

Youth Sabbath School

The Sabbath School materials for the topic “Identity Theft” contain a *Student Lesson* and a *Teacher’s Guide*. In addition to these materials provided by the General Conference Sabbath School Department, the North American Division Youth Department is providing supplemental materials you may choose to add to this lesson. Think in terms of your specific setting and the young people at your Youth Sabbath School. As you seek to involve them in the study and application of the Bible for this week, prayerfully pick and choose the components that will form the Youth Sabbath School for your young people. Be sensitive to the Holy Spirit as you make your plan, and then continue to be sensitive for the Holy Spirit to guide you during the Sabbath School.

Session 4 Identity Theft

SCRIPTURE PASSAGES

- Genesis 25:19-34; Genesis 27

OVERVIEW

As a person discovers and becomes the person God created them to be (identity), they will no longer simply copy or steal the identity of someone else.

Read the Student Lesson as well as the Teacher’s Guide. This may provide everything you need to teach the Youth Sabbath School lesson.

real solid stories
CORNERSTONE CONNECTIONS
MARCH 14 2015

Identity theft

key text
“I have prepared for the Lord on behalf of his wife, . . . and his wife [Rebekah] became pregnant. . . . The Lord said to her, ‘Two nations are in your womb, and two peoples from within you will be separated; one people will be stronger than the other, and the older will serve the younger.’”
(Genesis 25:21–24, 18)

flashlight
“When, after he saw in deceiving Isaac, Jacob fled from his father’s home, he was weighed down with a sense of guilt. Lying and cheating on his wife, separation from what he loved, the fear, the thought that even if others seemed open to his lies, he had to be the one who did not let them out. How did he use his brother’s name? In addition, he lay down to rest. . . . As he slept . . . the dream was also heard in a message of comfort and hope. “How can you expect to have the best when the best is being used by others?”
(Dawn in Christ pp. 18, 25)

Student Lesson

CORNERSTONE CONNECTIONS
MARCH 14 2015

Identity theft

PREPARING TO TEACH

I. SYNOPSIS
The story is the first documented case of identity theft. At the time of this story Isaac was about 127 years old. He was blind. Thinking that his life was almost over, he called for his eldest son, Esau, to transfer a blessing to him. In the ancient culture the father’s son received a double portion of blessing because it was his responsibility to take care of the family after the death of the father. During this blessing, Jacob schemed with his mother, Rebekah, and stole his brother’s identity.

II. TARGET
The students will:
• Learn the value of delayed gratification. (Pledge)
• Experience the conviction to live a life of integrity. (Pledge)
• Be encouraged to determine to model a Christlike character in daily decisions. (Pledge)

III. EXPLORE
• Behavior Christlike!
• Integrity
You will find material to help you explore these and other topics with your students at www.cornerstoneconnections.net

TEACHING

I. GETTING STARTED
Activity
Pledge the students to the “What Do You Think?” contract of their session. After they have completed it, discuss their responses.

Illustration
Share this illustration in your own words. You may have seen the commercials on TV that

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Teacher’s Guide

Following are additional components that you can pick and choose, use “as is” or adapt to your specific Youth Sabbath School. These supplemental ideas provide more options for this topic. Here’s a brief description of the seven supplemental materials:



1. **Opening activity**

An icebreaker or something to get people focused as you begin.



2. **Video clip and follow-up questions**

A short video clip and an idea for you to create your own video on this week’s topic, plus a few questions to follow up with discussion.



3. **Music**

It’s best if you create your own and choose what’s best in your setting. We are not endorsing a particular style or even a specific song. Select songs related to this week’s lesson. We’ll suggest several different songs with lyrics that relate to the topic for this week. Sing along with a prerecorded track (YouTube is a good source) or better yet, ask youth with musical talent to play instruments and lead the singing.



4. **Bible study guides for Scripture for this lesson**

This is another approach to the same topic found in *Teacher’s Guide*, but approached from a different angle. Expect activities to illustrate the topic, followed by some questions.



5. **Application ideas for living out this lesson this week**

Let this spark your ideas to move from talk to action by living out the lesson in practical ways in your life this week.



