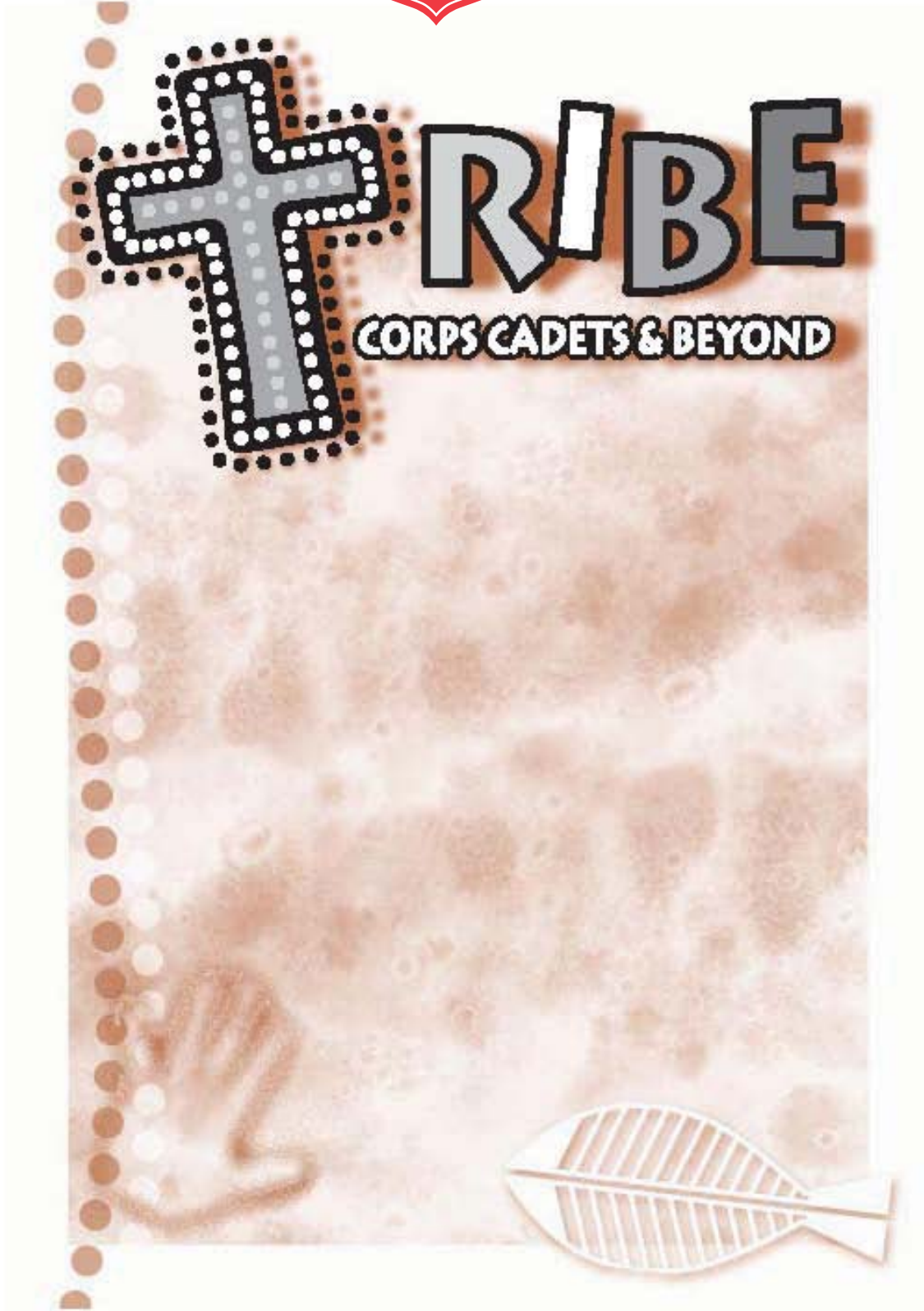




CROSS RIBE

CORPS CADETS & BEYOND



Unit 1



A LEADER'S AIM & PRAYER

I am discipling young people so that they can say, 'I acknowledge Jesus as my Saviour and Lord.'

I know that they will watch my life. Help me to live so that they only see Jesus in me.

I will study God's word so I can present its great truths faithfully and well.

SAFETY AND CARE

Carelessness is the opposite of loving. True care will be anticipatory (thinking ahead and being responsible), pro-active (their concerns are my concerns) and personal. The most important thing is not the program – it's the person. So keep your ministry safe! Don't assume that everything will be OK – build safety and care into your youth ministry.

ACKNOWLEDGEMENTS

Many people have contributed to this publication as writers, editors, layout and design specialists and proof readers and we acknowledge their expertise and input. To God be the glory!

We would like to especially acknowledge the Territorial Youth and Children's Ministries, The Salvation Army, Australia Eastern Territory for their resourcing.

Various versions of the Bible have been used including the Good News Bible (GNB), Contemporary English Version (CEV) and the New International Version (NIV).

Printed January 2010

(Reference Part A 2006 & 2010= Unit 3 AUE)



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LEADER'S NOTES

INTRODUCTION

Welcome to TRIBE! You have chosen a great resource for young people in the 12 to 16 age group who are meeting in small groups within The Salvation Army. Some of your group may be enrolled Corps Cadets and others may be young people not connected with any church. They are attending TRIBE for various reasons and you are holding a tool in your hands that can make an impact on their lives.

In this handbook you will find 20 sessions you can use at any time and in any order. Have a look at the contents page and think about how often you meet and any other events that may be on in the next 6 months that will cut into your group time – things like school holidays, corps events and divisional events. A few of the sessions may go together and others are stand-alone ones. So be flexible and work out how many of the sessions you can fit into a 6 month block and which ones are most suitable for your group.

Each *TRIBE* session has several sections that take you through the teaching material. They are written to last about 45 to 60 minutes and always provide more material than you can use, so you need to carefully plan and prepare.

* **AIM**

What the session is focussing on is spelt out in the aim. Once you are clear about aims, you can prepare in a way that will reinforce the purpose of the session.

* **OBJECTIVES**

These are for your referral only and reflect desired learning outcomes. The objectives state the ways in which the young people's thinking, attitudes or beliefs might be modified or reinforced. Sometimes you may want to concentrate on only one or two objectives and at other times you will be able to work on them all.

* **FROM THE BIBLE**

These will be the main passages included in the *TRIBE* lesson. You need to check out these verses to find out what God has to say on the topic.

* **INSIGHTS FOR THE LEADER**

This is information, advice and so on that may be useful in your preparation and presentation. Sufficient material will be given in order that you have no difficulty in knowing how to answer any questions raised during the session, what the session is about and how to go about conducting the session. Sometimes this is supplemented with side column boxes with LEADER TIPS or NOTES that give specific information.

❖ **GETTING STARTED**

By using one of these warm-up activities at the start of the session, you'll help the group unwind. It will be based around an activity connected with the theme of the session. Sometimes this will lead to a revision of previous work or it will prepare them to tune into the general theme of the session. Try to give a time limit on the starter. The young people should be able to tie this activity into the aim of the session and you can do this under the sub-heading 'Point to make'.

❖ **GOING DEEPER**

By exploring some of the different teaching approaches, you'll find out as a group what the topic is all about. Some of the main ideas will be suitable for large groups; some for small; some for older groups; some for younger groups; some to involve input and some to involve discussion. All should involve interaction. There will always be more teaching ideas suggested than there is time to use, **SO BE SELECTIVE AND FLEXIBLE!** Choose one or more of the teaching approaches, depending on what you want to accomplish. You may have some other ideas to add – just check that you are still true to the aim and objectives.

❖ **TAKING IT HOME**

By this brief summary of the teaching, the young people will be helped to look at how it applies to their living today. This segment also offers a challenge through the Get Involved and Grow strand for the young people to think about how they can do something practical that involves a response from them.

❖ **WORK SHEETS**

Photocopy these for the young people depending on whether they are juniors or seniors. The work sheets have specific activities that arise as part of the session and are a useful tool for feedback on whether you are getting the message across.

Well, now that you have a brief overview of the session format, pray, plan and prepare to lead your group through some exciting times. Think of your young people as unique persons, created and loved by a mighty God who desires the very best for them. As their leader you will want to build meaningful relationships with your group and use the best resources available to help shape their lives. There is help available for you through training and networking with other leaders through your Divisional Youth Secretary. We pray that God will equip you and lead you in this ministry.





