

9S07

18/7/04

## LESSON 2

THE DEVIL MADE  
ME DO IT

Angels, Demons, Miracles  
& Prayers

## LESSON AIM

## OBJECTIVES

## BIBLE BASIS

REVELATION 12:7-9

1 TIMOTHY 4:1-2

EPHESIANS 6:10-18

Teenagers may think demons are an invention of Hollywood to make movies scarier. In movies, demons do everything from causing unmanned cars to run down people to making spooky images of the dead come alive. But what does the Bible say about demons? When students understand the power and influence of evil forces, they'll recognize their need for God's protection.

To help senior highers understand what demons are and how to protect themselves against evil influences.

## Students will

- evaluate the reality of demons,
- determine the goals of the devil and
- demonstrate the use of spiritual weapons.

Look up the following scriptures. Then read the background paragraphs to see how the passages relate to your senior highers.

**Revelation 12:7-9** describes a heavenly battle between good and evil.

Michael the archangel fights with Satan and his angels, more commonly called demons. When Satan and the demons lose the war, they're forced out of heaven.

This passage reveals that demons are angels of Satan and describes Satan as one who tricks the world. This conveys to teenagers that demons aren't little, red men with horns but beings so devoted to evil they'd rather follow Satan than be with God.

**1 Timothy 4:1-2** explains the work of demons.

The goal of demons is to lead people away from truth, and they achieve this through lies.

This passage allows students to see what Satan and his followers are after. They want to keep people away from God. Demons are described as being without conscience, so they're not going to feel sorry about what they're doing. Evil is their job.

**Ephesians 6:10-18** describes the armor available to help Christians stand against the devil.

Paul encourages Christians to stand against Satan. He reminds believers they don't have to stand alone, because God has provided protection. They must simply clothe themselves with what God has given.

Teenagers may think the power of evil is stronger than they are and that it's useless to fight back. It's important for kids to know help is available in their fight against evil. These verses encourage them to use the armor God provides to stand against sin.

### THIS LESSON AT A GLANCE

Section	Minutes	What Students Will Do	Supplies
Opener (Option 1)	5 to 10	<b>Do You See What I Hear?</b> —Identify sounds while blindfolded.	Paper sack, piece of paper, can of soda, apple, banana, crunchy cereal, book, flashlight
(Option 2)		<b>I Changed My Mind!</b> —Decide how long to believe a lie.	Empty box
Action and Reflection	10 to 15	<b>Trust Me</b> —Persuade others to give up their teams' strips of colored paper.	Blue, red and green paper
Bible Application	10 to 15	<b>What's a Demon, Anyway?</b> —Evaluate causes and goals of evil forces.	Bibles
Commitment	10 to 15	<b>Let the Battle Begin</b> —Use armor to fight evil forces.	Newsprint, large plastic garbage bag, scissors, markers, masking tape, Bible
Closing (Option 1)	up to 5	<b>Eat Dirt!</b> —Encourage others to believe truth.	Crushed Oreo cookies, flowerpot
(Option 2)		<b>God's Army</b> —Encourage others' worth in the battle against evil.	

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## OPENER

(5 to 10 minutes)

# The Lesson

### OPTION 1: DO YOU SEE WHAT I HEAR?

Before the meeting, put the following items in a paper sack and close the top: a piece of paper, a can of soda, an apple, a banana, a small bag of crunchy cereal, a book and a flashlight. Ask for a volunteer to help you with a game. Have everyone else form two teams.

Say: **We're going to play a game to test your hearing. To begin, each team must send up one representative.**

Have the representatives sit down a few feet apart, facing the two teams. Put a blindfold over each representative's eyes.

Say to the representatives: **You're going to hear a common sound. If you know what it is, raise your hand. The first person to raise his or her hand may guess what's making the sound. If you guess right, your team gets 100 points. If you guess wrong, the other team gets 100 points. After your turn, a new team member will guess.**

Have your volunteer pick items out of the paper sack at random and stand between the two representatives. The volunteer should then make noise with the chosen item (peel and eat the banana, bite into the apple, crumple the paper, open the can of soda, silently read the book, crunch the cereal or turn the flashlight off and on). For added fun, you can give out 50 bonus points if the representative can guess the type of cereal, the kind of soda, the color of the apple or the title of the book (keep in mind if they guess wrong, the other team will get the 50 points).

