is developed in every human shortly after birth.

Mr. Armstrong describes that human nature simply as "the subconscious pull of a definite attitude of mind. . . It is the natural attitude implanted from infancy by the invisible Satan. It is the attitude of vanity--of self-concern--of lust and greed. It is the attitude of hostility to others, and resentment of authority over it" (The Missing Dimension in Sex, p. 201). Satan exploits human nature through his influence upon television, radio, peer pressure, and the like to gain ground in his battle to win the children whose parents are members of God's Church.

In spite of Satan's influence, God provides parents with the resources to defeat their adversary. God works with His own spiritual children--the members of His Church--through His Holy Spirit. Since spiritual knowledge "cannot be seen by the physical eye, nor heard with the physical ear," since it "cannot enter the human mind by natural means," neither can it be seen, heard, felt, tasted or smelled." God must reveal that knowledge to His begotten children through the Holy Spirit joined with the spirit in man (The Incredible Human Potential, p. 74). In this way, God can work through the Holy Spirit dwelling in His begotten children, teaching them about His laws and His way of life.

Human parents have the opportunity to do much the same thing. They can work with the spirit in man within their children. Teaching children about God's way of life can help them block Satan's broadcast, resist his influence, and preserve contact with God (I Cor. 7:14). More importantly, parental instruction lays the foundation for developing holy, righteous character. "The spirit in man records what the brain comes to know, even the attitude, the facets of character. . . The spirit that is in every human acts as a mold. It preserves the human's memory, his character, his form and shape" (The Incredible Human Potential, pp. 81, 91). Parental teaching is recorded upon the spirit in man within each child. Since humans begin life with "neither the 'human nature' from Satan nor the Divine nature from God," parents who recognize what is at stake can begin working with their children at birth to counteract the tendency within their children "to absorb and acquire the

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selfish, self-centered attitude broadcast by Satan" (Ibid., p. 167).

4. The Parents' Responsibility

The human family is a type of the very Kingdom of God. It is a God-plane relationship. Mr. Armstrong wrote, "Human reproduction is a type of God's reproducing Himself" (The Incredible Human Potential, p. 146). God ordained the marriage institution for humans because it depicts "the coming marriage (spiritually) between Christ and the Church. . . God has given mankind the institutions of marriage, and family, to prepare us for an eternity of happiness and joy in His Kingdom--His Family" (The Missing Dimension in Sex, pp. 38-39, 45, 70-74, 79, 92, 94, 97, 100). The family institution gives man the opportunity to train for the very job in which God is engaged--building a family. As man is created with a temporary existence (Gen. 2:7) but in the "image" or form and shape of God (Gen. 1:26-27), so likewise in God's image man is commanded to "be fruitful and multiply" (v. 28), to build a family. On a small scale, humans have a "trial run" at God's own vocation (The Missing Dimension in Sex, pp. 209-210).

God established the office of parent (Rom. 13:1) as a physical type representing to children what God's government and Kingdom is like. Parents have a God-like power through action as well as example to shape and mold their children's attitudes and sense of values, and ultimately their concept of God. The human father should be a model of Christ, just as the mother should be a model of the Church (Eph. 5:1, 22-32). Parental behavior should reveal God's characteristics to the children. The more completely the parent fulfills this job, the more easily the child will understand the nature, character, and office of God. Consequently, the child will heed God's calling more readily when he reaches maturity.

a. Teaching by Example

By providing children with their physical needs such as food, clothing and shelter (I Tim. 5:8, II Cor. 12:14), parents teach their children that God will provide for their spiritual nourishment as well as physical necessities of life (Mt. 5:6, 6:25-34). By providing children with love and emotional security (Titus 2:4)--by making children feel wanted and by listening to them tell about their thoughts, feelings, hopes, and dreams--parents teach their children that God, Who is love, will listen to them and is concerned about their well-being and emotional needs (I Jn. 4:19, I Pet. 5:7). Parents can actually misrepresent God if the physical and emotional needs of their children are neglected.

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b. Teaching Through Instruction

Another important area of parental responsibility is the instruction of children in the ways of God. God holds parents personally responsible for this task (Deut. 4:9, Joel 1:3). From dawn to dusk He expects parents to relate His principles and way of life to practical, everyday situations that arise (Deut. 6:6-8, 11:18-20). He admonishes parents to talk to their children about God's great works (Ps. 78:1-8).

The book of Proverbs is filled with admonitions from a father to the young and "simple" child (1:4), to one who, through inexperience, lacks and understanding of the dangers of life; one who is susceptible to either good or bad influences. The Proverbs are addressed to those who need guidance and instruction--young minds ready to absorb the influences around them; minds that need protection from being led astray. The instruction spoken of in Proverbs 1:2 originates from the Hebrew musar better rendered "self-discipline" or "self-restraint" by which improper impulses are controlled. God holds the parent responsible for providing such guidance (Prov. 1:10, 15, 2:1, 3:1, 21, 4:1, etc.).

For those parents who diligently teach their children about God through both instruction and example (Prov. 22:6), God promises to bless children who will walk in His ways.