GET INVOLVED AND GROW

An important part of nurturing any person in their understanding of the Christian faith is to help them see that Jesus expected us to listen and then obey by doing.

If you love me you will obey my commandments – John 14:15

A great challenge that every leader must present to those they are discipling is that they need to 'get involved' and be committed.

Because of its importance this strand of the TRIBE program is set out at the beginning of this Handbook and is called **GET INVOLVED AND GROW**.

A wide choice of challenges is presented so that every group may choose those that particularly suit their situation – country, city, small or large.

A Your Choice challenge is included because it is always exciting when a group sees a specific need and thinks of a way they can help.

As your group members grow in spiritual discernment you will be able to suggest that they take on a challenge that has appeared to be too difficult or demanding. This will give them the joy of knowing that they can do marvellous things in God's strength.

The challenges are divided into three sections:

1. Get involved in worship
2. Get involved in mission
3. Get involved in training for leadership

As each challenge is listed a short explanation is given for those that are not self explanatory. The suggestions are the same for each year. Following discussion with your group, aim to have each member accept five challenges from each section – every unit (or six months).

Nurturing young people so that they grow to be committed, active members of our corps community is a 'huge' task and one that you as a leader are taking on.

Seek out discipleship partners from soldiers in the corps who will uphold you with their faithful prayers and keep them informed of your needs.

IT WILL MAKE A DIFFERENCE!





GET INVOLVED AND GROW IN MISSION (REACHING OUT IN SERVICE)

Motivation: (Matthew 25 :40 GNB) Whenever you did this for one of the least important brothers of mine, you did it for me.

- ❖ **HELP WITH OPEN-AIR OUTREACH**
- ❖ **BE AN ENCOURAGER**
(e.g. Write or phone somebody who is feeling a bit sad, or who should be thanked for a great job.)
- ❖ **TAKE PART IN THE RED SHIELD APPEAL**
- ❖ **BE INVOLVED WITH THE YOUTH GROUP**
- ❖ **PRAY FOR YOUR FRIENDS**
(Pray regularly for the specific needs that a friend has.)
- ❖ **CARE FOR OTHERS**
(Help someone with a disability with a task they find difficult to do.)
- ❖ **HELP WITH TODDLERS**
(If your corps runs a creche, take part as a helper.)
- ❖ **PARTICIPATE IN A SCHOOL GROUP**
(Find out if your school has any Christian gatherings and join one.)
- ❖ **HELP AT A COMMUNITY WELFARE CENTRE**
(for several hours)
- ❖ **BE INVOLVED WITH CAROLLING/ CHRISTMAS OUTREACH**
- ❖ **BE A FRIEND**
(Chat to a newcomer and introduce them around)
- ❖ **HELP ANOTHER CORPS**
(Be involved in leading a meeting at a smaller corps)
- ❖ **ACCOMPANY A COMMUNITY CARE MINISTRIES WORKER**
(on visitation at a special time such as Christmas, Mother's Day etc)
- ❖ **BRING A FRIEND WHO DOES NOT ATTEND THE ARMY ALONG TO A YOUTH GROUP**
- ❖ **HELP AT THE LOCAL SHOW**
(e.g. distribute literature, help on a stall)
- ❖ **BE A HELPFUL MEMBER OF YOUR FAMILY**
- ❖ **VISIT A NURSING HOME AS A MEMBER OF A GROUP**
- ❖ **HELP WITH OTHER APPEALS**
(e.g. Forty Hour Famine)
- ❖ **MAKE A POSTER FOR A SPECIAL EVENT AT YOUR CORPS**
- ❖ **SHARE A CHRISTIAN BOOK/VIDEO WITH A FRIEND**
- ❖ **DO AN UNEXPECTED FAVOUR FOR SOMEONE**
- ❖ **PREPARE INVITATIONS FOR A SPECIAL EVENT AND HELP GIVE THEM OUT**
- ❖ **YOUR CHOICE**





GET INVOLVED AND GROW IN WORSHIP

Motivation: (Psalm 100:1 GNB) Sing to the Lord, all the world! Worship the Lord with joy; come before him with happy songs

- ❖ **WORSHIP REGULARLY**
(By attendance and attitude)
- ❖ **DESCRIBE YOUR PERSONAL DEVOTIONS**
- ❖ **MEMORISE SCRIPTURE**
(Approximately 6 – 8 verses)
- ❖ **READ THE BIBLE IN A MEETING**
(Prepare beforehand and give the congregation time to find the passage)
- ❖ **REPORT ON HOW A WORSHIP SERVICE HELPED YOU**
- ❖ **REGULARLY WEAR THE CORRECT UNIFORM FOR THE SECTION YOU ARE IN**
- ❖ **TAKE PART IN A SMALL GROUP**
(Singing, playing an instrument, drama or creative dance)
- ❖ **LEAD A WORSHIP SEGMENT AT TRIBE**
(Use a song that helps you worship)
- ❖ **OPERATE THE AUDIO VISUAL EQUIPMENT**
(Overhead projector, Power Point presentations and so on – for four meetings, changing transparencies slides efficiently)
- ❖ **KEEP A PRAYER DIARY**
(List your prayers and tick them as they are answered)
- ❖ **TELL OTHERS WHAT GOD HAS DONE IN YOUR LIFE** (Spontaneous or prepared testimony)
- ❖ **GIVE A CHILDREN'S STORY USING A VISUAL AID**
- ❖ **DESIGN A PRAYER BOOK MARK**
(To help you remember the types of prayers we can pray)
- ❖ **TAKE PART IN A MUSICAL SECTION IN YOUR CORPS**
- ❖ **PRAY PUBLICLY IN A MEETING**
(Write out the prayer beforehand so that you can include all the things you should pray about)
- ❖ **CHOOSE SONGS AND CHORUSES**
(Select 4 – 5 that could be used in a worship service on a given theme)
- ❖ **SPEAK ON A GIVEN TOPIC**
(Have 2 weeks' preparation – use a Bible verse or talk on a famous Christian)
- ❖ **TAKE UP THE OFFERING**
(And explain why giving is a part of worship)
- ❖ **TAKE PART IN A SCRIPTURE PRESENTATION**
(Use drama, mime or creative dance or verse speaking with a visual presentation)
- ❖ **MEMORISE A SONG**
(Choose one with words that help you)
- ❖ **HELP WITH THE PA SYSTEM**
(Indoors or outdoors)
- ❖ **YOUR CHOICE**





GET INVOLVED AND GROW IN TRAINING FOR LEADERSHIP

Motivation: (1 Timothy 4:6 GNB) If you give these instructions to the brothers, you will be a good servant of Christ Jesus.

- ❖ **LEADERSHIP IN THE COMMUNITY**
(Explain what responsibilities you hold e.g. class captain, prefect, monitor, team captain, patrol leader)
- ❖ **HELP TO ORGANISE A MONEY RAISING EFFORT FOR SELF DENIAL/OWSOMS**
- ❖ **LEAD A SONG IN A PUBLIC MEETING**
- ❖ **HELP THE JUNIOR SOLDIER SERGEANT**
(Assist with bronze level Juniors Soldiers for four weeks)
- ❖ **HELP WITH STREET MINISTRY**
(Hand out literature or help on a stall)
- ❖ **ASSIST A LOCAL OFFICER**
(For one month)
- ❖ **REPORT ON THE ROLE AND RESPONSIBILITIES OF A LOCAL OFFICER**
- ❖ **COMPLETE SOME TRAINING IN YOUTH OR CHILDREN'S WORK**
- ❖ **TEACH A CHORUS TO YOUR YOUTH GROUP OR TRIBE GROUP**
- ❖ **ORGANISE AN OUTING FOR YOUR TRIBE GROUP**
(e.g. to a Christian concert)
- ❖ **DEVELOP AN AWARENESS OF OFFICERSHIP**
(Recognise that God calls people to serve Him in full-time work)
- ❖ **HELP TO PLAN A CHRISTMAS PROGRAM**
(e.g. for a nursing home and be involved in presenting it)
- ❖ **LEAD CHORUSES IN A MEETING**
- ❖ **ASSIST WITH THE SETTING UP OR PACKING UP**
(In any section for several weeks)
- ❖ **REPORT ON HOW OUR OFFERING IS USED**
(This may be worked out with the help of the Corps Treasurer)
- ❖ **HELP WITH FUNDRAISING FOR THE YOUTH GROUP**
- ❖ **USE YOUR TALENTS**
(Think about what special talents you have and find out how your gifts could be used for God)
- ❖ **LIST THE LOCAL OFFICERS IN YOUR CORPS**
(Briefly describe their respective roles)
- ❖ **HELP PREPARE SPECIAL GIFTS**
(Ask how you may help the Community Care workers prepare for a special event e.g. Christmas, Mother's Day gifts)
- ❖ **PLAN A MEETING ON A GIVEN THEME**
(Songs, Bible reading, choruses, drama all fitting in)
- ❖ **BE INVOLVED IN SOME FORM OF YOUTH OUTREACH**
(e.g. coffee shop, street theatre)
- ❖ **YOUR CHOICE**