When you've used all items in the bag, total the points and announce the winning team.

Ask:

- **What were the hardest sounds to recognize?** (Reading a book; turning on the flashlight.)

- **How did you feel when you were guessing what the objects were without seeing them? Explain.** (Frustrated, I knew something was going on, but couldn't tell what; silly, I had no idea if anything was happening.)

- **What are some other things we can't see but we know are around?** (Air; electricity; radio waves.)

Say: **Another thing we can't actually see is evil. Yet we all know it's a powerful force. Today we'll try to determine the source of evil and find ways to fight it.**

### OPTION 2: I CHANGED MY MIND

Form teams of no more than six. Show students a box, telling them it contains doughnuts.

Say: **This first team to form a pyramid using all its**

members gets these doughnuts.

As soon as a team finishes, say: **I've changed my mind. The first team to leapfrog from one end of the room to the other will get the doughnuts.**

When a team wins, change your mind again, asking them to sing "Row, Row, Row Your Boat" aloud. Then announce there weren't any doughnuts anyway. Open the box to show students you've tricked them.

Ask:

● **How did you feel about my changing my mind?**

(Angry; annoyed.)

● **How did you decide whether to keep following my requests or give up?** (After the second time, I figured you were tricking us; I'd keep on going because I wanted a doughnut.)

● **Do you ever follow others who repeatedly mislead you? Explain.** (Yes, I keep hoping they'll be telling the truth; no, I figure people who lie will never change.)

Say: **The Bible talks about a group of beings who live to lie—demons. Many believe demons are behind all the evil in the world. Today we'll find out more about demons and find ways to fight against evil forces.**

### TEACHER TIP

At this time, the students may decide to stop participating. Tell them you promise to follow your word this time.

### Table Talk Follow-Up

If you sent the "Table Talk" handout (p. 19) to parents last week, discuss students' reactions to the handout. Ask volunteers to share what they learned from the discussion with their parents.

### TRUST ME

Ask for three volunteers. Give one volunteer five strips of blue paper, another five strips of red paper and the last one five strips of green paper. Send them out of the room.

Form three teams with the remaining students and label them blue, red and green. Have team members intermingle, then form a circle around the room.

Say: **Each volunteer has five strips of colored paper to distribute to his or her respective team members. The problem is they don't know who their team members are. You must try to convince each of the three that you're on his or her team and get a strip of paper from him or her. The team getting the most strips of paper wins.**

Bring in the volunteers.

Say to them: **Distribute your strips of paper to those who you think are your team members.**

When the strips have been passed out, have students reform their teams and count their strips. The team with the

### ACTION AND REFLECTION

(10 to 15 minutes)

most wins.

Ask:

● **Volunteers, how did you feel trying to decide who to listen to? Explain.** (Nervous, I didn't want to make the wrong choice; confused, they all were saying they were on my team.)

● **Team members, how did you feel trying to convince the volunteers you were on their team? Explain.**

(Frustrated, I couldn't convince our team's volunteer that I was telling the truth; guilty, I was trying to get someone to believe my lie.)

● **How is life like this game?** (We don't always know who to believe; we get a lot of mixed messages.)

● **Many people believe unseen demons around us try to influence us in wrong ways. What do you think about demons?** (I don't think they're real; I think they're scary in movies; I think demons are real.)

● **If demons were to influence us, how would their actions be like this game?** (They'd try to control our thoughts; they'd surround us with confusing messages.)

Say: **The idea of unseen beings around us trying to get us to sin can be scary. Let's see what the Bible says about demons.**

## BIBLE APPLICATION

(10 to 15 minutes)

### WHAT'S A DEMON, ANYWAY?

Form three groups and give each group at least one Bible. Assign each group scriptures as follows:

Group 1: Matthew 24:41; 1 Timothy 4:1-2; and James 4:7.

Group 2: Acts 13:8-10; Ephesians 4:27; and Revelation 12:7-9.

Group 3: John 8:42-45; 2 Corinthians 11:14-15; and Ephesians 6:10-18.

Say: **Read your scriptures and determine what the Bible says demons are, what they do and how to fight against them.**

Allow about five minutes for groups to read and discuss their passages.

Say: **Stand while I ask a question. When someone answers, sit down if you agree and have nothing to add. If you disagree or have more information, tell us. Then those who have nothing to add may also sit down. We'll continue until everyone is sitting, then I'll ask a new question.**

Be sure everyone is standing before each new question.