6. **An outreach or world mission component**

If Sabbath School is just for us, we will spiritually die. We must share what we’ve been given. This can be done locally and/or globally. We’ll suggest several options over 3–4 weeks on reaching out.



7. **Youth leader tip for the week**

This bonus is just for the youth leader—a quick tip and an illustration to enhance your youth leadership. You may already know this, or you may learn it through trial and error. Here’s a way to get it with a quick infusion.

And here are those seven supplemental materials in more detail for this week's lesson: "Identity Theft."



Opening activity

The True or False Trivia Quiz questions can be gleaned from this BuzzFeed link: www.buzzfeed.com/perpetua/i-know-this-much-is-true#.jdk0gezo8L. They are also on page 12.

TRANSITION: As we consider "Identity Theft" today, think about what is true about you, and what is false—what others might say about you, or what you might project to others for whatever reason. If we posted several statements about you, how many people would know if they were true or false? How would they know? Would it be different from four years ago? Would it be different four years from now?



Video clip and follow-up questions

OPTION 1

Create a video clip that illustrates our world today and how those connected to God live in such a world. Ask someone in advance to create follow-up questions based on these video clips.

OPTION 2

You can use one of the following two YouTube video clips: "Lie to Me" (less than 3 minutes) OR a short talk by youth pastor Jeremy Wong from Worthington, Ohio called "Sabbath School Video" (about 3 ½ minutes). You'll find follow-up questions provided for each YouTube video (or create your own questions for either one after you preview these short video clips).

"Lie to Me" www.youtube.com/watch?v=KBPlmkdsPbl

FOLLOW-UP QUESTIONS

1. Would you tell a lie if you thought it would save somebody else's life?
2. Thinking of the people you know, when are they most likely to lie?
3. When have you seen things turn out good because somebody lied?
4. When have you seen things turn out bad because somebody lied?
5. What, if anything, goes through your mind before you lie?

“Sabbath School Video” www.youtube.com/watch?v=liACty9tJLU

FOLLOW-UP QUESTIONS:

1. If one of your friends described you to a new person at your school, what would you want them to say?
2. If you had to say five things that define who you are, what five things would you choose?
3. Prioritize these in the order of importance to you:
 - What my friends think of me
 - What my family thinks of me
 - What God thinks of me
 - What I think of myself
 - What strangers on social media think of me
4. When has your identity changed? Why did it change?
5. What does it mean to be a “child of God”?



Music

Here are 10 songs related to the theme of today’s lesson: “Identity Theft.”

- Who Am I
- Remind Me Who I Am
- Good Good Father
- Who I Am
- Definition of Me
- Who You Say I Am
- Children of God
- Identity
- I Can Only Imagine
- We Are Climbing Jacob’s Ladder



Bible study guides for Scripture for this lesson – “Identity Theft”

SCRIPTURE PASSAGES

- Genesis 25:19–34
- Genesis 27:1–45
- Genesis 27:46–28:27
- Identity Changes: Genesis 25:23-34; Genesis 27:1–45
- Give and Take: Genesis 25:23–34; Genesis 27:1–45

Identity Changes

(BASED ON GENESIS 25:23-34;
GENESIS 27:1-45)

“What’s your name?” is a common way people start to get acquainted. In Bible times, the name given to a child indicated a parent’s desire for certain qualities in their newborn. Today it’s not unusual to name a child after a father or another relative. There might be someone in your class who shares the same name as a father, such as “John” or “John Junior” or just “Junior.” While sharing the same name, there’s also a need to be able to differentiate between the two people. Even if you share the same name as another person, you’re certainly not that person.

Do you know what your name means? You can easily check it out online. Here’s one website where you can just type in your name and get its meaning: www.behindthename.com. Do this as part of your Sabbath School class. Some in your group probably already know the meaning of their name. But they might be challenged to see how that relates to who they are right now, or if that’s even brought up in conversation these days.