5. Methods of Teaching

Parents face the challenging task of teaching their children who, although not "cut off" but having access to God, are unconverted. The only detailed biblical example similar to this is that of God's relationship to unconverted, Old Testament Israel. In fact, God even called Israel, "My son, even my firstborn" (Ex. 4:22). Throughout the Bible, there are examples of God using many different techniques to teach His people.

a. Repetition

Teaching by repetition is perhaps one of the most effective methods for learning. God taught by this technique in dealing with ancient Israel. He commanded Israel to remember the exodus from Egypt and Israel's deliverance by God from bondage by annually observing the Passover. Israelites were to preserve and pass on their heritage by explaining to each new generation of children the historic events that

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this observance commemorated (Ex. 12:26-27).

Parents today can use repetition in a similar way, as an effective teaching tool. While the method used may vary from child to child, repetition is particularly useful in helping YES-age children to memorize the Bible memory section in the Youth Bible Lessons. Patience, however, is a required factor when repetition is used as a method of teaching.

b. Perception

Every individual perceives his surroundings based upon past experiences, upon knowledge taken in through the five senses. God recognized the influence that perception has upon learning. He inspired sages and prophets to instruct ancient Israel in familiar terms that they understood; He made use of the commonplace, everyday experiences to illustrate important spiritual principles and to magnify His laws. Solomon wanted to illustrate the abstract principle that man must be willing to endure certain inconveniences in order to make other gains. He wrote in concrete terms that the common Israelite living in a rural nation could, because of past experience, easily understand: "Where no oxen are, the crib is clean: but much increase is by the strength of the ox" (Prov. 14:4). The Bible is replete with similar examples.

Parents today can also make use of this technique to teach godly principles without necessarily making direct use of the Bible. Receiving a good mark in school or a star for reciting YES Bible Memory work is often the reward of diligence and hard work (Eccl. 9:10). A parent might use an incident in his child's school to illustrate the results of yielding to negative peer pressure (Prov. 1:10-19). For families that live in or occasionally visit scenic areas, God's appreciation of color and beauty can be demonstrated by the earth's grandeur--by the flowers, trees, majestic mountains, rivers, lakes, and wildlife seen in nature (Rom. 1:20). By relating the Word of God to the child's surroundings or by pointing out examples in nature that relate to the principles of God and His purpose, a parent can diligently teach his children when he "sits in his house, and when he walks by the way, and when he lies down, and when he rises up" (Deut. 6:6-8, 11:18-20).

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A child living in an urban area who has never seen a cow is unable to visualize such an animal. A visit to a dairy farm in a rural area would change this, giving the child a clear mental image of a cow's appearance (and perhaps smell). Parents should be aware that the more learning experiences their children have, the greater their children's perception will become. Parents should seek to provide their children with learning experiences--"any activity that later on in life will help you learn or have the knowledge to relate to something new" (Kevin Dean, December 12, 1984)--which will help build righteous, Godly character.

Parents should also realize that the perceptions of their children are affected by their physical, emotional, and social needs. In a recent study, a group of children were asked to draw the size of a nickel, a dime, and a quarter. Those children coming from middle and upper middle income families drew the coins approximately the right size or slightly smaller. Children from lower income families in New York and Chicago ghettos--children whose physical needs were insufficiently met--drew the coins larger than they actually were. Parents must do the best job they can in fulfilling the genuine physical, emotional, and social needs of their children. When these needs are fulfilled, children will have a realistic perception of the world, of God, and of His principles and laws.

c. Association

People acquire new knowledge by associating it with similar or contrasting past experiences, or cause-and-effect relationships. God used association as an important teaching tool in working with ancient Israel. One such example is the association between the trumpet and a time of war. The sound of the trumpet inspired a gut-wrenching nausea within Jeremiah who wrote, "My bowels, my bowels! I am pained at my very heart; my heart makes a noise in me; I cannot hold my peace, because you have heard. O my soul, the sound of the trumpet, the alarm of war" (Jer. 4:19). That sound immediately brought to mind the death, pain, suffering, shortages, disease, and sorrow that inevitably come with war.

Parents may also use association in teaching their children about God. They can liken the roaring clap of thunder to the voice of God (Ps. 29:3-5) or the tender, loving care that a mother gives to her child to the Church's concern and care for its members (Gal. 4:26). By looking

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for these and other kinds of associations, parents can make the Word of God more meaningful to their children.

d. **Simplicity**

When God selected ancient Israel as His chosen nation, He did not give all His laws, statutes, judgments, and principles to Israel all at once. Rather, He revealed Himself to Israel gradually, and over a long period of time. He first secured Israel's release from Egypt. Later, in the wilderness, He revealed to the Israelites His truth about the Sabbath day. It was a full three months after the exodus before He gave them the Ten Commandments at Mount Sinai. Later still, He revealed to them the Holy Days. God realized that it would take time for Israel to learn that by giving the nation too much at once, His labor would be in vain.

Likewise, parents must realize that there is a limit to the amount of instruction their children can absorb at one time. Since younger children cannot understand the meatier areas of God's Word, parents must begin by teaching them principles and concepts explained in simple, understandable, everyday terms that their children can grasp. It is also important to keep Bible studies short enough so the children will not become overly tired, or come to dread lengthy and perhaps boring discourses. Bible studies or review of YES Lessons should be short and enjoyable. They should end on a note of suspense so children will look forward to next time. Instruction should be a delight rather than a burden, and should end before the child begins to lose interest. Parents must also realize that in most cases there are no two children of the same age who develop mentally at equal growth rates. Comparing one child with another will lead to unreasonable expectations and faulty conclusions. Instead, parents should teach according to a child's aptitudes, and ability to learn. Since the most successful method of teaching will differ from child to child, parents should be ready to use the method that works the best in each individual case.

e. **Patience**

One of the most noteworthy characteristics about the relationship between God and Israel is the patience that God showed regarding Israel's nearly constant refusal to learn and obey God's laws. God, in spite of this, patiently and compassionately dealt with Israel for more

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than 700 years before finally casting the nation away into Assyrian captivity.

