

# MAKING CHOICES... TAKING RISKS

## “A Queen’s Choice”

### Children’s Bible Study

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#### Bible Background:

The story of Esther occurred while the Jews were captives in Persia (modern Iran). Mordecai and Esther were cousins, but Mordecai was more like a father figure to Esther, since he raised her after her parents died. God is never mentioned in the book of Esther, nor is Esther ever referred to in the New Testament. Nevertheless, the book of Esther is a powerful testimony of God’s protection of the Jews, his chosen people.

In our focal passage, Mordecai’s faith in God is evident as he realized that deliverance of the Jews would arise from elsewhere if Esther chose not to act to save them. He also surmised that it might have been God’s plan for Esther to be queen for just that purpose. Since fasting is usually associated with prayer, we may assume that Esther and Mordecai prayed fervently for the three days of fasting prior to Esther approaching the king.

Esther made the right choice, even when facing possible death. Teachers and children studying this lesson may never face a situation where making the right choice would endanger their lives. Children probably will not be able to identify conceptually with having their lives endangered, yet they will be able to identify with choices that trigger punishment from parents/teachers or rejection by their peers.

Reflect on why adults and children make wrong choices or struggle with making the right choice. Is it for peer approval? Is it to fulfill fleshly desires? Is it for perceived convenience or comfort? What other reasons come to mind? Matthew 6:33 provides the compass for making choices. Choices should be based on what pleases God and on what enables a person to be more like God. The goal for this lesson is to help children realize that it is more important to obey God and suffer any consequences, than to disobey God.

Because this lesson concerns making choices, offer the children several choices in available learning activities.

Observe the behavioral choices children make during class. Commend good choices (sharing, politeness, etc.) and use instances of bad choices as a learning opportunity. For example, if a child will not share the markers, say “One choice we can make is to keep the markers and not share. Can anyone think of another choice we could make?”

#### Preparation:

##### Preparation for Introductory Activities

1. For What Choices Have You Made Today?: Place a strip of masking tape on the floor. It should be long enough for all the children to stand on it. On a white board, chalkboard, or posterboard, draw the blanks and the first letters from the crossword puzzle found on the Activity Sheet 1. Provide sharpened pencils, strips of paper, and a basket or container to hold the strips of paper. On some



**Background:** Esther 2-5

**Key Passage:** Esther 3:8-13; 4:1-16

**Purpose:** To help children understand that making good choices means obeying God and trusting God with the results.

**Bible Story:** Queen Esther Makes a Choice

**Memory Verse:** “But seek first his kingdom and his righteousness.” (Matthew 6:33a)

of the strips of paper, write “comb hair,” “make up my bed,” “eat breakfast,” “be grouchy,” “tease my brother or sister,” “not get up the first time I was told,” “tell family members good morning,” “obey parents,” “be nice,” “pray,” “be happy to come to church,” and “greet my Sunday School teachers with a smile.” Make sure there will be enough Bibles for every child to have one.

2. For Picture Choices: Collect pictures that show situations where a choice has been made or needs to be made. (A picture showing a child who sees another child hurt is an example of when a choice needs to be made. A picture of a child visiting a sick person is an example of when a choice has been made.) Use pictures from the teaching picture file, magazines, newspapers, old Sunday School literature, etc. Place bookmarks at the appropriate pages to identify pictures in books. Pictures should represent good choices and bad choices. Provide blank paper and markers or colored pencils.
3. For Choices in the Bible: Draw a line down the middle of a piece of poster board. At the top of one side draw a happy face. On the other side draw a sad face. Copy the Bible references from Activity Sheet 2 on to index cards. For younger children, place some of the cards in a Bible at the reference. Provide Bibles, markers, and tape.