Ask:

● **From what you've read, what do you think demons are?** (Angels following Satan; evil spirits.)

● **Some of your passages were about Satan, or the devil, and some were about demons. What's the difference?**

### TEACHER TIP

If everyone sits down after the first person answers, and you believe there could be further discussion, have everyone stand again, ask the same question, but don't allow the same answer to be repeated.

(Demons follow the devil's orders; Satan uses demons to do his work; demons are like little devils.)

● **What does the Bible say demons' goals are?** (To lie to us; to keep us from God; to turn people away from their faith; to trick people.)

● **How could they do this?** (Make us question whether God's real; make us think we're not worth anything; fill our minds with wrong thoughts.)

● **Do you think demons are around and influencing us today?** **Explain.** (Yes, the Bible talks about their role in future events; yes, it would explain all the evil in the world; no, people just use them as an excuse to do wrong.)

● **Do you think every time we sin it's because of demons?** **Explain.** (Yes, they cause evil; no, they just try to keep us from God; no, we still have a choice in our actions.)

● **What ways does the Bible suggest we fight against evil?** (Use God's armor; run away from evil; resist the devil.)

● **After reading these scriptures, has your opinion of demons changed? Why or why not?** (Yes, they're more dangerous than I thought; yes, I think they're real now; no, I still think they're a thing of the past.)

Say: **Whether you believe in demons or not, evil is a real problem. Let's get more specific in finding ways to fight it.**

## LET THE BATTLE BEGIN

Say: **Even if you do believe in demons, I doubt you'll ever see one walking down the street, challenging you to a duel. The fight against evil is always going on in subtle ways.**

Form two groups, calling one "offense" and the other "defense." Have the offense group think of subtle ways evil forces could lie to us or trick us, then prepare two attack plans in the form of open-ended skits. For example, they could act out a school scene where a student is tempted to cheat, with the skit ending before the student decides whether or not to cheat. Another skit could depict a guy lying to a girl about her best friend. The girl then contemplates what action to take, with the skit ending before she acts on her decision.

Give the defense group several sheets of newsprint, a large plastic garbage bag, scissors, markers, masking tape and a Bible. Have them read Ephesians 6:10-18 and quickly create armor based on the passage.

After five minutes, have the offense group perform its first skit. At the point the skit leaves off, have the defense group jump in with its armor and finish the skit, demonstrating how the armor fights against evil in specific ways. For example, in the cheating-temptation skit, students wearing the "protection of right living" and the "boots of peace" could help the student decide not to cheat. Or in the lying-friend skit, students wearing "belts of truth" and "shields of faith" could

## COMMITMENT

(10 to 15 minutes)

ward off the lying friend and help the girl see the truth about her friend.

When all skits have ended, ask:

● **How does the spiritual armor God's provided protect us?** (If we are following what's true, we won't fall for lies; our faith in God keeps us from being afraid when people express doubts; with the Bible and prayer we can fight back.)

● **What would you think of a soldier who knowingly left some of his or her armor behind when going into battle?** (He's suicidal; she must be underestimating the power of the enemy.)

● **Why do you think Christians ignore the need to wear God's armor?** (They don't realize there's a battle; they're lazy; they think they can fight evil without God's help.)

● **How does it make you feel knowing you need all of this armor to fight against evil forces? Explain.** (Scared, the devil must be pretty dangerous; encouraged, we have all we need to win; nervous, I'm not sure what to do with all of it.)

● **What pieces of armor do you feel you need help with? Why?** (Salvation, I'm not sure I'm a Christian; righteousness, I'm not living a very good life right now; the word of God, I need to read it more.)

Say: **God has given us the armor we need, but it's up to us to use it.**

## CLOSING

(up to 5 minutes)

### TEACHER TIP

A blender works great for crushing cookies. Or put them between sheets of waxed paper and crush them with a rolling pin or gently tap with a hammer or heavy spoon.

### OPTION 1: EAT DIRT!

Before the meeting, crush a bag of Oreo cookies to the consistency of dirt. Pour the crumbs into a clean flowerpot.

Bring out the flowerpot with the cookie "dirt" and pour it on a table.

Ask:

● **Why would anyone eat dirt?** (They're crazy; they don't know any better.)