We’re more apt to associate certain memories or personalities or the way people are with a name. Just mention a name and see what comes to mind. We each have our own associations based on who has impacted our lives. On a larger scale, it’s common for celebrities, musicians, and other well-known figures to go by just one name rather than a first and last name. What comes to your mind when I say the following name?



Pick 4–5 names of your own, or choose from these and ask what comes to mind):

- Beyonce
- Jay-Z
- Oprah
- Voltaire
- Madonna
- Eminem
- Pharaoh
- Michelangelo
- Bono
- Prince
- Caesar
- Rembrandt
- Adele
- Elvis
- Plato

With the birth of a baby, the parent(s) must come up with a name. Looking at lists of names results in most being passed over either because they seem too unfamiliar, they just sound bad, or—and this shows individual taste and experiences—“I once knew somebody by that name and I’ll never name my child that name!” You might know already some names that you would never name your child because of your association with that name.

HERE’S ONE WAY OF STUDYING
THE LESSON FOR THIS WEEK

MATERIALS NEEDED

- Internet access to a website to find the meaning of names.
- App or software for face distortion and pictures or videos taken before Sabbath School meets.
- Outrageous outfits for participants to dress up to look differently for a short period of time.

Our passage for today includes the story of the gestation and birth of twin boys—Esau and Jacob; or do you say it the other way around: Jacob and Esau? Let's read it in Genesis 25:19–34.



Read it aloud in the group; have people take turns reading the different verses until you complete the passage.

QUESTIONS

- What caught your attention in this Scripture passage?
- How would you relate to life if your name was “Esau” (Hair) or “Edom” (Red [Stew])?
- How would you relate to life if your name was “Jacob” (One who grasps the heel OR Supplanter OR One who deceives)?
- What is your birthright (what your parents have already given you and/or what they will give you in the future)?
- How much does your birthright mean to you? Why?
- What would you trade for your birthright? Why would you fight for it or do all you could to obtain it or maintain it?

Teens go through natural moments when they can change their identity. For example:

- Graduation
- The start of a school year
- The start of a summer
- Moving to a new town
- A significant event in one's life

Do this during Sabbath School in a playful way by doing facial distortions. There are apps that allow you to do this for photos or for videos. For example, Wombatica Software, Face Warp, or even add-ons like Face Camera or Face Swap. Have one of the young people who is into this type of thing take pictures in advance and then doctor them up. Have those in the group try to guess who the new or distorted or face swapped face is.

Another option is to do a dress-up game by having individuals dress up in costumes and then have people guess who they are. Add some zest to this activity by having them walk out of the youth room in their “new look” and walk through the church one time and see if there are any reactions to them. Hopefully someone will say something priceless like, “Who do you think you are?” Going to a thrift store in advance is one way to get some outrageous outfits at a low price, or there might be someone in your church who has a collection already and would be willing to share with you for this one Youth Sabbath School program. If so, invite them come and be part of this experience.

Then transition to a very serious version of this by reading together Genesis 27:1–45. It's a familiar story, but encourage those in your group to pay attention to details that often are missed or forgotten or give additional clues to this story.



Read by taking turns in the group.

QUESTIONS:

- What do you think of the four primary characters in this story? What do you think of Jacob? Rebekah? Isaac? Esau?
- Which character do you identify with the most? Why?
- What were the results of this “Identity Theft”—both intended and unintended?
- Many people continue to live by the motto “The end justifies the means.” How did that play out in this Bible story? How do you relate to that motto today?
- How might have God taken care of His prediction with Jacob and Rebekah “helping God” make it happen in this way?
- Where are you tempted to “help God” even though you’re really just pushing your own idea and crediting God with it?
- What is your identity now? How does that compare to five years ago? What might it be like five years from now?

Give and Take

(BASED ON GENESIS 25:23–34;
GENESIS 27:1–45)

Based on who you are, what you’ve been given, your interest and desires, God’s directing in your life, luck, and hard work, rank the following professions from 1 (most likely) to 10 (least likely) for you to become. There are actually two sets to rank—one traditional and general and the second one being more specific and unique.