Parents must be patient and compassionate with their children. In a godly fashion (Ps. 103:8-13), every parent needs to take care not to provoke his children to wrath (Eph. 6:4) or discourage them (Col. 3:21). Parents should never embarrass, belittle, or make fun of their children. By failing to teach with a godly patience and compassion, even with the best of intentions, one can trouble his own house (Prov. 11:29). Parents should be aware of what Mr. Armstrong has called the "biggest problem parents have today in raising children," that being, "too much negative discipline and not enough positive teaching." Given the sense of importance of avoiding extremes and using proper balance in teaching one's children, every parent should be praying for wisdom and asking for God's guidance as they build their house (Ps. 127:1).

5. Keeping your Children Interested

Parents should teach their children about God and His Word in a way that is interesting. The Bible can be brought to life by a parent who describes its stories in an enthusiastic, detailed, and colorful manner. Parents, however, need to be sure that God's Word is always approached with the respect that it deserves, and the integrity or truthfulness of each account is always maintained. Yet, parents should realize that relating God's principles to their children at the child's level is important in maintaining the child's interest.

CONCLUSION

Like any tool that God has given to man for his personal spiritual growth (e.g., Bible study, prayer, fasting, meditation), to be effective, the YES Lessons must be put to use by both parent and child. In order to produce real results, the parent must go beyond the lessons, which in truth are only a small start toward a much greater end.

Part of the work that must be done prior to the end of this present age is the turning of the hearts of the fathers to the children and the hearts of the children to the fathers (Mal. 4:6). Malachi mentions fathers before he mentions children, implying that the parent must take the initiative in this enterprise. God holds His Church responsible for communicating to the parents the details of their responsibility (Ez. 33:1-6). When that duty has been discharged, God holds parents

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accountable for properly and effectively training, teaching, and loving their children. Yet, the rewards for properly working with children are greater than we can imagine. Teaching future kings, priests, and Gods is truly a responsibility of a lifetime.

REQUIREMENTS

The individual selected to conduct monthly evaluation meetings for a particular level of YES-age children is known as an "evaluator." The evaluator's responsibility is to supervise activities that take place during the meetings. Listed below are required events to be conducted by the evaluator during each meeting. For further details, please see the section entitled, "Evaluation Meetings."

1. Attendance

A record of attendance for each child should be maintained by the evaluator at every meeting.

2. Completed Lessons

The evaluator should collect and grade each child's Youth Bible Lesson. The lessons may either be reviewed and returned the following Sabbath, or they may be reviewed and returned the same day.

3. Review of Lesson

Evaluators should discuss briefly the main points mentioned in the YES lesson for the month. Each evaluator should be thoroughly familiar with the contents of each lesson in order to promote an interesting discussion.

4. Bible Memory Recitation

The Bible Memory listed on the back cover of each lesson should be memorized by each child, and recited prior to the conclusion of each evaluation meeting. Although evaluators should supervise this portion of the meeting, they should remember to exercise patience and be encouraging, when listening to children recite.

5. Record Keeping

Evaluators should maintain a record of each child's performance on work done in the lesson, as well as Bible Memory work. These records should be written on the Progress Report, issued by the YOU Office in Pasadena. Progress Reports for each YES student will be mailed annually. Additional Progress Reports may be obtained by contacting the YOU Office.

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6. Personal Preparation for Meetings

The success of evaluation meetings depends primarily upon the time dedicated by each evaluator in preparation for the meetings. Evaluators should be thoroughly familiar with the content of the current monthly lesson, as well as the Bible Memory section. It is vitally important that each evaluator seriously prepare for these meetings. Those individuals selected to be evaluators should be "apt to teach," of course, however, they must also be sure to stay close to God in prayer and study. Evaluators have a role almost as important as the role of the parents. Maintaining proper contact with God and being a well- rounded, balanced individual is of utmost importance to the YES Program.

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FORMAT

Evaluation meetings should be conducted each month for all children enrolled in the YES Program. The organization of these meetings depends upon the facilities available and the number of youths involved, while the time limit may be determined by the age and needs of the children. Please keep in mind that these meetings should NOT have a Sunday School flavor, and that God's Sabbath must be respected in every way.

The following paragraphs describe the general format in which evaluation meetings should be conducted.

1. Prayer

Each meeting should begin with prayer by the pastor, an elder or deacon. Later on, the children may volunteer to ask the blessing. Giving them the opportunity is fine, however, the very young children may require some prompting if they don't know what to say in the middle of their prayer. Simply say the next sentence and they will copy and continue. Although the content may be strange or juvenile, God appreciates the attitude and sincerity. It is a great opportunity you may wish to encourage. If space limitations prevent holding a plenary session at the beginning of each meeting, or if you wish to do so, a short prayer may be offered by the evaluator or a student of each group.