Take a handful of the dirt and put it in your mouth. Make a face like you really don't like the dirt, but eat it anyway.

Say: **This stuff's really good! Try some!**

See if you can convince anyone to eat dirt with you. After a few try it, or if no one is willing, admit you're eating cookie crumbs.

Ask:

● **How are we tricked into believing good is bad or bad is good?** (People say it's narrow-minded to tell someone they're sinning; we see so much premarital sex in the media, it seems okay now.)

Say: **When we start believing lies, it's hard to recognize the truth. Let's practice telling and believing the truth right now!**

Have each student take a handful of cookie crumbs.

Say: **Go up to others in the room and say, "I've got some dirt on you. I hear you're (blank)." Fill in the blank**

with a positive statement about that person; for example, "I hear you're a great encourager," or "I hear you've got a great sense of humor." Then pour some of your dirt in that person's mouth. Continue until you've used up all your dirt.

Close in prayer thanking God for leading the fight against lies and asking God to protect students from the forces of evil.

### OPTION 2: GOD'S ARMY

Have students form a huddle. If your group has more than 12 members, form two huddles.

Say: **Fighting against evil, whether in the form of demons or not, is difficult to do alone. Let's be a team and fight the enemy together.**

Name one person in the huddle and complete the sentence, "One way (student's name) makes our team stronger is (positive action this person does)." For example, you might say, "One way Lynn makes our team stronger is by having a positive attitude in rough times." Have a couple of other students complete the sentence about the same student. Continue this process until all students have been affirmed by several others.

Have students remain in the huddle, saying short prayers asking God to help them fight evil forces around them.

### If You Still Have Time ...

**Would I Lie to You?**—Brainstorm ways people are led into sin by deception and what can result from following the lie; for example, some people make drugs look glamorous, but drugs can lead to crime, death and broken families.

**Demonic Influences**—Read the following statements and have students say whether they agree or disagree. Discuss opinions together and have students back up their opinions with scriptures from the lesson if possible.

- Demons are real.
- Horoscopes are from the devil.
- Fortunetellers and psychics get their information from demons.
- Demons aren't really evil; they just think it's funny to get us into trouble.
- Trying to talk to spirits through Ouija boards or séances is just a fun game.

Scriptures students may find helpful:

Deuteronomy 18:9-13

Matthew 13:24-30, 36-43

John 8:42-45

1 Peter 5:8



# SATAN, INC.



1

Circle three of the words found below that you think of when you hear the word *Satan*.

- |           |            |           |
|-----------|------------|-----------|
| Spooky    | Harmless   | Liar      |
| Horns     | Tricky     | Enemy     |
| Ugly      | Rebellious | Hell      |
| Occult    | Evil       | Pitchfork |
| Powerful  | Unreal     | Demons    |
| Halloween | Black      | Ungodly   |

2

Place an X before each of the following things that you believe are satanic.

- |   |  |
|---|--|
| <input type="checkbox"/> Horoscopes       | <input type="checkbox"/> Ouija board playing                       |
| <input type="checkbox"/> Halloween        | <input type="checkbox"/> Heavy metal music                         |
| <input type="checkbox"/> Witchcraft       | <input type="checkbox"/> Spirit guides                             |
| <input type="checkbox"/> Fortune-telling  | <input type="checkbox"/> Fantasy games like "Dungeons and Dragons" |
| <input type="checkbox"/> Horror movies    | <input type="checkbox"/> Drug use                                  |
| <input type="checkbox"/> Séances          | <input type="checkbox"/> Crystals                                  |
| <input type="checkbox"/> Levitation games |  |

3

Our church believes that . . . (Check [✓] the one closest to your church's belief.)

- Satan does not exist.
- Satan exists but is not a threat to Christians.
- Christians must take Satan and his demonic influence more seriously.
- Christians must worry about Satan all the time.

4

Oscar usually arrived home two hours before his parents did. He spent the time doing homework or going to his friend Leo's house. They usually played video games and ate junk food. Today Leo showed Oscar a present from his uncle. It was an Ouija board. "Let's play," said Leo. "My uncle says it knows everything."

What do you think Oscar should do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5

Read the following Scriptures and write out what you think each has to say about standing against Satan.