HERE’S ANOTHER WAY OF STUDYING THE LESSON FOR THIS WEEK

MATERIALS NEEDED

- Handout “Guess What I’m Going to Be” (page 13)
- Pen or pencil for each participant.
- Colorful handkerchief or piece of cloth plus a blindfold and ear buds for “Steal the Stripples.”



Hand out “Guess What I’m Going to Be” and something to write with for each participant. You can do just one list or both of them. The question at the bottom is optional—at the leader’s discretion. Do this anonymously so you have the option of having others in the group guess who completed each handout just by looking at the priorities.

QUESTIONS

- How confident are you regarding your plans for your future?
- How much of your future is dependent on you? Your past? Your hard work? Knowing the right people? Getting a break?
- How much of your future is dependent on God’s action (or lack of action) in opening or closing doors for you?
- How much of a risk-taker are you? How patient are you when it comes to building your future?

- How might love, marriage, or children affect your future?
- How might your current family affect your future?
- How will your choices affect your future?

Although we might be able to analyze or guess what we might be in the future, many people are surprised along the way. Think of your own parents, aunts, and uncles. Were there any surprises that affected who or what they became? You might have older siblings or seemed to head one direction, and then went another direction for certain reasons. You've been given certain talents, but what you do with them varies depending on your motivation, environment, and opportunities. When hardship comes, some people crumble while others rise. Some have eternal optimism or endurance, while others are pessimistic or quit easily or get distracted. Have you noticed any trends like this in your life so far?

And then there's the whole question of God's guidance or intervention; or is it just luck (or bad luck)? In the story of Jacob and Esau, was this predestined by God, or did God simply know the future and name it in advance—something we can't do with much accuracy?

Let's illustrate this by playing a game you probably played many times when you were younger. We'll adjust it some for our Youth Sabbath School lesson to illustrate how many of us are trying to do the same thing, but we're given different talents and opportunities, plus, how we respond can also differ from one person to another.

Do you remember the game of "Steal the Bacon"? We'll advertise the name to be "Steal the Stripples" for the fun of it. We'll have two teams with both teams facing each other in a line, with the "Stripples" (a handkerchief or cloth) in the middle. I'll call out a number, or maybe more than one number. The object is to grab the "Stripples" and get back across your line without being tagged by the person from the other team. If you make it, you get a point. If you get tagged, the other team gets a point.

Our adaptation will be based on how each one of us is different, so some people will be given an advantage, while others will be given a disadvantage. For example, some of you are dressed in a way that would be difficult to play this game at full speed. And some of you are so competitive that you'll play all out no matter what, right? And some of you just don't care about silly games like this. I'll be the one to call out the number(s) as well as to choose the advantages and disadvantages for each of you.

ACTIVITY INSTRUCTIONS

1. Divide the group into two teams. If you have less than six people, you might need to combine with another Sabbath School group for this activity, or have one athletic person compete against the rest of the youth. A group of 8–14 is ideal, with 4–7 on each side, facing each other in a line in which each team stands side-by-side. If you have more than 20 participants (10 on each side), have two sets do this simultaneously in different parts of the room.
2. Put a colorful handkerchief (or cloth) in the middle and call out a number (like "number 3"). At that point, person number 3 from both teams leaves their line and goes near the "Stripples" (handkerchief) in the middle. At some point one of them needs to make an attempt to grab it and get back across their team line before being tagged. If neither person attempts a grab, feel free to call another number to join them (such as "number 1, go get it!").

3. After one or two tries, start making some adaptations. For example, put the “Stripples” much closer to one side than the other. Or put it toward the end of the line and call a number close to it (on one side), such as “number 1”), which is at the other end of the line on the other side. Add a blindfold to one or two people as their handicap. Put high heel shoes on another person. Tie a person’s ankles together so they can only hop. Feel free to come up with your own ideas. The purpose is to illustrate how each of us is given different talents and opportunities. At the same time, how we deal with what is given to us also makes a difference.
4. Play until one team reaches eight or ten points. Feel free to adapt this for the purpose of experiencing the activity. That’s more important than actually winning the game (although the teens might not know that yet).