A FEW WORDS FOR YOUTH WORKERS - YES ... THAT'S YOU

George Barna is an American researcher who is known for his nationwide surveys and interviews with teens and pre-teens published in his book *Real Teens* (Regal Books, 2001). This age group born after 1984 (which includes your TRIBE group) is called the 'Mosaic generation' and is said to be 'highly mobile, information drenched, totally connected, decidedly upbeat and dedicated to making a difference in the world around them.'

Barna gives the following suggestions (based on his research) for helping youth workers have positive outcomes in their ministry:

Your preparation for effective ministry to teens should include:

- ❖ Understanding the world of the teenager.
- ❖ Entering your ministry with a worldview (know yourself before you try to know them).
- ❖ Entering with a philosophy of youth ministry (have a clear vision of why you are engaged in youth ministry).
- ❖ Praying daily for each teen in your group by name addressing their individual needs).
- ❖ Finding resources (by calling favours from friends, seeking resources from your corps and developing creative solutions to problems that might hinder effective ministry).

Your performance of ministry duties should include:

- ❖ Intimate involvement (be a friend).
- ❖ Modelling (live the lessons you teach).
- ❖ Experiential learning (learning that is hands-on and interactive).
- ❖ Unapologetic commitment (to loving and serving Christ and to caring for the teens in your group).

(Summarised from *Real Teens* by George Barna, Regal Books, 2001, pages 149 - 155.)

.....

Our job as youth ministry workers is to plant and water and to do that well (1 Corinthians 3:6-7). We're to provide a foundation for faith to grow on. We're to provide a mirror for the faith of our teens. We're to give them spiritual markers where they can look back when re-evaluating their faith and can say at these points, "I know God has been real in my life." Obviously that's a lot for us to do, and parents play a much larger role in this. But we absolutely have our part, too—may we do that part well.

(Brenda Seefeldt, *Youthworker Journal*, Sept/Oct 2005)

.....

GETTING BACK TOGETHER

Here are some suggestions for starting your TRIBE year:

- Make the first meeting informal so the young people feel comfortable together as a group. Have a games night. OR Watch a video together. OR Go out for breakfast / supper as a group.
- Start with the first session on self-esteem by watching the movie *Princess Diaries* (if you think this suits your group). Use the first part of the movie where Mia starts her day feeling lost and unimportant at high school by being greeted by a teacher as 'Lily's friend' and then sat on by a male student. Continue with the teaching from the session and then watch the rest of the movie together.

.....



'GOD DON'T MAKE JUNK'

AIM

To give the young people some understanding of the problems of low self-esteem and how they can deal with them.

OBJECTIVES

As a result of this session the young people will:

- ❖ realise that God loves each one of us unconditionally;
- ❖ have an understanding of their worth as an individual, regardless of ability, looks or popularity;
- ❖ be able to develop a healthy self-image.

INSIGHTS FOR THE LEADER

The problem of low self esteem

So much is said today about self-worth, self-image, self-esteem, that we may feel we know all about it. But knowing about it and experiencing good self-worth, good self-esteem etc. may be two different things.

How do we really see ourselves?

David Seamands (*'Healing for Damaged Emotions'*) refers to low self-esteem as Satan's deadliest weapon. By this low self-esteem, Seamands means 'a gut-level feeling of inferiority, inadequacy and low self-worth. This feeling shackles many Christians, in spite of wonderful spiritual experiences and in spite of their faith and knowledge of God's Word.'

Low self-esteem has a paralysing effect on us. Our potential is not developed and the greatest temptation is to do nothing – not to grow, not to reach out, not to try new ideas and so on.

Adolescents can go in a very short space of time from feeling 'they are the greatest' and can conquer the world to the pits of despair and feeling they are only fit for the rubbish heap.

Furthermore, there is an enormous amount of pressure, on young people in particular, to determine the worth of everything on the basis of strength and performance.

The philosophy which infers that 'might makes right' and 'big is best' also says 'only the strong survive'. 'Survival of the fittest' is often the theme of movies aimed at an increasingly younger group of movie goers. Where does this leave the physically or mentally handicapped, the paraplegic, the slow learner or even the millions of us who are average, ordinary people?

TV commercials in particular continually try to tell us that we must all look 'right' (blond hair, perfect teeth, well built, tanned and able to dance/

SESSION 1

FROM THE BIBLE

Genesis 1:26, 27, 31; Psalm 139:1 - 5, 13; Romans 5:8; John 8:3 - 11.

DEFINITIONS

Self-image: the mental pictures we have of ourselves; the composite image we have of ourselves.

Self-esteem: the accumulated set of evaluations or judgments we make about ourselves e.g. successful/unsuccessful; lovable/unlovable.



CHECKLIST

Choose the Getting Started activity you will use and prepare what you need. The senior one must be handled carefully in the sharing section.

There are four teaching approaches and they should all fit into the time allowed. The first one is a Bible search and ties in with activity 2 on both work sheets. The questions on the junior work sheet are slightly different from the senior ones.

Approach 2 is a discussion that follows on from the Psalm 139 reference in Going Deeper. The words of the song referred to are on the work sheet. If playing the CD remember all the necessary gear!

Approach 3 briefly mentions 2 examples from Scripture.

Approach 4 is in the form of an advice panel. You will need to select the questions most relevant to your group. (Hearing the advice will provide valuable insight as to how your young people view self-esteem!)

surf/ski with precision). It also tells us that we must have the 'right' labels on our clothes!

Another subtle pressure on the minds of young people is the essential nature of **fame** ... (or infamy!) 'You must do or say something which will make your name a household word!'

With the rise of reality TV there is the opportunity for ordinary people to have their 15 minutes of fame, but at what cost? The pressure now is to be on these shows and give up your private integrity to become known.

Helping our young people to have healthy self-esteem begins with the discovery that God's love is not conditional. The common fallacy is:

WHEN I'M GOOD, GOD LOVES ME:

WHEN I'M BAD, HIS LOVE STOPS!

That is, performance gains His favour.

This lie can be subtly reinforced by a misunderstanding of the Army's strong emphasis on Christian involvement (we are saved to serve but our service is done from love for God and others – not to prove our worth).

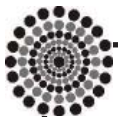
Another discovery or rediscovery which we must encourage is that 'loving your neighbour as yourself' means that you must first of all be able to 'love ... yourself' !! After all, God made us and God never fails.

Try to instil within the young people the realization that despite what we may think of ourselves as we are now, God has planted within our personalities a **potential**. We can sit on it and deny it, or we can learn to recognize it and develop it.

The ultimate way to begin is to **realise** that:

all God requires of us is an **invitation** to Him to become our Helper and a **faithful** attempt on our part to respond to that help.

GETTING STARTED



FOR SENIORS



LEADER TIP

Ideally, they should then share their answers in pairs or perhaps with the whole group. Be careful with this sharing. This session is dealing with good self-esteem. Don't destroy it with a few raucous laughs about each other's dreams. Rather encourage them to say, 'Yes, you could do/become that!'

1. Identikit

Explain to the young people that they are going to create a picture of a well known personality of their choice.

This is activity 1 on the senior work sheet. The picture which they create should be of 'how they imagine this star would see themselves'.