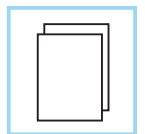
### Preparation for Bible Study Time (Large Group)

1. To use listening assignments, copy Activity Sheet 3, “Listening/Review Questions.” Cut apart the questions. Provide enough for each child to have a question, even if repeats are necessary.
2. To use the “Esther Story Card” activity, make enough copies of Activity Sheet 4, for each child to have one. Provide popcorn kernels or pony beads in small paper cups for each child. Copy Activity Sheet 3, “Listening/Review Questions.”
3. To use drama, provide simple props such as a crown (paper) and scepter (foil-covered dowel) for the king, a scroll (for the decree being read), a purple (or blue or red) plastic tablecloth to drape over a chair for a throne. Use simple costumes or signs hung around necks to identify characters. (Esther, Mordecai, King, and Haman) Copy Activity Sheet 3, “Listening/Review Questions.”
4. Write Matthew 6:33a on index cards, one word per card. Tie a piece of yarn between 2 chairs and use clothespins to attach the cards to the yarn.
5. Secure a copy of “Seek Ye First,” The Baptist Hymnal, #478. Copy the words for an additional verse from Activity Sheet 5, “Song Sheet,” onto large paper. Be familiar with singing the additional verse to the tune of “Seek Ye First.”



### Preparation for Application Activities

1. For Good Choice/Bad Choice: Use poster board to cut out “crowns,” one per child, leaving them flat. Crowns should be approximately 23 inches long. Look for models of crowns with church costumes, in the GA room, or at a local fast-food restaurant. Provide neon self-stick circles, plastic beads, glue, glitter, bright markers, and tape. Copy Activity Sheet 6, “Good Choice/Bad Choice Situations.” Cut apart the numbered situations and place the strips in a cup.
2. For Choices God Wants You To Make: Using the 22-inch side of a piece of 22” x 28” poster board as the top, write “Choices God Wants You To Make” in 1-inch tall letters. Down the left side of the board, write 9 of the 18 Bible references from Activity Sheet 7, “Choices God Wants You To Make.” Allow 3 inches per reference. Write the other nine references down the middle of the poster board. Leave enough room to attach an index card beside each reference. Write the matching phrases from the Activity Sheet on index cards. For younger children, use Bible markers to mark the references. If possible, highlight the verses. Provide tape, Bibles, one blank index card per child and pencils.
3. For What To Do?: Copy Activity Sheet 8 and cut apart the open-ended stories. Cut card stock into 2”x 3” cards, allowing one card per child. Provide markers, colored pencils, and blank paper. The option would require blank paper for drawing.



### Introductory Activities: (10-15 minutes)

Choose and prepare the introductory activities and options that best suit the age and interests of the children. Greet the children as they arrive, tell them about the available activities, and let them choose one to do.



### 1. What Choices Have You Made Today?

As children arrive, ask them to write on strips of paper some of the things that they have chosen to do that day. If they need help with suggestions, say “Did you choose what clothes to wear? To brush your teeth? To bring your Bible with you?” Allow a few minutes for writing and then collect the strips in a basket. Be sure to include the strips that you prepared, also. Ask the children to stand in a line on the masking tape. Say, “I will read one of the choices from the basket. If you made that choice today, raise your hand.” Read one of the strips. Say, “Now, for those of you with your hands raised (because you made that choice today), step to the right of the tape if you think that choice was a good one. Step to the left if you think that choice was not good.” After reading all the strips, have the children return to their seats and say, “Today we are going to learn about a queen who had to make a difficult choice. It was important to many people for her to make a good choice.” Direct their attention to the crossword puzzle that you prepared. Say, “We are going to discover the names of the main characters in today’s story.” Ask the children to find Esther in their Bibles. Give help as needed. Proceed to ask the clues from Activity Sheet 1, giving the children the reference needed to discover the answer. Allow the child who finds the answer to fill in the blanks of the crossword puzzle.

### 2. Picture Choices

As the children arrive, encourage them to choose a picture and tell what choice has been made, or what choices could be made. Get more than one response. After discussing the pictures, allow the children to choose a situation to illustrate a good choice being made. Option: children may prefer to act out a situation rather than illustrate it. Before dismissing to Large Group, tell the children to listen for what choice a queen made in today’s story.

### 3. Choices in the Bible

Encourage children to take an index card, find the reference and read it. Write the name of the person who made a choice on the index card. (In some cases it may be “anyone,” “the crowd,” or similar answers.) Decide if it was a good choice or a bad choice. If it was a good choice, tape the card under the happy face. If it was a bad choice, tape it under the sad face. Before dismissing to Large Group, tell the children that many people were depending on the queen in today’s story to make a good choice. Tell them to listen to find out what that choice was.

### Transition:

If the class worked on introductory activities as small groups, give the teachers a two-minute signal before time to move to large group. Play music when it is time to transition, and ask the children to move their chairs into a semi-circle facing the focal wall.