QUESTIONS

- What did you like and what did you not like about this activity?
- How did you do personally? How often was your number called?
- Could this activity been set up to be completely fair? Explain.
- Where do you see this kind of thing happening in real life—some people having better talents or more opportunities than others, etc.?
- What are other ways to “win” besides scoring points?
- What are some of the “Stripples” you’d like to get now? In 5 years? In 15 years?
- What do you have, and what do you need to get in order to reach those goals?
- What role do you play and what role does God plan in this?
- How can you work with God on this? How can God work with you?

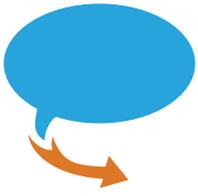
Read Genesis 25:23–34. Have half of the group pretend they are Jacob from birth, and the other half pretend they are Esau from birth. After your group reads Genesis 25:23–34 out loud, ask some of the questions from the previous “Steal the Stripples” debriefing, but in response to the passage you just read.

Now read the longer passage, Genesis 27:1–45. Do the same thing—read the passage out loud as a group, with half identifying with Jacob and half identifying with Esau. Then ask some of the questions from the previous debriefing.

Here are some additional questions to add to your options for asking:

QUESTIONS

- What were Jacob’s advantages? What were his disadvantages?
- What were Esau’s advantages? What were his disadvantages?
- What role do parents play in who you are? How does that change at different stages of life? What role are parents playing in your life right now? What role do you need for them to play?
- What could each person in the story have done differently?
- What could you do differently in relating to your parents and siblings right now? What do they do differently? What will you do about that?



Application ideas for living out this lesson this week

The following applications relate to the corresponding “Bible study guides for Scripture for this lesson” above.

- A. Think of three of your current heroes or role models. What is it about their identity that you admire? What are small steps you can take this week to make some of those admirable traits part of your identity.

Repeatedly in Scripture God refers to His people as His children (for example, see 1 John 3:1-4; Galatians 3:27–29; John 1:12). Take at least 5–10 minutes at the start of each day this week to reflect and meditate on your identity as a child of God. Then take that perspective and apply it to how you relate to the people you expect to come in contact with that day. Pray that God will remind you of that perspective of your identity throughout your day.

- B. Go to your parent(s) and thank them for specific things they have given you. Don't limit this to tangible things like a cell phone or clothing or paying for your education. Include intangible things like disciplining you when you needed it, providing encouragement and a place that is safe, listening to your stories and concerns, etc. Then ask your parents (possibly giving them some time to think about it in advance) to give you their input on where they see you being 5 years from now; 10 years from now; and 15 years from now. Make it a dinner date and get their input. Ask them to tell you (again) about how things went for them from your age to where they are currently (a short, 5-minute version of the story). Close with prayers of thanksgiving, requests, and hope for you and for your parents.

- C. This week find a place to be your “Bethel” (house of God). Dedicate this as a place where you will meet with God on a regular basis. This could be a specific spot in your room, or maybe a place where you can get away and be alone, uninterrupted. Another option to live out this lesson this week would be to start a contract/covenant with God. List the expectations you have of God in one column, and then list the expectations God has of you in the other column. Ask a few other people (friends, family members, mentor) to do the same. Compare your contracts/covenants with each other after a week; make adjustments; sign them; then put them someplace where you can refer to them periodically.



An outreach or world mission component

If Sabbath School is just for us, we will spiritually die. We must share what we've been given. This can be done locally and/or globally. We'll suggest several options over 3-4 weeks on reaching out.

With the topic of "Identity Theft" the whole question of one's identity can take a person back to their beginnings, and beyond to ancestors. Luke 3 traces the ancestry of Jesus all the way back to Adam who was "the son of God" (Luke 3:38).

You don't need to go back that far, but take a little bit of time to compose a message to a relative older than you who may have influenced your identity. Choose a relative who lives close enough that you have contact with them. Try handwriting a letter and mailing it the old fashioned way. Tell the relative of their influence in your identity and what your identity is now. Close with a short, written prayer, thanking God for this relative and what they did for you. Then get the mailing address, pay for a postage stamp, and mail it. Don't expect an immediate answer, but you can continue to pray a prayer of thanks for your relative. And then pass along that influence to your other relatives who are younger than you.