2. Attendance

Each evaluator should maintain attendance records for his or her respective level. This may be accomplished by calling out the child's name (first, last, or both). The child should answer "yes, maam," "here, sir," or in any respectful manner. Attendance may be recorded on the YES Progress Report.

3. Completed Lessons

Completed lessons should be collected by the evaluator. If there is more than one evaluator per group, one may collect the lessons while the other takes attendance. Evaluators should be sure that children write their names on their lesson.

Generally, the lessons should be reviewed by the evaluator and returned to the child the following Sabbath, or they may be graded in class and returned

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the same day. In large church areas where more than one evaluator per level is required, pastors may wish to have the assistant or alternate evaluator review lessons while the lead evaluator conducts the meeting. If this is possible, lessons may be returned immediately prior to the dismissal of the group.

While a record of each child's performance on completed lessons is maintained by each evaluator, evaluators may not wish to mark on the lessons themselves. Evaluators for levels six through nine will find that lessons require children to provide, in their own words, answers to questions that may have several correct responses.

Evaluators should exercise patience and compassion in reviewing the lessons. Children from larger families, broken homes or other extenuating circumstances may not always have their lesson complete. Please keep in mind that incomplete lessons may not be the child's fault. Under such circumstances, the evaluator may wish to grade the completed portion or return the lesson to the child for full completion. Parents or children may need help and will need positive encouragement in order to complete all lessons.

4. Introductions

The initial evaluation meeting of each YES academic year should include an introduction by the evaluator(s) for each level. A friendly introduction not only builds a rapport between evaluator and children, but alleviates some of the anxieties usually experienced by those involved in a new classroom setting.

5. Review of Lesson

This portion of the meeting may consist of a 10- to 15- minute oral review of the main points covered in the lesson for the month. For those church areas where levels have been combined, the evaluator should review the major points in the lessons for both levels. Also during this portion of the meeting, the evaluator may wish to ask pertinent questions about the lesson in order to prompt discussion from the class, or give comments to further clarify facts and principles. Many of the discussion topics can be derived from the story flow, questions and pictures in the lessons themselves.

The evaluator may also introduce additional information or activities relative to the lesson, provided that it is beneficial to the students.

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Evaluators may occasionally wish to administer a quiz or test based on information contained in the lesson. Bible Bees or similar activities are effective methods to indicate a student's progress. From time to time there may be a need to organize a field trip or activity that supports a lesson. For example, a Sunday trip to the zoo to further illustrate the concept of clean and unclean meats; a report written from books at the library; a collage or diagram; or an art project. All additional work, lectures, trips, and activities should receive approval from the Church Pastor before it is implemented by the evaluator. Please direct your questions to the YOU Office.

6. Review of Memory Work

Following the review of the lesson, each child should have an opportunity to recite the Bible Memory designated for that month. Two methods are described below:

- a. Evaluators may have children recite their memory work in front of one another. This method reinforces the memory work through repetition. It is suggested that evaluators call first upon those children who usually recite well in order to help others recite more easily.
- b. Evaluators may wish to take each child aside, allowing them to recite their memory work privately. This method may be more appropriate for groups in which several children are inhibited by the presence of their peers.

Evaluators may need to consult the church pastor if they are uncertain which method best serves the needs of the children.

If a child fails to adequately recite the memory work because of difficulty or not enough time to complete it, he or she may continue learning the memory work at home before attempting to recite again. Evaluators should inform such children that they may have another chance when they are prepared.

Evaluators may wish to use a checklist or scripture cards for their own reference during this portion of the meeting. While each child recites the Bible Memory work, the other children should remain quiet, either listening to the recitation or reviewing the memory work prior to their own respective turns. Evaluators should maintain a record of each child's Bible Memory performance on the YES Progress Report.

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7. Awards

Following completion of all recitations, the evaluator should give awards for perfect performances on Bible Memory work (see the section entitled "Certificates, Progress Reports, and Motivational Tools.")

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NOTE: While the YES Evaluation Meetings should generally be conducted according to the format outlined above, peculiar needs in a local area may require the pastor to modify or revise the sequence of activities normally followed.

The YOU Office is producing a videotape of an exemplary YES Evaluation Meeting. Ministers wishing to see this tape should contact the YOU Office in Pasadena.

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8. Scheduling and Organization of Meetings

The scheduling and organization of evaluation meetings will depend on available facilities and the number of youths involved. The following guidelines should be considered.

- a. Meetings MUST NOT be conducted during any portion of the Sabbath service.
- b. Where practical, or in church areas where the number of children or potential evaluators is small, some levels may be combined.
- c. All levels need not meet on the same Sabbath or at the same time of day. By staggering the time of meetings or having different levels meet on different weeks, problems caused by space limitations or acoustics can be solved. It may, however, prove beneficial to schedule YES Evaluation Meetings on the same day (for example, on the third Sabbath of each month) and at the same time of day. Such scheduling will minimize confusion as well as establish a routine that will probably increase the number of children regularly attending monthly meetings.
- d. Evaluation meetings should be scheduled at a time that allows the

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children in the program to receive and study their lessons well in advance (a minimum of two weeks) of the meeting.