Give an example. When it comes to emotions the star I'm thinking of would say 'I'm as cool as a cucumber', so I'll tick that particular box. Allow them about three minutes to do this by themselves. Several may like to read their completed identikit to the other young people.

Now ask them to choose a second set of answers, but this **time**, their choice should represent the way **they** would like to be, i.e. (an identikit of myself as I'd like to be.)

Allow time for sharing of their answers.

Or

2. Mobile encouragement

Have each young person pin a card on his or her back. Members of the group circulate and write a positive quality for each person on that person's back.

The members sit in a circle, take off their card and read it.

After a general discussion about the way everyone felt after this experience of reading their card comments, each person shares what comment:

- surprised them,
- excited them,
- they disagreed with.

GOING DEEPER

1. Bible search

Read the following passages together. Have the young people discuss the questions in activity 2 on their work sheets as a group and then write a short answer. The final question is to clarify in their minds the truth about God's love. i.e. It does not depend on my conduct or performance.

Genesis 1:26, 27, 31 ... we were made to resemble God (i.e. in God's image).

Psalms 139:1 - 5, 13 ... He knows me better than I do.

Romans 5:8 ... He loved me before I believed.

John 8:3 - 11 ... The healing power of forgiveness.

2. Discussion approach

If you have access to the CD '*All things are possible*' by Hillsong Australia, it would be helpful to play the song '*So you will come*' while the young people follow the lyrics.


If you do not have the CD, have the young people read the words through.

Use it to begin the discussion and follow on with such questions as:

- a. What kind of things have you done or said (either wilfully or innocently) which upset your parents?
 - b. How come they still love you? (This may have to be modified if you have young people from dysfunctional families.)
 - c. Is it essential that a real friend is one who knows both the best and the worst about you and is still your friend?
 - d. Can discussing deep feelings or a personal problem with another person be a cause for embarrassment when you next meet them?
 - e. How can I learn to love how God made me?
3. Each young person in the group has the potential to become all they want to be, if they will allow God to take control of their lives. Biblical examples include Moses, who had a speech impediment and Paul, who apparently was not very handsome and had a 'painful physical ailment' (2 Corinthians 12:7, CEV). If we keep putting ourselves down, God cannot use us.


Emphasize that many times we have a low self-image because we become preoccupied with ourselves. TV and movies cater to this by making us feel inferior because our lives are not as exciting and glamorous as those of celebrities.

The best way to stop thinking negatively about ourselves is to stop being self-centred and to begin putting God and others first. If we care about and try to help others, our self-image will become more positive.



POINT

Whatever we may think of ourselves, whether positive or negative, we can be sure that God loves us. It's normal to feel a bit negative about ourselves sometimes, but in today's session we are going to explore how God wants us to view ourselves – with love!



LEADER TIP

The words of the song are printed on the reverse side of the work sheet.

God created us in His image. He loves us and cares about us and even died for us. For this reason alone, we need to have a high regard for ourselves. 'God doesn't make junk'.

4. Let's ask the experts!

Often adolescents will talk more freely and without embarrassment about an 'unknown' person. They will relate to the needs of such a fictitious case without fear of ridicule about their own shortcomings.

Have young people form a 'panel' to offer advice to the following people whose self-esteem is low because of the problem plaguing them. Other young people could present the problems to the panel.

Examples:

- a. a boy with a bad case of 'zits' or eczema;
- b. a girl who is overweight;
- c. a boy or girl whose parents can't afford to buy him or her trendy clothes;
- d. a boy who feels rejected because he is not good at sports;
- e. a girl who feels rejected because she is failing maths;
- f. a friend whose parents have just split up.

Conclude the panel time with these words:

'As people who belong to Jesus Christ, it is a great privilege to be able to help **somebody else's self-esteem** by saying positive and encouraging things to them. (They may never have had anyone say a good thing about them to their face before!) Praise is infectious! Give it generously! – But be sincere.'

TAKING IT HOME

Self-criticism is destructive and could even be seen as sinful, if we agree that men and women are created 'to be like God'. On the other hand, if we are always heard bragging about ourselves, that can bring rejection by other people. The best way to have the right attitude about ourselves is to remember that we are in the process of being changed into the likeness of our Creator, however He may choose to do that. **All He wants to make you is the best 'you' you can be!**

You have a God given 'potential' – it is up to you to develop it.

FOLLOW-THRU

It is important that the young people are able to grasp the concept that God's love is totally unconditional and that it is not 'sinful' to be happy about the way we are.

As they complete the Bible search and discuss the verses, you will get valuable feedback on how well the young people have understood the teaching.

The juniors could be encouraged to think about the special talents they have and complete the Get Involved and Grow in Training for Leadership challenge in 'Use Your Talents'. Seniors could be encouraged to commence some training in youth or children's work.

Both tasks will help them realise that God can use them because He made them special.



LEADER TIP

This is activity 1 on the junior work sheet.

FURTHER READING

SEAMANDS, David, *Healing for Damaged Emotions*, Scripture Press.

POWELL, John, *Fully Human, Fully Alive*, Tabor Publishing, 1976.

JONES, Bill, *Self Image! Learning to Like Yourself*, Here's Life Publishers Inc., 1988. (A contemporary Bible Study for teens.)



HIGHLIGHTS

- God made me and He doesn't make junk.
- God loved me, even before I believed in Him.
- With God's help I can become the person He meant me to be.

1. These are common worries for young people your age. Choose one of them, or write out another one, and then write out the advice you feel would help the person concerned.

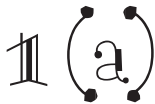
- A boy with a bad case of 'zits' or eczema.
- A girl who is overweight.
- A boy or girl whose parents can't afford to buy them trendy clothes.
- A boy who feels rejected because he is not good at sports.
- A girl who feels rejected because she is failing maths.
- A friend whose parents have just split up.



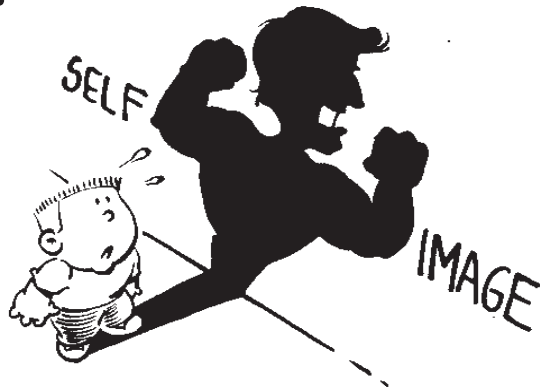


GO! DON'T MAKE JUNK.

Low self-esteem is Satan's deadliest weapon.



For each 'part listed below, tick in the box the answer which fits your choice of personality or movie star best.



Head

- brainbox
- crafty
- sometimes sluggish
- imaginative

Hands

- making things
- writing things
- drawing things
- spoiling things

Heart/emotions

- up and down like a yo-yo
- cool as a cucumber
- fiery
- would cry at anything

Body

- shot putter
- marathon runner
- fighting the flab
- skinny whimp

Pocket

- stony-broke
- in debt
- comfortable
- keeping quiet about it!

With other people

- helper
- leader
- loner
- follower

If you are ill at ease with yourself, you will probably be ill at ease with others.

In action

- determined to change things
- lots of good ideas that never happen
- leave things as they are
- change? Over my dead body!



Now highlight or underline those parts which you would like to become.

You can't love your neighbour as yourself if you hate yourself.



Self-esteem is the set of judgements I make about myself.



Read Genesis 1:26, 27, 31. What do you think 'in the image of God' means?

Read Psalm 139:1 - 5, 13. How well does God know you?

Read Romans 5:8. How important is it that we accept the truth about Jesus Christ?

Read John 8:3 - 11. How do you suppose the woman felt about herself when she was brought to Jesus? _____

Do you think that being forgiven by Him would make her feel any better about herself?

These verses all point to the fact that God _____

Highlight the words that you like best.



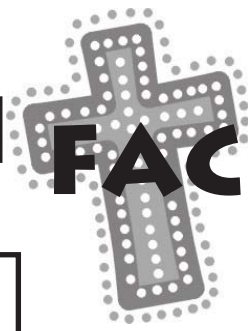
Before the world began you were on His mind,
And every tear you cry is precious in His eyes.
Because of His great love, He gave His only Son;
Everything was done so you would come.