Make this service beyond your immediate vicinity by writing another letter to a relative who lives a long distance from you. Compose an individualized letter for them in the same way you did it for someone who lives near you. If the mail is international, you may have to pay a little bit of extra postage, but it shouldn't take all your finances; just your thanks and a little bit of time and reflection and prayer.



Youth leader tip for the week

Teens naturally go through changes to their identity. Their bodies changed, and their thinking enters new territory.

What others think of them starts to become more important than what their family thinks of them. It's quite common for teens to have multiple identities, based on who they're around at the time. So when they see adults acting differently in different settings, it really bugs them. Without realizing it, their own inconsistency makes them feel repulsed by an adult who they expect to be more consistent. So they will quickly demonize the adult "hypocrite" even though they could easily be more hypocritical than the adult. If you're the adult, be real, and be real consistent. And

come clean (repent, confess, and ask for forgiveness) when you're a hypocrite. This builds credibility over time and it is a great example for teens to do the same.

29. Be authentic. Young people can't stand hypocrites and they can smell them out quickly.

A Bit More
Be real. Forget about trying to be cool; just be yourself. Young people will accept you for who you are, not for who you aren't.



Opening Activity

You have a 50-50 chance of getting these right. The following quiz questions can be gleaned from this BuzzFeed link: www.buzzfeed.com/perpetua/i-know-this-much-is-true#.jdq0gezo8L

TRUE OR FALSE?

If your large intestine was removed and straightened it would be equal to twice your height.

FALSE

Your large intestine is about 5 feet long. Your small intestine is about 22 feet long.

TRUE OR FALSE?

Maine is the closest US state to Africa.

TRUE

Check a map. The northern part of the United States stretches to the east, which takes it closer to Africa than Florida.

TRUE OR FALSE?

France was still executing people with the guillotine when the first "Star Wars" film came out in 1977.

TRUE

France was still executing people with the guillotine when the first "Star Wars" film came out in 1977.

TRUE OR FALSE?

October 10 falls on a Tuesday each year.

FALSE

Check any calendars from 3 consecutive years.

TRUE OR FALSE?

The sun comprises 99.8% of the mass of our solar system.

TRUE

Hard to believe, but true. We're not that much (and neither is our largest planet, Jupiter, at .1% of the mass of our solar system).

TRUE OR FALSE?

Brick buildings can never be more than 10 stories high or they will collapse from the pressure of the bricks from the upper floors.

FALSE

That's just silly.

TRUE OR FALSE?

Oxford University in England predates the Aztec Empire.

TRUE

Oxford University began in 1096 and reached university status in 1249. The Aztec Empire began in 1325.

TRUE OR FALSE?

Oreo cooking have existed longer than chocolate chip cookies.

TRUE

Oreos were first made in 1912. Chocolate chip cookies started in 1938.

TRUE OR FALSE?

Cocaine is, on a molecular level, almost exactly the same as a potato.

FALSE

What have you been snorting? Potatoes?

Guess What I'm Going to Be

Following are 10 different professions. Based on...

- Who you are
- What you've been given
- Your interests and desires
- God's directing in your life
- Luck
- Hard work

Rank these from which is most likely (1) to which is least likely (10), so your final list will have 1-10, from most likely to least likely for you.

- ___ Construction worker
- ___ Sports star
- ___ Health care provider
- ___ Stay-at-home parent
- ___ Retail worker
- ___ Pastor
- ___ Attorney
- ___ Manager in a corporation
- ___ Farmer
- ___ Accountant

Do the same thing with this list of 10 professions that are not as traditional.

- ___ Cosmetologist
- ___ Fitness trainer
- ___ Magician
- ___ Flight attendant
- ___ Landscaper
- ___ Event planner
- ___ Life coach
- ___ Political cartoonist
- ___ Prison guard
- ___ Start-up entrepreneur

What do you think you'll be doing 15 years from now?