- e. A child should be permitted to attend the evaluation meeting regardless of whether or not he or she has completed the monthly YES lesson.
- f. Although parents are not required to attend the evaluation meetings, they are certainly welcome, provided that they sit quietly and observe. In areas where some levels meet at different times than others, the pastor may wish to arrange the schedule to accommodate parents who wish to accompany their children. During the recitation of Bible Memory, parents with several children in YES may have to move from one group to another. However, if children become uncomfortable in the presence of their parents to the point that they cannot recite properly, then the pastor may wish to request that the parents not attend the Bible Memory portion of the meeting. If parents become an "obnoxious nuisance" by continually interfering during the meeting, then it is the responsibility of the church pastor to ask them not to attend.
- g. If possible, evaluation meetings should be scheduled to allow the pastor, assistant pastor or a local church elder to attend.
- h. If evaluators are familiar with the facilities in which evaluation meetings are conducted, they should provide clear illustrations of the meeting area PRIOR TO the meeting. Entry ways, exits, and routes to be used by children in each level should be clearly marked (by restricting entry and exit into the meeting area to a single route, traffic jams and noisy or rowdy behavior can be controlled). This information should help meetings to proceed in an orderly manner without disturbances. The pastor may also wish to post signs in the meeting facility (for example, Level 1; Enter Here; Exit; Please Do Not Enter; etc.). The Imperial Graphics Department in Pasadena is able to produce permanent and professionally printed signs for those who would like them.
- i. The pastor may need to set certain rules and regulations at the beginning of the YES program to protect facilities or to stop improper behavior. It is generally more effective to establish rules at the beginning of a program than to create them in response to accidents or misbehavior during the course of the year.

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PURPOSE

During the month prior to the beginning of each YES Academic Year, each Church pastor should conduct a meeting for all parents of YES-age children in his church area(s). This meeting is to serve the following purposes:

1. Orientation to Parents New to YES

Each year, a number of children will be enrolled in the YES Program for the first time. Their parents should be acquainted with the YES Program, its purpose, and the roles that both they and their children play within the program.

2. Review for Parents Acquainted with YES

The Parent's Meeting also serves as a review for parents whose children have been enrolled in the program during the past year. If there are changes in the way the program will be administered during the coming year, the Parent's Meeting will serve as an appropriate time to inform all parents.

3. Encouragement of 100 Percent Support for the Program

The Parent's Meeting offers an excellent opportunity to encourage parents to give their total support, both to their children enrolled in the program, and to the evaluators guiding and directing each respective level of YES.

4. Demonstrate Ministerial Support for the Program

In taking special time to conduct a meeting for the parents of YES-age children, the pastor demonstrates his support of the program. This endorsement clarifies to parents that the pastor wants them to be fully active participants contributing to the fulfillment of Malachi 4:6.

5. Explain the Unique Needs in the Local Area

The administration of the YES Program may vary in each local church area according to certain needs or peculiarities. The Parent's Meeting provides a time for the pastor to discuss the details of how the program will be administered and what parents can do to insure the smooth and successful functioning of the local program.

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NOTE: The YOU Office is producing a video cassette which includes footage of a Parents' Meeting. The tape is to be available upon request from the YOU Office in Pasadena.

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The Youth Bible Lessons are designed to teach children the who, what, when, where, why, and how of the Bible. Lessons for levels one through seven focus on the Old Testament, while lessons for levels eight and nine concentrate on the New Testament.

For each level, you will note that only certain select biblical events and details have been mentioned, since it is impossible to include all of them in 14 lessons. The intent is to help children to gradually understand certain concepts and principles taught in the Bible. Therefore, the beginning lessons of each level deal with concrete facts and principles such as obedience and respect, while the later lessons deal with abstract concepts such as the why, how, and reasons behind a given event.

The lessons have been written based on the aptitude of the average U.S. child. Some children from certain states and countries will be above average, and may wish to advance one level due to the difference in academics. Generally, the advancement of two levels is prohibited due to the maturity level and the principles being taught. The "advanced" child may read the lesson very easily, but may not necessarily understand the concepts of a particular lesson. By the same token, a below-average student may wish to drop back a level if he or she finds the material too difficult. These changes may be requested by contacting the YOU Office in Pasadena.

For each respective YES level, the following sub-sections provide an outline of the curriculum, which briefly indicates the information covered in lessons 1 through 12. A listing of Bible Memory for all lessons of levels one through nine is also provided for easy reference.

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<u>LESSON</u>	<u>SUBJECT</u>
1	Creation
2	Adam and Eve (Garden of Eden)
3	Cain and Abel
4	Noah and the Ark
5	Tower of Babel
6	Abraham and Isaac
7	Esau and Jacob
8	Jacob
9	Joseph
10	Moses
11	Plagues on Egypt
12	Exodus and Ten Commandments
FEAST SPECIALS:	Fall Festivals
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LESSON

- 1 Days of Creation
- 2 Books of the Old Testament (Gen. - Chron.)
- 3 Books of the Old Testament (Ezra - Dan.)
- 4 Books of the Old Testament (Hos. - Mal.)
- 5 Festivals of God (printed on lesson)
- 6 Books of the New Testament (Matt. - Thess.)
- 7 Books of the New Testament (Tim. - Rev.)
- 8 Ten Commandments, short form (printed on lesson)
- 9 Ephesians 6:1-3
- 10 Matthew 5:3-8
- 11 Matthew 5:9-12
- 12 Twelve tribes of Israel (printed on lesson)