Ephesians 6:10-18 \_\_\_\_\_  
\_\_\_\_\_

1 Peter 5:8, 9 \_\_\_\_\_  
\_\_\_\_\_

James 4:7 \_\_\_\_\_  
\_\_\_\_\_

# SATAN, INC.

## Topic: Satanism

### Purpose of this Session:

C. S. Lewis wrote in *The Screwtape Letters*. There are two equal and opposite errors into which our race can fall about the devils. One is to disbelieve in their existence. The other is to believe and to feel an excessive and unhealthy interest in them.\*\* It is the intention of this TalkSheet to do neither, yet the tendency has been to err on either side when talking with people about **satanism**. The discussion that takes place should not focus upon the gory details of **satanic** rituals and worship but must address the realities of **satanic** involvement by today's high school youths. Use this TalkSheet to generate a balanced discussion on the reality of Satan in today's **world**.

### To Introduce the Topic:

One way of quickly introducing this topic is to ask the group members to name all of the movies that contain demonic or satanic themes. You can then point out the growing trend in our culture toward the satanic.

A humorous way to begin this session is to ask two or three of the young people to create a skit. They may want to pattern the skit after the now classic "Church Lady" from *Saturday Night Live* or create their own original skit.

### The Discussion:

**Item #1:** Write the word *Satan* on the chalkboard or on a large piece of newsprint. Ask the group members to list all of their responses. State that you would like to discuss satanism and the demonic in a mature manner without putting others down.

**Item #2:** On a chalkboard or on a large piece of newsprint, place two headings—"Fact" and "Fiction," with a vertical line drawn between them. Brainstorm a list of truths about Satan under the "Fact" heading and a list of falsehoods about Satan under the "Fiction" heading.

**Item #3:** You can expect a wide range of answers on this. Allow the group members time to debate **their** responses. Do not allow the debate to polarize the group, especially over the issue of heavy metal music. The point of the debate is for the group to hear different people's opinions regarding the influence Satan has in our everyday lives.

**Item #4:** Again you can expect a wide range of answers on this, even from those who attend the same school. This is not an attempt to discover who has the biggest problem with satanism, so do not permit names or gruesome details to be mentioned. The objective is to find out to what extent satanism is a problem. Follow up with the question, "Why do you think satanism is such a growing phenomenon?"

**Item #5:** These statements should generate some good, healthy debates. Have the group members share their opinions on each one and give reasons why they feel the way they do. See if the group can come to a consensus of opinion regarding Satan's influence on today's high **schoolers**. Focus the discussion not only on satanic activities like **Ouija** boards or witchcraft, but also on how Satan and evil attempt to subvert the work of Christ in today's world.

**Item #6:** This activity provides you with the opportunity to discuss how Christians can resist and thwart the work of the Adversary. Divide the young people into small groups and have each group take a different passage of Scripture. Allow enough time for them to reach a consensus on what they think the passage has to say about how a Christian should respond to the Devil. Each of the small groups can then report back to the group as a whole.

### To Close the Session:

Explain to the group that one of Satan's strategies is to convince people he does not exist. The other strategy is to convince people he is real and that he can provide them with power. This is appealing to some young people, especially those who feel powerless. But this power is false and empty. Only the one true God has the power for living. Emphasize the reality of Satan and the evil work he and his demons are carrying out in today's world. This can be effectively and quickly done by pointing out some of the names the Bible has given Satan: accuser (Revelation 12:10), enemy (1 Peter 5:8), evil one (1 John 5:19), liar (John 8:44), and tempter (Matthew 4:3). Also emphasize that Christ came to destroy the work of the Devil (1 John 3:8), that Christ has rescued us from Satan's power (**Colossians** 1:18), and that the Christ who dwells in every Christian through the Holy Spirit is greater than Satan (1 John 4:4).

### Outside Activity:

Have the group search the Scriptures for examples of how biblical characters dealt with Satan.

\*C. S. Lewis, *The Screwtape Letters* (New York: Macmillan, 1959 and 1961),

Preface.

# SATAN, INC.



**1** Write down the first word that comes to your mind when you hear the word *Satan*.

\_\_\_\_\_

**2** How much truth is there in the fictional movies we see about Satan and demons?

\_\_\_\_\_  
\_\_\_\_\_

**3** Before each of the following words, write the letter **H** (Satan heavily involved), **S** (Satan somewhat involved), or **R** (Satan rarely or never involved).