Nothing you can do could make Him love you more,
And nothing that you've done could make Him close the door.
Because of His great love, He gave his only Son;
Everything was done so you would come.

Come to the Father though your gift is small,
Broken hearts, broken lives, He will take them all.
The power of the Word, The power of His blood,
Everything was done so you would come.

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SESSION 2



FACE 2 FAITH

FROM THE BIBLE

1 Peter 3:13 - 18
(There are many verses used in this lesson but this one is a good overall passage.)



CHECKLIST

You will need a 5 - 7 minute video clip for Getting Started No. 3.

For Going Deeper there is only one teaching approach with 3 points. Look up the Bible verses first and choose which ones you will use.

Have a chart or board ready to write up the group members' responses to the introductory questions.

Have some different samples of tracts ready to hand out.

AIM

To equip and empower group members to share the gospel with their friends.

OBJECTIVES

As a result of this session group members will:

- ❖ understand the gospel message;
- ❖ be able to explain it in basic form;
- ❖ know how to find helpful Bible passages and evangelism tools.

INSIGHTS FOR THE LEADER

The Great Commission of Matthew 28:19 - 20 says, 'Go to the people of all nations and make them my disciples. Baptize them in the name of the Father, the Son and the Holy Spirit, and teach them to do everything I have told you. I will be with you always, even until the end of the world.'(CEV)

God wants all of us to be making disciples of the people around us. It is not a job that is simply to be left to officers or missionaries but something each and every one of us needs to go about doing.

Take a look at 2 Corinthians 5:17 - 21. 'This is the wonderful message He has given us to tell others. We are Christ's ambassadors, and God is using us to speak to you.' (2 Corinthians 5:19b - 20a, New Living) Verbally sharing the gospel is the main way God chose to spread the good news of Jesus Christ and we must continue on in the same way.

Most of us, at some point in our lives, will be asked the question, 'What do I have to do to become a Christian?' For many Christians, both young and old alike, being able to clearly share the words of the gospel is something they can only dream about. When faced with this situation we often freeze up and don't even know where to begin. We can feel scared and also inadequate, but at the same time we have a desire to see our non-Christian friends come into a relationship with Jesus. Even though we pray for others to become Christians and invite them along to church and other activities, the gospel still needs to be expressed verbally at some point. If we want young people to be able to share the message of the gospel, then obviously we need to help them learn how to do that.

In a sense, evangelism is a set of skills that can be taught. You can sit down with a group of young people and explain the gospel to them, show them some resources they can use and teach them what to say, but unless they can see other people modelling how it is really done, they won't easily pick it up. In fact, modelling how to share the gospel is one of the most



LEADER TIP

Check out local evangelism events in your corps and other local churches. Get involved and take your group along. Check with other church youth workers / leaders what they're doing.

powerful training tools available to help young people reach their friends for Jesus.

GETTING STARTED

1. Play 'Chinese Whispers'. Have the young people get into a straight line. Start at one end and whisper a Bible verse to the first person in the line. (You might like to find some long or complex verses to try and catch them out!) Here are some suggestions:

- 'You were dead, because you were sinful and were not God's people. But God let Christ make you alive, when he forgave all our sins.' Colossians 2:13
- 'You were saved by faith in God, who treats us much better than we deserve. This is God's gift to you and not anything you have done on your own.' Ephesians 2:8
- 'I told you the most important part of the message exactly as it was told to me. That part is: Christ died for our sins, as the Scriptures say.' 1 Corinthians 15:3

The young people pass on the message one by one to the next person until it gets to the other end of the line. They can only hear it once and then pass what they can remember on to the next person. When it has reached the last person in the line, ask them to tell the others what he/she heard.

Play three or four rounds of 'Chinese Whispers'.

2. Pair off the young people and tell them to take it in turns to tell their partner about the funniest situation they have ever been in, while their partner listens. The listener then tries to remember as much as possible to tell the rest of the group.
3. Choose 5 - 7 minutes of a video clip (e.g., Mr Bean), then ask some really obscure questions relating to the clip. (Make sure you prepare these beforehand.)

GOING DEEPER

Brainstorm these questions and write up a summary. At this point there are no right or wrong answers. This 5 to 10 minutes will give you a better idea of how much the young people understand the gospel themselves.

Discuss:

- Who was/is Jesus?
- What did Jesus want to achieve when he came to earth?
- What are the essentials of the Christian faith?
- What is the gospel message, as you understand it?


If we want to be effective for Jesus, we need to:

1. Know the gospel.
2. Be able to explain it clearly and effectively to others.
3. Live out what we are sharing with others.

Let's take a closer look at each of these three things.

1. Know the facts

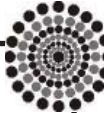
Here are five important points to understand about God's plan of salvation.



POINT

Many of us have a basic idea of what the Bible is about, who Jesus is, what a Christian is and how we should live our lives. You may have been to Sunday School and had religious education classes at school. But how well do you really know the Bible and its message?

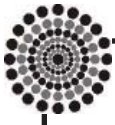
More often than not, we find it is like our game of 'Chinese Whispers' (or remembering the funny situation or the details of the video clip), we hear the message that is shared with us but it goes in one ear and out the other. Then, when we come to share it with others, we can only remember part of the message, if any at all. But if we have taken time to really learn the message for ourselves, when we are asked to share it, we can do so confidently



LEADER TIP

You may find that you don't have time to have the young people look at many of these verses so it would be a good idea to take a look at them yourself before the lesson starts. Verses marked with an * are on the senior work sheet so try to read them together as a group.

Write the 5 titles up as you look at them.



LEADER TIP

Have your group answer these questions in a discussion situation. Bring in any parts in the bracketed answers that they do not mention.



WEBQUEST

There is a website with this online gospel presentation – www.matthiasmedia.com.au. Follow the link to 'Two ways to live'.



LEADER TIP

It may be helpful to have a few different tracts to share around.



LEADER TIP

The young people can draw the following images on the worksheet as you work through this together.



a. Creation

- God created a perfect world (Genesis 1:31a) so He is its ruler.
- God creates each one of us in a marvellous way (Psalm 139:13 - 14*) and He expects us to look after this world (Genesis 1:27 - 28).

b. Sin or rebellion

- Sin entered the world (Genesis 3).

Discuss and define:

- How would you define sin?

(Sin means doing wrong or failing to do what we know is right – James 4:17. It's also ignoring or rejecting God.)

- What happens when we sin?

(Sin separates us from God. Because He is holy and righteous, He cannot even be in the presence of sin – Isaiah 59:2; 64:6.)

- What is the result of sin?

The penalty for sin is death and eternal separation from God – Romans 6:23*.

c. Forgiveness

But God's love is so great that He does not want to be separated from us. So He sent Jesus to take the punishment for us.

Check out these verses and decide what they tell us:

John 3:16*; 1 Peter 3:18; 1 Timothy 2:5; John 14:6.

d. Faith

- We have to do something about God's gift/offer. We can accept or reject it – John 1:12.

- It is God's gift – we never earn it – Ephesians 2:8 - 9*.

e. Relationship

- Accepting God's offer puts us back into a right relationship with Him (2 Corinthians 5:18).

- God will never leave us (Hebrews 13:5b).

- We know we have eternal life (1 John 5:13*).

2. **Have I got that?**

There are many different tracts that might help you explain the gospel to your friends. You might like to have a look around for one that you like that you could put in your wallet and have ready to pull out when you get the opportunity to share your faith.

Here is one explanation that you might find easy to remember – see the following page and the work sheets.

(It is taken from the personal evangelism course published by Matthias Media: *2 Ways to Live – know the gospel, share the gospel*. Used with permission.)

God is the loving ruler of the world (draw crown)

He made the world (draw world)

He made us rulers of the world under him (draw man)

But is that the way it is now?

We all reject the ruler – God (draw crown and cross out)

By trying to run life our own way without him (draw rebel with own crown)

But we fail to rule ourselves or society or the world (draw world under God)

What will God do about this rebellion?

God won't let us rebel forever (draw crown)

God's punishment for rebellion is death and punishment (draw judged rebel)

God's justice sounds hard. But.....