Subject

Y E S CURRICULUM, LEVEL TWO

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LESSONSUBJECT

1	Creation
2	Adam and Eve (Garden of Eden)
3	Cain and Abel
4	Noah and the Ark
5	Tower of Babel
6	Abraham and Isaac
7	Esau and Jacob
8	Jacob
9	Joseph
10	Moses
11	Plagues on Egypt
12	Exodus and Ten Commandments

FEAST SPECIALS: Fall Festivals
 Spring Festivals

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Y E S BIBLE MEMORY, LEVEL TWO

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LESSON

- 1 Days of Creation
- 2 Books of the Old Testament
- 3 Books of the New Testament
- 4 Festivals of God (printed on lesson)
- 5 Outline Prayer (Matthew 6:9-13)
- 6 Matthew 5:16-17
John 3:16-17
- 7 Ephesians 6:1-3
- 8 Proverbs 6:16-19
- 9 Twelve tribes of Israel (printed on lesson)
- 10 Psalm 23
- 11 Ten Commandments (Ex. 20:1-7)
- 12 Ten Commandments (Ex. 20:8-17)

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Y E S CURRICULUM, LEVEL THREE

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LESSONSUBJECT

1	Creation, Adam and Eve
2	Noah, Tower of Babel
3	Abraham
4	Isaac
5	Jacob and Esau
6	Joseph
7	Moses, Plagues on Egypt
8	Passover and Exodus
9	Ten Commandments, Golden Calf
10	Clean and Unclean Meats
11	Jericho and Joshua
12	Samson

FEAST SPECIALS: Fall Festivals
Spring Festivals

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LESSON

- 1 Books of the Old Testament
- 2 Books of the New Testament
- 3 Genesis 22:17-18
- 4 Festivals of God (printed on lesson)
- 5 Twelve tribes of Israel (printed on lesson)
- 6 Psalm 23
- 7 Ephesians 6:1-3
- 8 Ten Commandments
- 9 Deuteronomy 30:15-16
- 10 Psalm 103:1-3
James 5:14-15
- 11 Galatians 5:14-15
- 12 I Corinthians 13:1-8

Subject

Y E S CURRICULUM, LEVEL FOUR

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LESSONSUBJECT

- | | |
|----|---|
| 1 | Creation, Adam and Eve, Cain and Abel,
Noah, Babel |
| 2 | Abraham, Isaac, and Jacob |
| 3 | Joseph to the Call of Moses |
| 4 | Plagues on Egypt |
| 5 | The Exodus and the Ten Commandments |
| 6 | Golden Calf and Unclean Meats |
| 7 | Aaron and Miriam, Spies in Canaan,
Korah's Rebellion |
| 8 | Balaam's Ass, Joshua and the Story
Jericho (Crossing the Jordan) |
| 9 | Samson |
| 10 | Ruth |
| 11 | Samuel |
| 12 | King Saul (David and Jonathan) |

FEAST SPECIALS: Fall Festivals
Spring Festivals

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Y E S BIBLE MEMORY, LEVEL FOUR

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LESSON

- 1 Books of the Old Testament
- 2 Books of the New Testament
- 3 Twelve tribes of Israel (printed on lesson)
- 4 Ten Commandments
- 5 Festivals of God and what they picture (printed on lesson)
- 6 I Samuel 15:22-23
- 7 Deuteronomy 30:19-20
- 8 Psalm 23
- 9 Philippians 4:8
- 10 Psalm 133
- 11 Psalm 1
- 12 Psalm 100

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LESSONSUBJECT

- | | |
|----|---------------------------------------|
| 1 | Creation Week |
| 2 | Adam to Noah |
| 3 | The Flood to Isaac's Birth |
| 4 | Isaac to Jacob's Departure from Haran |
| 5 | Jacob to Israel in Egypt |
| 6 | The Exodus and the Wanderings |
| 7 | Joshua Leads the Conquest |
| 8 | The Colonial Period Under the Judges |
| 9 | Eli and Samuel |
| 10 | Give Us a King! |
| 11 | Saul Rejected / David Chosen |
| 12 | David--A King After God's Heart |

FEAST SPECIALS: Fall Festivals
Spring Festivals

Subject

Y E S BIBLE MEMORY, LEVEL FIVE

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LESSON

- 1 Books of the Bible
- 2 Ten Commandments (Ex. 20:1-17)
- 3 Twelve tribes of Israel and modern day countries (printed on lesson)
- 4 Festivals of God and meanings (printed on lesson)
- 5 Joshua 1:8
- 6 Ecclesiastes 12:13-14
- 7 John 6:44
John 3:16
- 8 Proverbs 3:1-6
Proverbs 3:11-12
- 9 I John 3:4
Romans 6:23
Romans 3:23
- 10 Psalm 1
- 11 I Corinthians 13
- 12 Psalm 23

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Y E S CURRICULUM, LEVEL SIX

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LESSONSUBJECT

1	Why Israel? (Review to Samson)
2	Israel (Review to David's Anointing)
3	David (Anointing to King)
4	David (King to His Death)
5	Solomon and the Temple
6	The Divided Kingdom (Rehoboam, Jeroboam, Asa, Zera the Ethiopian)
7	The Story of Elijah and the Nation of Israel (I Kings 17-18)
8	The Decline of Israel, the Call of Elisha, The Removal of Elijah (I Kings 19 - II Kings 2)
9	King Jehoram, the Anointing of Jehu to the Captivity of Israel (II Kings 3-17)
10	The Nation of Judah from the Time of Jehoshaphat to Hezekiah
11	Josiah's Reform (Manasseh)
12	The Captivity of Judah
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LESSON