### Bible Study Time (Large Group): (25-30 minutes)

Choose which approach to active listening is best suited for your class for the Bible story and make any needed preparations.



1. Listening assignments. Give each child one of the questions from Activity Sheet 3 and instruct him to listen for the answer and be ready to tell the class that answer. After the Bible story, let each child read his question and give the answer.
2. Esther Story Cards. Have the children sit on the floor. Give each child a story card and a small cup with popcorn kernels or pony beads. Read the names on the card so the children will know how they sound. Instruct them to keep the card and the cup on the floor at all times. They are to place a kernel (or bead) on the square with the name every time they hear that name. After the story, ask how many times they heard some of the names. Show the children how they can curve the card to funnel the kernels back into the cup.
3. Drama. Tell the children that they should listen to the story paying close attention to the actions so that they can act it out afterwards. After telling the story one time, let the children choose characters to act as you read the story a second time. Pause to allow time for actions and to allow characters to repeat their lines after you read them. Option: older children may be able to act out the story with minimal prompting. A good reader may be able to read the story the second time, with some guidance about when to pause. Make any assignments or distributions based on your choice.

Prepare for Bible study. Ask, “What were you discussing in your small groups?” “Was there ever a time when you had a choice to make, and you knew that doing the right thing might cause something to happen that you wouldn’t want? Today we are going to hear about a queen who had a very difficult choice to make. Many people were depending on her, but doing the right thing could have caused her death.”

Tell the story. With your Bible open to Esther, tell the following story.

### Queen Esther Makes a Choice

There were many Jews that had been taken captive to the land of Persia. Mordecai and his cousin were two of the Jews living in Persia. Although they were cousins, Mordecai had raised Esther ever since her parents died.

One day, the king of Persia, King Xerxes, decided to look for a queen. He finally chose Esther, but he didn’t know that she was a Jew. King Xerxes had a nobleman named Haman. All the royal officials had to show honor to Haman. Haman knew Mordecai and hated him because Mordecai would not bow down before Haman. Haman knew that Mordecai was a Jew, so he not only hated Mordecai, but he hated all Jews.

Haman tricked the king into signing a law that ordered all Jews to be killed. Men were sent all over the kingdom to read the new law. When Mordecai heard about the law, he was very sad.

Mordecai sent word to Queen Esther that she must go before the king to try to save the Jews from being killed. Esther sent word back to Mordecai, “Everyone knows that nobody can go before the king unless the king invites him. Not even I can do that. Anyone who goes uninvited can be put to death! The only way to avoid death is if the king holds out his royal scepter to the person.”

Mordecai responded, “Don’t think that you will escape this law. You are a Jew, too, and will be killed. What if you have become queen for this very purpose—to save the Jews?”

Esther replied to Mordecai, “Gather all the Jews in town and fast for me. Do not eat or drink for three days. I will do the same thing, then I will go to the king, even though it is against the law. If I die, I die.”

Mordecai, Esther, and the Jews in town all fasted for three days. On the third day, Esther put on her royal robes and stood in front of the king’s hall. When King Xerxes saw her, he was pleased. He held out his royal scepter and Esther was permitted to enter and touch the tip of the scepter.

King Xerxes asked her, “What do you want? I will give you whatever you want, even half of my kingdom.” Esther invited him to a banquet. She also asked for Haman to attend. Haman felt very important to be invited to a banquet with just the king and queen. At the banquet the king again asked Esther what she wanted. Esther replied, “My request is this: If it will please the king, come with Haman to another banquet tomorrow and then I will tell you what I desire.”

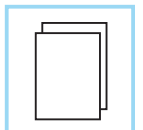
At the banquet the following day, King Xerxes said, “Queen Esther, what do you desire? I will give you up to half of my kingdom.” Queen Esther responded, “O king, if it pleases you, save my life and the life of my people!” She told the king about Haman and the law to kill the Jews. The king was very angry with Haman. King Xerxes could not change the law, but he passed another law allowing the Jews to defend themselves against their enemies.

All the Jews in Persia could be thankful that Esther made the right choice to go before the king so that they could be saved.

—based on Esther 2:7,17; 3:5-9; 4:8-17; 5:1-8; 7:3-6; 8:11

**Review.** For choice 1, let the children report on their listening assignments. For choices 2 and 3, after finishing those activities, using the questions from Activity Sheet 3 to review the story.