Because of his love, God sent his son into the world: the man Jesus Christ (draw crown, world and letter 'J')

Jesus always lived under God's rule (begin to draw Jesus under God)

Yet by dying in our place he took our punishment and brought forgiveness (draw Jesus' outstretched arms)

But that's not all



God raised Jesus to life again as the ruler of the world (draw crown, world, J)

Jesus conquered death, now gives new life, and will return to judge

Well, where does that leave us?



The two ways to live:

OUR WAY

(draw rebel)

Reject the ruler – God

Try to run life our own way which leads to death and judgement

GOD'S NEW WAY

(draw Christian)

Submit to Jesus as our ruler

Rely on Jesus' death and resurrection which leads to forgiveness and eternal life



Which of these represents the way you want to live?

Allow the young people time to use the work sheet to explain it to the person next to them.

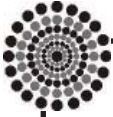
3. Walk the walk

There is one other really important thing that we must do if we want other people to be saved. We must live out what we 'preach'. Watching the gospel being lived out in someone's life is going to make others stop and think, 'Wow, this person is different. I wonder why?' If the Bible hasn't excited us, then there is no reason why we should expect others to want to know about it. But if it is impacting our lives, it will make us more confident that it can do the same for our friends.

God created us in his image and our whole purpose in life should be to reflect the character of God. To do this we need to read and obey the Bible, pray regularly, attend church and mix with other Christians. Then we can grow like Christ and impact our friends through being ourselves.

TAKING IT HOME

We are all called to share the gospel and for most of us, this will be on a person to person basis. Although the task isn't easy, it is a very rewarding



LEADER TIP

There are lots of other books and training courses around about evangelism. You might like to take a look at a couple of these:

* *Contagious Faith* by Dave Rahn and Terry Linhart, Group Publishing, 2000.

* *How to give away your faith* by Paul Little, Intersarsity Press, 1996.

There are also some songs around that fit in well with the theme, especially *I'm not ashamed* by The Newsboys.

privilege that God has given us. To be effective in doing this, we need to rely on God for courage to do something that perhaps doesn't come naturally or makes us feel very nervous. Never forget Philippians 4:13 which says, 'Christ gives me the strength to face anything.'

Remember, too, that your friend probably won't become a Christian overnight. In fact, it may take them years before they even consider it. But that doesn't mean that what you have shared with them has gone to waste. Look at I Corinthians 3:5-9.

We may be the ones who are sharing the gospel, but it is ultimately God that saves them.

REFERENCE

CHAPMAN, John, *Know and tell the gospel*, Matthias Media, 1998.

FOLLOW-THRU

It's important the young people understand the significance and sequence of the drawings of the gospel story and how it might be helpful for them in sharing it with others. They could share the gospel presentation with a friend and count this as the 'Your choice' challenge for Getting Involved and Growing in Mission. They may find it simpler if they first share a Christian book / video with the friend or invite a friend to a youth group.



1. How I feel ...

Have you ever thought about sharing the gospel with someone? What happened?

What scares you about telling others who Jesus is and what he can do for them?

Why do you want to be able to share your faith?

What excites you about the fact that your friends might become Christians?

2. What I believe ...

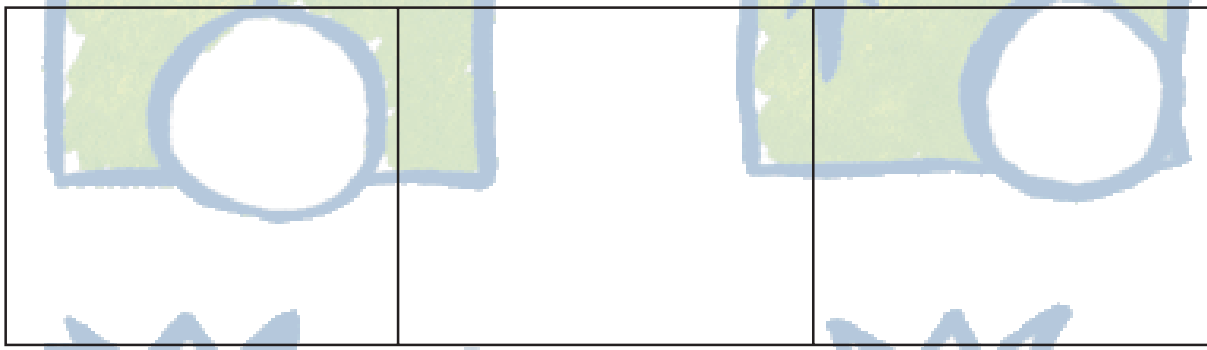
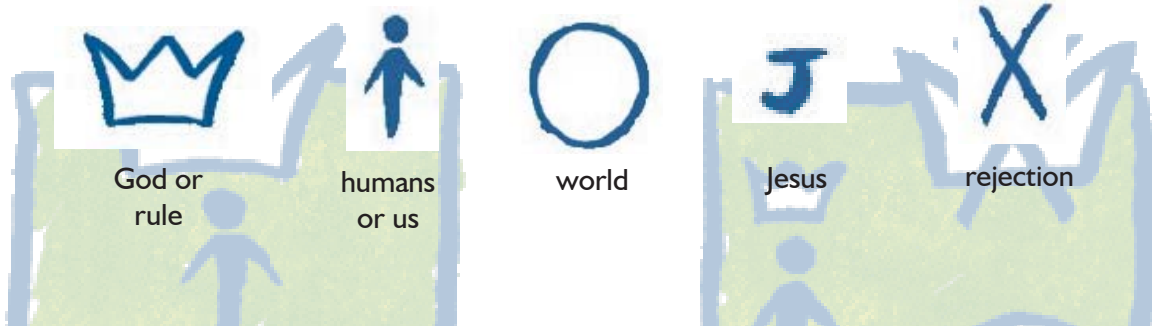
What verse of Scripture have you looked at in this session that will help you to answer questions about your faith? _____

Write it out here as you memorise it.

What is the main theme of this message?

3. Telling others ...

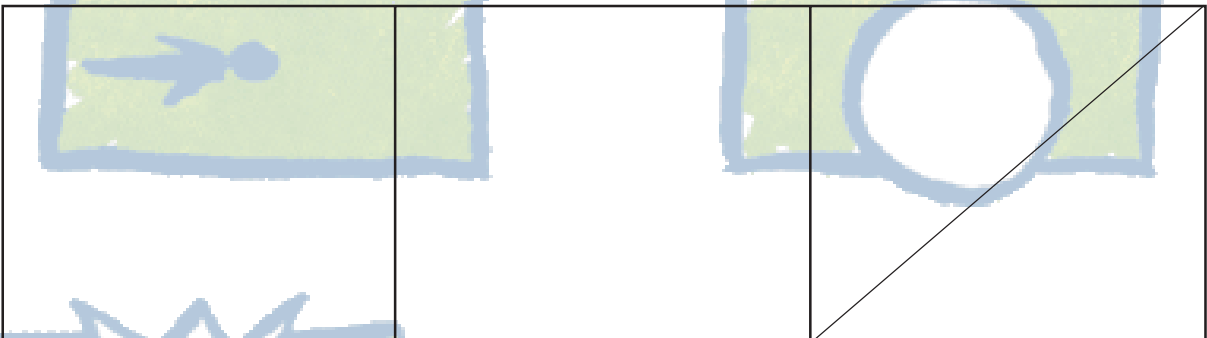
Using these symbols draw in each box a picture that depicts what we need to know about salvation.



God made the world. He made us to look after the world, under Him.

We reject Him as the ruler. We try to rule our own lives, but we fail Him and the world.

Because of His holiness God's punishment for rebellion is death.



God loves the world so much that He sent Jesus who died in our place, allowing us to be brought back to God.

God raised Jesus to life again and made Him ruler of the world. Because He lives, I will live, too.

I can live as a rebel or accept Jesus as my Saviour and King.

How could you use this if someone asked you about God and Christianity?



1. My feelings ...

What excites you about being a Christian?

What scares you about sharing your faith with your friends?

2. My belief ...

What is the gospel message as you understand it?

What is the main theme of this message?

3. Bible facts ...

What is the key message of these verses?