- a. \_\_\_\_\_ Dating
- b. \_\_\_\_\_ Drug use
- c. \_\_\_\_\_ Heavy metal music
- d. \_\_\_\_\_ Movies
- e. \_\_\_\_\_ Halloween
- f. \_\_\_\_\_ Astrology
- g. \_\_\_\_\_ A Christian's daily life
- h. \_\_\_\_\_ Fantasy games ( "Dungeons and Dragons")
- i. \_\_\_\_\_ Fashion

**4** How involved are teenagers at your school in each of the following? (Circle the number.)

	LITTLE				LOTS AND LOTS				
	1	2	3	4	5	6	7	8	9
Horoscopes	1	2	3	4	5	6	7	8	9
Tarot card reading	1	2	3	4	5	6	7	8	9
Wearing satanic graffiti	1	2	3	4	5	6	7	8	9
Ouija board playing	1	2	3	4	5	6	7	8	9
Fantasy game playing	1	2	3	4	5	6	7	8	9
Magic	1	2	3	4	5	6	7	8	9
Witchcraft	1	2	3	4	5	6	7	8	9
Séances	1	2	3	4	5	6	7	8	9
Crystals	1	2	3	4	5	6	7	8	9
Spirit guides	1	2	3	4	5	6	7	8	9
Fortune-telling	1	2	3	4	5	6	7	8	9

**5** What do you think? **A = AGREE**    **NS = NOT SURE**    **D = DISAGREE**

- |   | A | NS | D |
|---|---|----|---|
| a. Satanic involvement on the part of today's teenagers is a fad.   | — | —  | — |
| b. Satan and demons are the creation of superstitious imaginations.   | — | —  | — |
| c. Dabbling in the satanic (Ouija boards, tarot cards, and so on) is relatively harmless.                               | — | —  | — |
| d. The satanic themes found in heavy metal music are gimmicks of rock groups to increase the sales of their recordings. | — | —  | — |
| e. Christians do not take Satan and his demonic influence upon them seriously enough.                                   | — | —  | — |
| f. A Christian can be attacked by demons.   | — | —  | — |

**6** Christians can stand against Satan by . . .

Ephesians 6:10-18 \_\_\_\_\_

1 Peter 5:8, 9 \_\_\_\_\_

James 4:7 \_\_\_\_\_

Talk sheets  
Parent Ministry

9 50/7

Date Used: \_\_\_\_\_

Group: \_\_\_\_\_

## THE DARK SIDE

### Topic: Satanism and the Occult

#### Purpose of this Session:

Most adolescents are not satanists, so why should parents talk about satanism and the occult? Because most adolescents are influenced by the satanic. The teenagers involved in your ministry all have satanic stories. They might be stories from movies they have seen or from druggies at school who write satanic graffiti on their notebooks. Use this TalkSheet to discuss satanism and the occult with your parents.

#### To Introduce the Topic:

Tape record a number of teenage opinions regarding the satanic. You can quickly get several opinions by going to your local mall. Ask the young people what they believe about Satan, Ouija boards, satanic heavy metal music, slumber party games like "Bloody Mary," or fantasy role-play games like "Dungeons and Dragons." Play the tape for the parents and ask what they learned from hearing it.

#### The Discussion:

**Item #1:** Have some volunteers share their words and explain why they chose them. Then ask why the satanic would appeal to some teenagers. After they share their ideas, explain to the parents that some of the appeal is for the promise of power the satanic provides. Teenagers who feel powerless—disenfranchised from school life, home life, and their community—often turn to groups with satanic involvement because it boosts their self-image. One 16-year-old said, "A Satan worshipper told me I was worthy of Satan."

**Item #2:** Each of the activities listed contain the satanic. There are four different levels of involvement with satanism and the occult. First are the fad followers, which is a label that describes young people who get involved because it happens to be the thing to do. They are usually unaware of an activity's occult background. For example, a kid who plays the game "Bloody Mary" at a sleep over or who watches a horror movie involving the satanic or who listens to a satanic heavy metal song is a fad follower. This describes most teenage involvement in the occult. Parents need to realize that kids do not start out as Satan worshippers but that involvement in the occult is progressional. Kids are attracted to it by these fad activities. Second are the dabblers or kids attracted to experimentation with various activities on a sporadic basis. They have not yet committed to satanism or the occult, but they dabble in it. Perhaps they will check out the Satanic Bible from their public library, attend a séance, write satanic graffiti on their notebooks, or maybe get involved in observing a satanic ritual. This stage is often a by-product of drug use. Then there are the more committed. These kids know one or more young people who are involved quite deeply in the occult. The involvement of these more committed kids is on a regular basis, and they are attempting to recruit others into the fold. They will vandalize churches, sexually abuse others, and commit any number of crimes. Finally there are the hard-core satanists. These can be teenagers, but they are often older adolescents or adults committed to evil.