**Application.** Ask the children these questions: Who made bad choices in the story? (Haman). Who made good choices? What might have happened if Mordecai had not gone to Esther to ask for help? What might have happened if Esther had been too afraid to go to the king? How did Esther have to trust God when



she made her decision? When have you had to make a difficult choice? Allow time for several responses. Ask, “What happened when you made the right choice? What might have happened if you had not made a good choice? Have you ever trusted God to help you when it was hard for you to make a choice?”

**Learn a Verse.** Ask children to find Matthew 6:33 in their Bibles. Encourage children who need help to use their Table of Contents or to ask a friend for help. Assist as needed. After everyone has found the verse, read it. Direct their attention to the memory verse cards hung on the yarn and read the verse together. Allow children to remove the cards, one at a time, reading the verse aloud after each card is removed. Ask, “What does this verse mean? What does righteousness mean? How can you seek God first?” If children are slow to respond, help with a few examples like “choosing to pray in the morning,” “choosing to give my offering instead of spending it,” and “choosing not to do something wrong even when my friends want me to.” Think of things to do and not to do. After the children share, point out that seeking God first means that we should care more about what God thinks than about what anyone else thinks.

**Sing.** Sing the first verse of “Seek Ye First.” Show the words to the alternate verse and sing it, too. If the children enjoy singing, the song can be sung as a round, with the second group starting after the first group sings “righteousness.”

**Pray.**

### Application Activities: (25-30 minutes)

Choose to prepare as many activities as there are teachers. Describe the activities to the children and let them choose which one to do.

#### 1. Good Choice/Bad Choice (decorate a crown)

Tell the children that they will add “jewels” to their crowns as they decide on good choices. Allow each child, one at a time, to choose one of the prepared choice situation slips. After reading the situation, the child should decide if the person made a good choice or a bad choice. If he says it was good, ask if everyone agrees. Then everyone should add one jewel to the crown by placing a self-stick circle or drawing one or gluing on a bead or a little glitter. If he says it was a bad choice, then he should suggest what a good choice would have been. Give others a chance to offer ideas. Then add a jewel to the crown. Proceed in like manner, discussing a situation, then adding a jewel. After all the situations have been discussed, tape the crown into a circle that fits the child’s head.

Ask, “Have any of these situations made you think of a time when you made a bad choice?” Say, “We all sometimes choose to do something that is wrong. God will forgive us if we are sorry and ask him to forgive us. Let’s take time now to silently ask God to forgive us of anything for which we need forgiveness.”

Close with a prayer asking God to help the children know what right choice to make when faced with a difficult decision. Thank Him for being a God that we can trust.

#### 2. Choices God Wants You to Make (poster)

Ask, “What are some good choices that the Bible tells us to make? Allow time for responses. Say, “We are going to find 18 things that we should choose to do, but the Bible tells us many more.” Distribute the index cards to the children. Have a child read one of the references. Ask, “Who has the card that matches what this verse tells us to do?” Allow the child with the correct card to tape it to the poster. Proceed to the next reference.

After all references have been matched, or when it is almost time to end, ask, “Which one of these verses indicates something that you need to do that you are either not doing, or you are not doing well?” Encourage each child to choose a verse from the poster that he needs to remember, take a blank index card, and write down the reference and the accompanying statement for that verse. Suggest that he place the card in his Bible or keep it in a place where he will see it often.

Close with a prayer asking God to help the children remember the choices that he wants them to make. Thank him for the Bible.

### 3. What to Do? (open-ended stories)

Ask a child to choose a story, read it, and tell what he thinks the child in the story should do. Allow others to respond, also. After discussing these six stories, ask the children to make up a story where the child has to make a choice. Tell them to think of times when they or their friends actually faced a difficult decision. Let those who would like to share their stories do so. Remind them to leave the story open-ended so that someone else can tell what choice to make.