- 1 Books of the Bible
- 2 Ten Commandments
- 3 Festivals of God and their meanings (printed on lesson)
- 4 I Samuel 16:7
- 5 Psalm 23
- 6 Proverbs 14:12
- 7 Ecclesiastes 3:1-8
- 8 Malachi 4:5-6
- 9 Proverbs 6:16-19
- 10 Proverbs 6:20-22
- 11 Romans 8:28
- 12 Matthew 7:1-3

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LESSONSUBJECT

- | | |
|----|--|
| 1 | Review to Jacob |
| 2 | Review to David |
| 3 | David's Latter Reign to Kings and Prophets |
| 4 | The Kings of Judah |
| 5 | Daniel |
| 6 | Job |
| 7 | Esther |
| 8 | Major Prophets |
| 9 | Minor Prophets |
| 10 | Jonah |
| 11 | Proverbs |
| 12 | Prophecies Pertaining to Christ |

FEAST SPECIALS: Fall Festivals
Spring Festivals

Subject

Y E S CURRICULUM, LEVEL EIGHT

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LESSONSUBJECT

- | | |
|----|--|
| 1 | Introduction--Part I, Christ Yesterday, Today, and Forever |
| 2 | Introduction--Part II |
| 3 | Historical Background to the Life of Christ--Births of John the Baptist and Jesus Christ; the Ministry of John the Baptist; Beginning of Christ's Ministry |
| 4 | The Galilean Ministry |
| 5 | The Training of the Twelve Disciples, Part 1 |
| 6 | The Training of the Twelve Disciples, Part 2 |
| 7 | The Later Judean Ministry |
| 8 | The Later Perean Ministry |
| 9 | The Last Public Ministry in Jerusalem |
| 10 | Events of the Final Week of Christ's Life |
| 11 | The Last Passover, the Arrest, Trial, Crucifixion, and Burial of Christ |
| 12 | The Resurrection, Appearances of Christ, and His Assention to Heaven |

FEAST SPECIALS: Fall Festivals
 Spring Festivals

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Y E S BIBLE MEMORY, LEVEL EIGHT

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LESSON

- 1 Books of the Bible
- 2 Twelve Disciples, Hebrews 13:8
- 3 Matthew 5:3-17
- 4 Matthew 6:9-15
- 5 Matthew 7:1-5
- 6 Matthew 22:37-40
- 7 Matthew 24:14, 22
- 8 John 15:12-14
- 9 John 3:16
- 10 Hebrews 13:8
- 11 Matthew 28:19-20
- 12 Acts 1:11

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LESSONSUBJECT

- | | |
|----|---|
| 1 | New Testament Church, Pentecost, Steven, Philip, and Cornelius |
| 2 | Acts of the Apostles, Peter, James, John |
| 3 | Life of Paul--Part I, Conversion, First Journey, Jerusalem Conference |
| 4 | Second Journey |
| 5 | Third Journey |
| 6 | Paul's Arrest in Jerusalem, Imprisonment, and Trip to Rome |
| 7 | Sabbath |
| 8 | Hebrews 6, Basic Doctrines |
| 9 | History of Church (Seven Eras) |
| 10 | Present Era |
| 11 | End Time Prophecy |
| 12 | Prophecies of the World Tomorrow (Your Part in It) |

FEAST SPECIALS: Fall Festivals
 Spring Festivals

Subject

Y E S BIBLE MEMORY, LEVEL NINE

Date

May 6, 1985

Number

6.9.1

WORLDWIDE CHURCH OF GOD

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LESSON

- 1 Books of the Bible
- 2 Church Eras (printed on lesson)
- 3 Acts 2:38, 3:19-21
- 4 James 5:14-15
- 5 Ephesians 4:11-13
- 6 I Corinthians 12:12-20
- 7 Ephesians 6:1-3
- 8 Bible Summary:
 Genesis 1 (Creation)
 Genesis 2 (Two trees)
 Exodus 12 (Passover)
 Exodus 20 (Ten Commandments)
 Leviticus 23 (Feast Days)
 Proverbs 31 (Virtuous woman)
- 9 Isaiah 14, Ezekiel 28 (Fall of Satan)
 Daniel 2 (Image)
 Zechariah 14 (Christ's return)
 Matthew 5, 6, 7 (Sermon on the Mount)
 Matthew 24 (End-time prophecy)
 Acts 2 (Beginning of Church)
 I Corinthians 13 (Love chapter)
- 10 I Corinthians 15 (Resurrection chapter)
 Hebrews 11 (Faith chapter)
 Revelation 2, 3 (Church eras)
 Revelation 12 (True church)
 Revelation 19 (Christ's return)
 Revelation 17 (False church)
 Revelation 21 (New heaven and new earth)
- 11 Revelation 2:26-29
- 12 Revelation 3:21

Subject Y E S MOTIVATIONAL TOOLS	Date May 6, 1985	Number 7.0
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OVERVIEW

The YOU Office offers a number of motivational tools that may reward children enrolled in the YES Program. Among these are the YES Progress Report and the Certificate of Achievement.