Psalm 139:13 - 14 _____

Romans 6:23 _____

John 3:16 _____

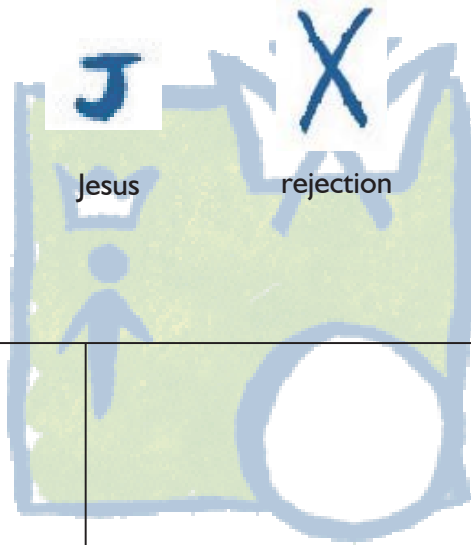
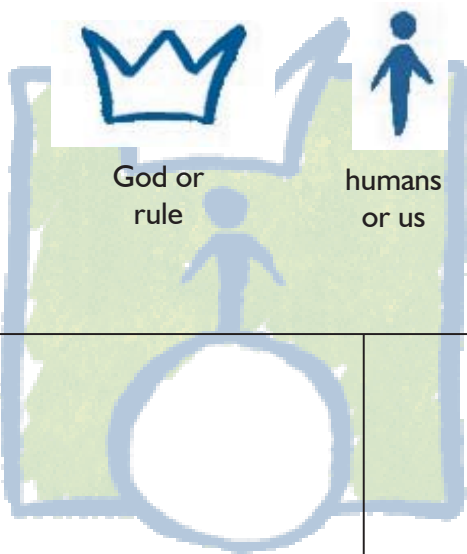
Ephesians 2:8 - 9 _____

I John 5:13 _____

4. Telling others ...

Fill in the missing words from the sentences below.

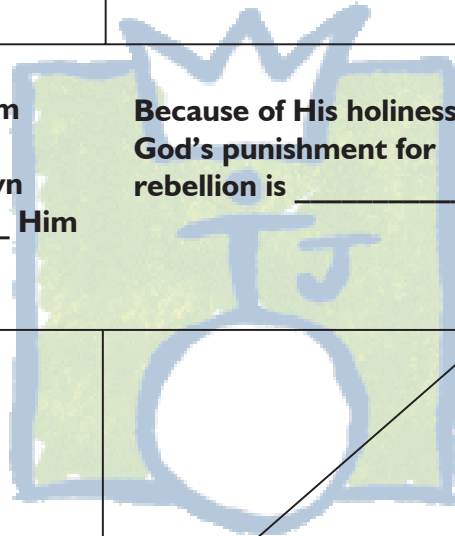
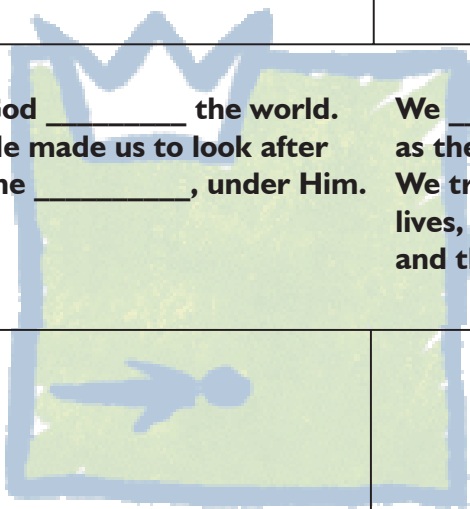
Then using these symbols, draw in each box a picture that depicts what we need to know about salvation.



God _____ the world.
He made us to look after
the _____, under Him.

We _____ Him
as the ruler.
We try to rule our own
lives, but we _____ Him
and the world.

Because of His holiness
God's punishment for
rebellion is _____.



God loves the world so
much that He sent _____
who died in our place,
allowing us to be brought
back to _____.

God raised Jesus to _____
again and made Him ruler
of the world.
Because He lives, I will live,
too.

I can live as a rebel or
accept Jesus as my
Saviour and King.

How could you use this if someone asked you about God and Christianity?



LIVE THE LIFE

24/7

AIM

To help the young people understand that God wants to be part of all areas of their lives including their leisure time.

OBJECTIVES

As a result of this session the young people will:

- ❖ understand that leisure is part of God’s plan for their lives;
- ❖ have some principles to guide their choice of leisure activities.

INSIGHT FOR THE LEADER

This session can be used to remind the young people of the two aspects of how leisure can include God.

1. The need to allocate some time to leisure is essential. There is abundant evidence to prove that our human bodies and minds cannot go indefinitely without having time for re-creation. Physical exercise keeps our bodies healthy (making them ‘fit’ to be God’s temple). Sufficient rest helps to avoid physical and mental burn out and refreshes us for further work. We are not being good stewards of the physical and mental gifts God has given us if we push ourselves beyond our endurance. Leisure, then, can be a means of re-creating ourselves so that we can continue with God’s work.
2. All our leisure activities should honour and please God – whether it is listening to music, watching videos or playing sport.

We must develop principles to guide our leisure time activities and so this session will consider how God can be part of our lives 24 hours a day, 7 days a week.

What about you as a leader?
 Is such commitment possible?
 Does God expect it?
 How do I achieve it?

Leisure and leisure time are not to be treated any differently to the remainder of the day as far as our attitudes are concerned. 1 Corinthians 10:31 tells us to please God in everything we do. (This includes school life, family life, sporting activities, work situations.)

In this session we expand the principle stated by William Booth in ‘*The Training of Children*’. The Founder stated: ‘amusements of the right kind are perfectly consistent with the growth and formation of Christian character.’

This session aims to clarify the phrase ‘of the right kind’ and put the whole question into perspective.

SESSION 3

FROM THE BIBLE

1 Thessalonians 5:12 - 17 – What God wants from us.

1 Timothy 6:17 – God generously gives us everything for our enjoyment.

John 10:10 – ... life in all its fullness.

Psalms 16:11 – ... your presence fills me with joy and brings me pleasure for ever.

Psalms 31:15 – I am always in your care.

Ephesians 5:15 - 16 – Be careful of how you live. Don’t live like ignorant people, but like wise people. Make good use of every opportunity you have.

Romans 14:21 – The right thing to do is to keep from ... doing anything that will make your brother fall.

Isaiah 58:13 – ... respect the Sabbath as a joyful day of worship ...

CHECKLIST



Have pens and work sheets ready for the first Getting Started activity. The other starter suggests inviting a Christian sports person to come and talk to the young people. If you are able to do this, give your guest a copy of the session notes so he/she knows what your emphasis will be. Or use the sports edition of the Jesus video.

The Going Deeper progresses from how Christians see the whole of their lives to discussion relevant to everyday issues the young people face in choosing leisure activities. The teaching finishes with the study of Bible verses on the area of leisure. Make sure you are familiar with the Bible references so that you can guide the discussion if it comes to a standstill. There are no right or wrong answers for many of the discussion points. What we need to stress is that when making our choices we should decide first that what we do will please God.

Background

The following extract from 'Biblical Ethics' by Robertson McQuilkin gives a basis to today's teaching.

LEISURE

"Leisure time, granted to the privileged few in our world, also should be spent to God's glory. It is not legitimized merely by being morally innocent. Leisure is a trust to be invested in nurture of family, service to the church, ministry to the needs of others, and recreating one's own physical, psychic, and spiritual resources.

Robert K. Johnston holds that true play must have no end or benefit in view. But since he does not prove this position from biblical data, I conclude that play with no end in view cannot be proved on biblical grounds as either desirable or undesirable. But if play results in benefit to someone, it does seem more compatible with the scriptural injunction to do everything to the glory of God. For example, a time of sheer idleness can be restorative to a harried spirit, but extended idleness could hardly be justified on biblical grounds when Scripture so strongly condemns sloth. The American average of six hours of television daily can hardly be a responsible use of leisure to bring glory to God and benefit to humankind.

As any involuntarily unemployed person can testify, work is God's good gift to humankind. Though few have attempted to develop a "doctrine of leisure" from the very limited data in Scripture, discretionary time also should be viewed as a precious gift and special trust from God.." (pp391 - 392).