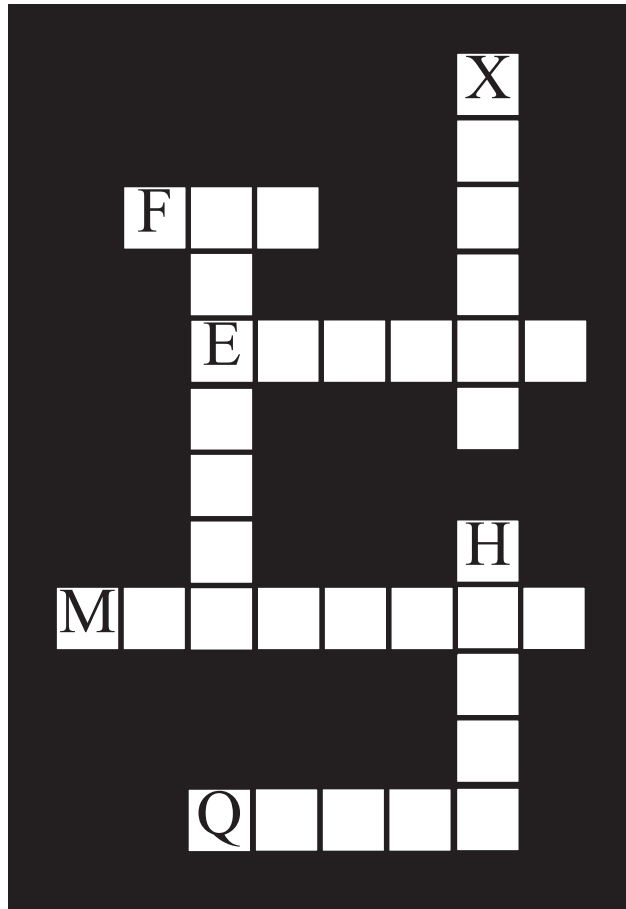
**Option.** Children could act out a story demonstrating a good choice or could draw a picture to illustrate a good choice.

After the children have expressed their stories demonstrating good choices, say, “Think of a situation you are facing now, or have recently faced, where you need to make a difficult choice.” Pause to let them think. Ask, “When you have to make a difficult choice, would it help you to remember our memory verse?” Together, repeat the memory verse (Matthew 6:33) aloud. Challenge the children to use “Seek God first” as a motto. Ask them to say it when they first get up in the morning, and every time they are tempted to make a bad choice. Suggest that every time they wonder “What should I do?” they repeat the motto “Seek God first.”

Make a reminder card by writing “Seek God first” on a 2”X 3” card. Suggest that the children keep the card where they will see it every day.

Close with prayer, asking God to help the children remember to always seek God first and to be more concerned about pleasing God than pleasing others.

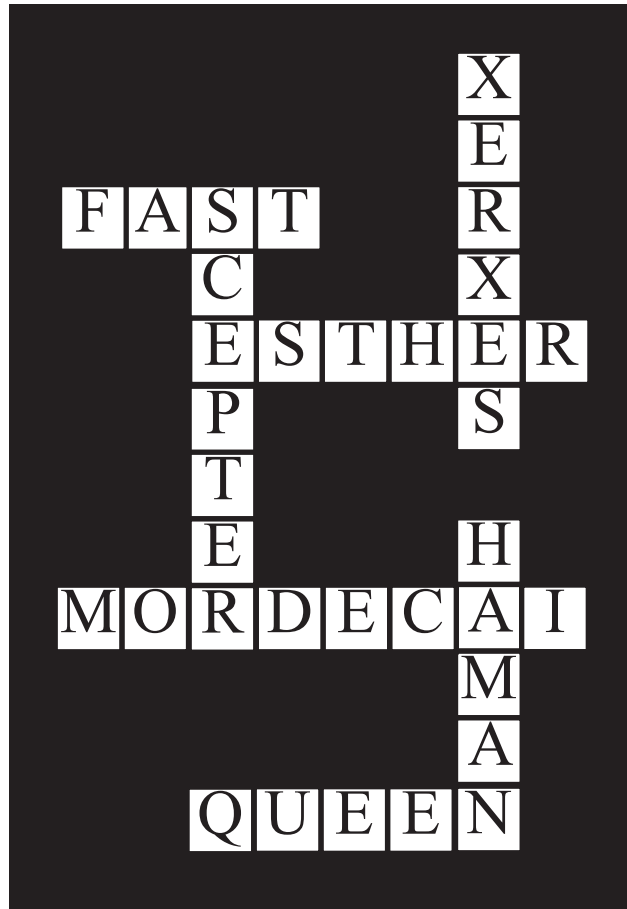
# Esther Crossword Puzzle



Clues:

- M\_\_\_\_\_ A man who was a Jew. Esther 2:5 (Mordecai)
- E\_\_\_\_\_ A cousin to Mordecai. Esther 2:7 (Esther)
- X\_\_\_\_\_ The king of Persia. Esther 2:16 (Xerxes)
- Q\_\_\_\_\_ Esther was chosen to be this. Esther 2:17 (queen)
- H\_\_\_\_\_ A man who hated the Jews and wanted to kill them. Esther 3:6 (Haman)
- S\_\_\_\_\_ What the king held out to Esther. Esther 5:2 (scepter)
- F\_\_\_\_\_ What Queen Esther and Mordecai did for 3 days. Esther 4:16 (fast)

# Esther Crossword Puzzle (Answer)



# Choices in the Bible

Joshua 24:15	Joshua chose to serve the Lord.
Genesis 13:8-11	Lot chose the better land to the east.
Luke 10:39, 42	Mary chose what is better.
Genesis 3:2-6	Adam and Eve chose to eat the forbidden fruit.
Luke 8:43-48	The bleeding woman chose to touch the garment of Jesus.
Luke 7:3, 9-10	The centurion chose to send men to ask Jesus to heal his servant.
Proverbs 8:10	(Anyone) Choose God's instruction and knowledge.
Acts 8:26-27, 29-31, 35	Philip chose to obey the angel & to explain the Scriptures.
Acts 9:10-17	Ananias chose to obey the Lord and go to Saul.
John 7:17	(Anyone) Choose to do God's will.
Luke 19:8	Zachaeus chose to give to the poor & to repay those whom he cheated.
Matthew 19:16-22	The rich young man chose not to give up his wealth to follow Jesus.
Matthew 26:14-16, 47-49	Judas chose to hand Jesus over to the chief priests.
Matthew 27:20-23	The crowd chose to crucify Jesus.
Matthew 27:27-31	The soldiers chose to spit on and mock Jesus.
Luke 22:56-62	Peter chose to deny Christ.
Luke 23:40-43	The repentant thief chose to trust Jesus.
Genesis 50:15-21	Joseph chose to forgive his brothers.
2 Kings 22:1-2	Josiah chose to do what was right in the eyes of the Lord.
Acts 5:1-5	Annianias chose to lie to God.
Isaiah 6:8	Isaiah chose to tell the Lord that He can send him.
Mark 1:16-18	Simon and Andrew chose to follow Jesus.

# Listening/Review Questions

1. How were Esther and Mordecai related?

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2. Who raised Esther after her parents died?

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3. Who was chosen to be queen?

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4. Why did Haman hate Mordecai?

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5. What did Haman ask the king to order?

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6. How did Mordecai react when he heard about the law?

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7. What did Mordecai ask Esther to do?

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8. What did Esther say could happen to her if she went before the king uninvited?

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9. What warning did Mordecai give Esther?

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10. What did Esther choose to do?

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# Esther Story Cards

<b>ESTHER</b>	<b>MORDECAI</b>
<b>HAMAN</b>	<b>KING XERXES</b>

# Esther Story Cards

<b>COUSIN</b>	<b>MORDECAI</b>	<b>JEWS</b>
<b>LAW</b>	<b>ESTHER</b>	<b>SCEPTER</b>
<b>HAMAN</b>	<b>KING XERXES</b>	<b>FAST</b>

# Song Sheet

(additional verse for “See Ye First”)

Always choose to do the right thing  
No matter what may happen  
And trust the Lord to take care of you.  
Allelu, Alleluia.

To get the timing, here is a guide comparing the first verse with the additional verse:

Seek ye first the king-dom of God  
Al-ways choose to do the right thing

And his right- eous- ness  
No matter what may hap-pen

And all these things shall be added un-to you  
And trust the Lord to take care of you

Allelu, alleluia.

Allelu, alleluia.