1. YES Progress Report

Evaluators should receive a YES Progress Report for each child enrolled in their level of the program. The Progress Report (see enclosed sample) enables each evaluator to maintain a permanent record of every child's progress regarding completed lessons and performance on memory work. It also includes space for comments or notes regarding each month's meeting. Upon completion of a lesson or a successful recital of the monthly memory work, a child may receive a star in the appropriate column of the Progress Report. Grades or percentages should not be used on the Progress Reports.

2. YES Certificate of Achievement

Certificates of Achievement (see enclosed sample) may be awarded at the end of each academic year, to children enrolled in YES. This award is in recognition of each child's completion of the year's program. It also acknowledges the child's advancement to the next level, or, for those who have completed Level nine, graduation from the program. Certificates should be presented by the local pastor in place of a sermonette during Sabbath services, or at a local church Bible Study.

An artist or calligrapher in the local congregation may be willing to donate his talent by filling in the necessary information on the certificates.

3. Other Motivational Tools

Some evaluators may wish to maintain a star chart as a motivational device to encourage the younger children to complete their work. Such charts might be displayed in the Church library. Evaluators may wish to award a special bonus star for exceptional performance on a lesson or the memory work. Scratch and Sniff stickers, with various encouraging statements, or various colored stars placed on a completed lesson may also be used to recognize a job well done.

Pastor's Manual

Subject
YES COMPUTER PRINTOUT

Date
May 6, 1985

Number
8.0

WORLDWIDE CHURCH OF GOD

Page 1 of 1

Prior to each academic year, local pastors will receive a computer printout of all YES-age children in their church area(s). This printout will include the child's name, address, sex, birthdate, and will list any church literature that the child has received. Current printouts may be placed in this section of the YES Pastor's Manual for quick and easy reference.

Subject

Y E S IDEAS SECTION

Date

May 6, 1985

Number

9.0

WORLDWIDE CHURCH OF GOD

Page 1 of 1

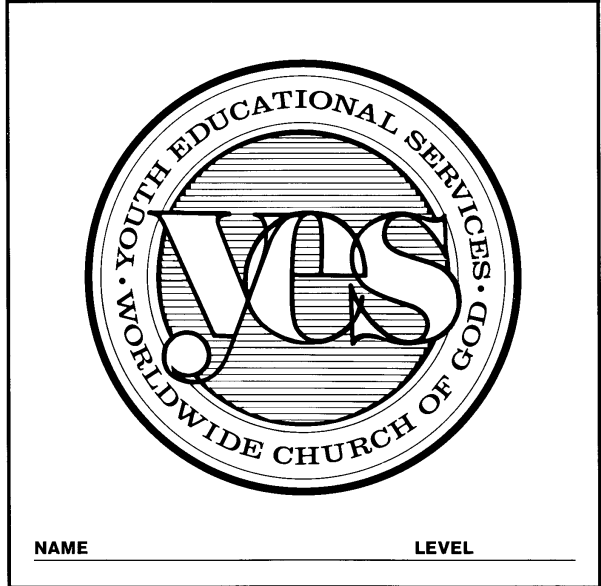
INTRODUCTION

This section of the YES Pastor's Manual is for those who would like to supplement their YES Program with additional activities and materials not included in the lessons themselves. The "Ideas Section" will provide examples of additional certificates that may be awarded, teaching strategies, games intended to help children learn certain YES material more easily, comprehensive exams, and other suggestions.

If you have tried an idea in your church area and found it to be effective, please send a written description to the YOU Office in Pasadena. This manual is designed so that your input may be easily inserted into the "Ideas Section." Periodically, you will receive new material that may be enclosed for future use or reference.

ADDITIONAL COMMENTS

**YOUTH
BIBLE
LESSON**



PROGRESS REPORT

PROGRESS

LESSON	1	2	3	4	5	6	7	8	9	10	11	12	S	F	F	F
PRESENT																
COMPLETED																
BIBLE MEMORY																

COMMENTS

UNDERSTANDS CONCEPTS																
FOLLOWS DIRECTIONS																
COMPLETES WORK ACCURATELY																
COMPLETES LESSON NEATLY																
DISPLAYS POSITIVE ATTITUDE																
EXTRA CREDIT																

Stars or other stickers may be placed in the squares of the PROGRESS section above to indicate attendance, lesson completion and completion of Bible memory. The squares in the COMMENTS section may simply be checked or left blank. Any additional comments may be written in the area provided on the back of this card.

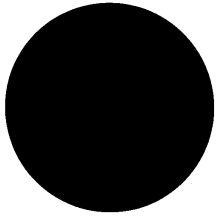
PARENT (FIRST QUARTER)

EVALUATOR

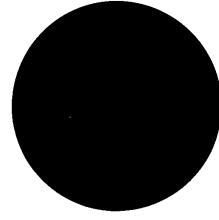
PARENT (SECOND QUARTER)

PASTOR

PARENT (THIRD QUARTER)



**YOUTH
EDUCATIONAL
SERVICES**



CERTIFICATE OF ACHIEVEMENT

IS AWARDED TO

FOR SUCCESSFUL COMPLETION OF LEVEL ____ OF THE YOUTH BIBLE LESSONS.

DATE

EVALUATOR

PASTOR