**Item #3:** Use this as an opportunity to discuss what the Bible and your church teaches about this topic. Quote C. S. Lewis who wrote in *The Screwtape Letters*, "There are two equal and opposite errors into which our race can fall about the devils. One is to disbelieve in their existence. The other is to believe and to feel an excessive and unhealthy interest in them."

**Item #4:** Debate any of the statements that cause disagreement. Pay extra attention to the statement "A Christian can be attacked by demons." Here parents need to be told what your church teaches about demonic oppression.

**Item #5:** Explore each of these passages and how they relate to parenting adolescents.

#### To Close the Session:

Point out that this discussion was meant to educate parents about this dangerous and scary phenomenon. What you want to emphasize most is not the sensationalism but the attraction of the occult and the satanic. Satanism promotes a philosophy of "if it feels good, do it." Combine this hedonism with the promise of power and control as well as a belief that evil is really good and you have a frightening religion. Having a basic knowledge of how the satanic attracts teenagers can help your parents better communicate with their sons and daughters about the lure of the occult. Parents have many teachable moments to talk with their teenagers about satanism. For example, Halloween is an opportunity to discuss evil, and a TV commercial for a satanic-oriented movie can prompt a talk about the reality of satanism in the teen culture. Brainstorm other opportunities parents have to talk with their teenagers about this issue.

\*C. S. Lewis, *The Screwtape Letters* (New York: Macmillan, 1959 and 1961), Preface.

# THE DARK SIDE



**1**

The first word that comes to your mind when you hear the word *Satan* is . . .

\_\_\_\_\_

**2**

Place an X before each of the following that you believe are satanic.

- |  |   |
|--|---|
| <input type="checkbox"/> Horoscopes  | <input type="checkbox"/> Fortune-telling                            |
| <input type="checkbox"/> Ouija board playing                                 | <input type="checkbox"/> Halloween                                  |
| <input type="checkbox"/> Heavy metal music                                   | <input type="checkbox"/> Witchcraft                                 |
| <input type="checkbox"/> Spirit guides                                       | <input type="checkbox"/> Wearing satanic graffiti                   |
| <input type="checkbox"/> Levitation games                                    | <input type="checkbox"/> The Satanic Bible                          |
| <input type="checkbox"/> Horror movies                                       | <input type="checkbox"/> Drug use                                   |
| <input type="checkbox"/> Séances   | <input type="checkbox"/> Crystals                                   |
| <input type="checkbox"/> Tarot card reading                                  | <input type="checkbox"/> Magic                                      |
| <input type="checkbox"/> Demon games like "Bloody Mary"                      | <input type="checkbox"/> Rituals like animal sacrifice/bloodletting |
| <input type="checkbox"/> Fantasy role-play games like "Dungeons and Dragons" |   |

**3**

Our church believes that . . . (Check the one closest to your church's belief.)

- Satan does not exist.
- Satan exists but is not a threat to Christians.
- Christians must take Satan and his demonic influence more seriously.
- Christians must worry about Satan all the time.

**4**

What do you think?

- a. Satanic involvement on the part of today's teenagers is a fad.
- b. Most teenagers are not involved in the satanic.
- c. Dabbling in the satanic (Ouija boards, tarot cards, and so on) is relatively harmless.
- d. The satanic themes found in heavy metal music are gimmicks of rock groups to increase record sales.
- e. Christians do not take Satan and his demonic influence upon them seriously enough.
- f. A Christian can be attacked by demons.

AGREE

DISAGREE

___	___
___	___
___	___
___	___
___	___
___	___

**5**

Christians can stand against Satan by . . .

Ephesians 6:10-18 \_\_\_\_\_

1 Peter 5:8, 9 \_\_\_\_\_

James 4:7 \_\_\_\_\_