# Good Choice/Bad Choice Situations

1. Madison is a new student at Emily's school. At recess, Emily sees Madison standing alone. Emily runs over and invites Madison to join Emily and her friends.
2. Jeremy and Josh are on the same soccer team. Jeremy always seems angry and calls the other players bad names. Josh starts thinking about some even worse names to call Jeremy.
3. Abby is taking violin lessons. She is asked by the Minister of Music to play her violin in a worship service. Abby agrees to play.
4. Sonja is a visitor in Kristin's Sunday School class. Sonja doesn't speak English. Kristin's teacher asks her to be a special friend to Sonja. Kristin sits beside her in Sunday School and in worship. Kristin smiles at her often.
5. Adam is playing outside when he hears his mother call him. Right away, he runs inside to see what she wants.
6. Peyton is taking a test in school. There is a question that he doesn't know. He notices that the person beside him, who is very smart, has his test paper close to the edge of his desk. Peyton could probably see the answer, but he decides to keep his eyes looking straight down at his own paper.
7. Brandon hears other students on the school bus making fun of a student. Since Brandon likes to make people laugh, he joins in.
8. Jordan enjoys singing. She sings in the children's choir at church and enjoys music in school. At recess, she hears some of her friends singing a song with bad words. Since she likes to sing, she starts singing the song, too.
9. Caitlyn is visiting Morgan. Morgan turns on a TV program that Caitlyn knows she is not allowed to watch. Caitlyn thinks to herself, "My parents won't know," so she watches the program.
10. Aaron finds a baseball cap in the hallway at school. He likes it, so he puts it in his backpack and takes it home.
11. Scott got involved in a video game and forgot to study for his spelling test.
12. Mrs. Jones did not see the card that was being passed around the classroom. It was a birthday card for Mike, the oldest student in the class who had severe learning disabilities. The card was making fun of Mike for being so slow. Because everyone else in the class had signed it, Alvin decided to sign it, too.
13. Caleb accidentally broke his mother's favorite coffee mug. He cleaned up the mess. That evening, Caleb heard his mother ask his father if he'd seen her mug. Caleb was glad she hadn't asked him.
14. Christina's sister had surgery. She wondered what she could do to help. Christina made a card for her sister and prayed for her to get well.

# Choices God Wants You to Make

Psalms 136:1	Give thanks to God.
Micah 6:8	Act justly, love mercy, walk humbly with God.
Proverbs 3:5-6	Trust in the Lord.
John 7:17	Choose to do God's will.
Deuteronomy 6:6-7	Keep God's commands in our hearts.
Matthew 6:33	Seek first the kingdom of God and his righteousness.
John 3:16	Believe in Jesus.
John 14:15	Obey Jesus.
Matthew 28:19-20	Go and make disciples of all nations.
Luke 10:27	Love the Lord. Love your neighbor.
Hebrews 10:25	Meet together and encourage one another.
Galatians 6:10	Do good to all people.
Psalms 100:2	Worship the Lord with gladness.
Philippians 4:4	Rejoice in the Lord.
Philippians 4:6	Pray about everything.
Philippians 4:8	Keep thoughts on what is pure.
1 John 1:9	Confess our sins.
1 Thessalonians 5:15	Always be kind.

# What to Do?

1. Judy's parents have taught her about the dangers of internet chat rooms. She has heard stories about other students meeting people online and getting in trouble. Judy has just received an email from a boy she met online who wants to meet her and talk about going to church with her. What should she do?
2. Harley is one of the most popular boys in school. Harley begins to make friends with Melvin, who doesn't have many friends. Melvin likes the attention, but soon finds that Harley has been sneaking cigarettes into school. Harley asks Melvin to hide some of the cigarettes in his backpack, because the principal is getting suspicious of Harley. What should Melvin do?
3. Roger is visiting his friend Joel. Joel has a game system and lots of games. Roger and Joel start playing a game that has a lot of violence, even earning points for "killing" people. What should Roger do?
4. Carrie's friend Amber asks her to spend the night with her Saturday night. Carrie asks her if they will go to church Sunday morning. Amber says her family doesn't go to church. What should Carrie do?
5. Bethany is secretly planning a party at her house one evening when she knows her parents will be away. She's inviting friends at school, including Andrea. Andrea knows that Bethany has gotten a friend's brother to provide beer for the party. Andrea has heard that Bethany is also planning other activities that Andrea knows are wrong to do, but Bethany is so popular, and all of Andrea's friends are going. What should Andrea do?
6. Michael is with his friends at the mall. They start talking about how they are hungry, but don't have any money. One of the friends says he is going to take some candy bars from the drug store and he dares the others to do it. Michael says they shouldn't steal, but the other boys start teasing him and calling him "chicken." These are Michael's best friends, and, after all, they are hungry. What should he do?