The Salvation Army Positional Statement on the use of Sunday for leisure says:

'Sunday is the day on which Salvationists especially enjoy opportunities for worship and witness. The Salvation Army accepts that the observance of a day of rest is taught in the fourth commandment (Exodus 20:8 - 11) and confirmed by the example and teaching of Jesus. In its recognition of Sunday as this day of rest, The Salvation Army aligns itself with what came to be the custom of the early Church in joyful celebration of Christ's resurrection.

The Salvation Army affirms that all people need a balance of work and rest. Rest is needed on a regular basis for the maintenance of health.'

At the same time as we remember this, it is also important that we do not adopt a negative attitude about how we use Sunday.

Christians should be known because of what they do rather than what they don't do.

When we are positively and happily serving the Lord then we will not only help our growing young people but also those non-Christians who observe our behaviour and see nothing that hinders them from wanting to join us.

For further reading:

CAMPOLO, T., *20 Hot Potatoes Christians Are Afraid To Touch*, Word Inc., 1988 (especially chapter 10 'Should preachers start preaching against sport?')

CHAPMAN, R. and CLIFFORD, R, *The Gods of Sport*, Albatross Books, 1995.

FIELD, D and TOON, P., *Real Questions*, Lion Publishing, 1982.



WEBQUEST

The official site of the Fellowship of Christian Athletes has some good information on reaching young people involved in sport. It is an American based site but some ideas can be adapted to the Kiwi sporting scene.
www.fca.org

GETTING STARTED

1. The following exercise will show a pattern of leisure activities and possibly how they may have changed in a given time.

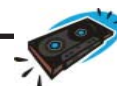
Using the work sheet get the young people to make a list of up to 20 things they really like to do. Some could call out their ideas and others write them down on the worksheet if they appeal to them. Number them down the page leaving a left-hand margin. Once listed, ask the young people to categorise them using the following code and putting it in the left-hand margin:

- ☺ five things you enjoy most
- \$ anything that costs more than \$10 each time
- ♥ for things that parents would put on a similar list
- ⊗ for things you haven't done for 12 months
- A or T against each one, signifying whether you prefer to do it **A**lone, or **T**ogether with someone else.
- ? for anything you feel even a little guilty about
- # for anything you would not have listed 3 years ago.

Allow time to discuss what this reveals about themselves and their leisure patterns. (Discuss what alternatives there are to watching TV or videos.)

2. Have a Christian sports person to visit who plays (semi?) professional sport, to talk about how they show their Christianity on the sporting field and how they cope with pressure to play a game on Sundays. (Or use some of the testimonies in the Bible Society New Testament 'Towards the Goal' or use the *Jesus* video sports edition.)

VIDEO CLIP



The sports edition of the *Jesus* video features testimonies from sports people. Some of these testimonies could be used as the Getting Started activity.



We all have leisure time. We all need leisure time. It re-creates and refreshes both our body and our mind. As Christians we have a responsibility to use our leisure time wisely and in ways that are pleasing to God.

GOING DEEPER

1. **All my life belongs to God**

Discuss this with the young people allowing them to give you their ideas: 'Christians see the whole of their lives, including leisure and sport, as belonging to God.'

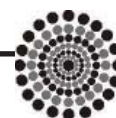
The following questions can be asked to keep the discussion going.

- Does The Salvation Army frown on involvement in sporting clubs?
- Should every Christian be involved in some physical activity?
- Can I witness in my sport?
- Can I be a Christian example to my team members?
- Can I be an encourager to other participants?

2. **Observe the Sabbath and keep it holy**

Sunday is a special day. If we treat Sunday as any other day in the week, then how can it be 'kept holy' as we are commanded in the Ten Commandments? Sunday is the time set aside in the week to remember the resurrection of Jesus Christ. We must recognise that it is God who invites us, on the Christian Sabbath, to be glad, to spiritually take time out to be refreshed and to be reminded that we belong to God and depend on Him for all that we have and need.

LEADER TIP



Select from the Going Deeper suggestions the appropriate section which will most benefit your own group. You may prefer to use it all in a condensed way but there will not be enough time for it all to be discussed.

DEFINITION

Sabbath: The seventh day set aside under the Jewish law for rest from work and for worship based on the pattern set by God at the creation.



LEADER TIP

If you have not already brought The Salvation Army Positional Statement on Sunday observance (as printed in the background notes) into the discussion, now would be a good time to do so.

Read and discuss Isaiah 58:13. 'But first you must start respecting the Sabbath as a joyful day of worship.' (CEV)

We all need to try to keep Sunday special.

3. Choices I must make

If you compiled a list of personal activities in Getting Started, look at these again and refer to them in discussion of the following:

As a disciple of Jesus, I have promised in the Youth Discipleship Commitment that 'I want my life to reflect Jesus in what I think, say and do', and in the Corps Cadet Promise I have promised that 'I will take all precautions to guard my mind against ideas, thoughts and images that are opposed to God's standards'.

Discuss these two guiding principles in choosing what to do with my leisure time.

- What would Jesus do?
- 'Keep your minds on whatever is true, pure, right, holy, friendly and proper. Don't ever stop thinking about what is truly worthwhile and worthy of praise!' Philippians 4:8 (CEV)

Choose some of the following situations and discuss how to apply these principles in your leisure time.

- What is the effect on me of playing computer games/play station/ Nintendo to excess?
- How do I decide what to access on the internet?
- How do I decide what movies are appropriate for me to see?
- Does watching too much TV/videos/movies/ dull the brain?
- Are school discos a good place for a Christian to be?
- My friends are having a party, there will be alcohol and/or drugs there – do I go?
- I love music, how do I choose which groups I'll go to hear or what CDs I'll buy?
- What do I need to think about before I go out with friends from school/work who are non-Christians?
- Should I only join sport competitions organised by the local churches or do I play in district sports?
- I am doing well in my sport and a career in this may be open to me. Should I consider this as an option considering that Sunday competitions will be expected of me?
- Should I miss church to go to a party that means a lot to me?

4. What does the Bible say?

- Psalm 31:14 - 15 says, 'You are my God. My times are in your hands' (NIV). (The Bible instructs us that our commitment to God is full-time.)
- In 1 Thessalonians 5:12 - 17, Paul gives us a list of behaviours that we should adopt once we have committed our lives to God. (Christian commitment does not take breaks, but is for 24 hours a day, 7 days a week, for the rest of our lives. The Holy Spirit will be with us wherever we go. This in itself may be a good indication of whether we should be participating in or attending some activity. Have you been somewhere lately that would cause you great embarrassment if Jesus were to see you there?)
- Psalm 31:15 assures us that we are always in God's care and so He has our welfare at heart. (God knows that we must have some time away from work in order to rest and recreate. He wants us to be fit and healthy.)



LEADER TIP

Have the young people read the verse. Use the material in the brackets as you discuss with them whether the verses can be applied to the choices we need to make in our leisure activities. Hopefully this will lead them to reconsider some of the choices they have just been discussing. These are further guiding principles to living the Christian life 24/7.

- Psalm 16:11 says that God's presence fills us with joy and brings pleasure for ever. (When we are filled with God's presence, we find it a lot easier to decide on our leisure activities.)
- John 10:10 says we are to live life in all its fullness. (Leisure ought to be planned. We submit all our lives to God's direction, so that our leisure time assumes the same sense of positive purpose as the time we spend at work. If my job/school work involves very little physical exercise, then my leisure time should include it. I need to become a whole person in order to live life in all its fullness.)
- 1 Timothy 6:17b – God generously gives us everything for our enjoyment. (God created this world. Does He want us to include enjoyment of His works in our leisure time?)
- Ephesians 5:15 - 16 – We have the freedom to choose our activities but God advises us how to choose. (He warns us to be careful of how we live. Don't live like ignorant people, but like wise people. Make good use of every opportunity we have. The Bible condemns laziness. See Proverbs 26:13 - 16.)
- Romans 14:21 – In our freedom to choose, we must also remember that what we decide also affects others by example, so 'the right thing to do is to keep from ... doing anything that will make your brother fall'. (Can you think of an example of this? You take a friend to a party where there are drugs. You can say 'No thanks!' but your friend can't.)

5. **The best things in life are free**

Don't forget that the best things in life are free. God made sure of that in His creation. How do we find them?

What are some examples of free, healthy leisure activities open to us?

Make a list as your group calls them out.

TAKING IT HOME

We all need to take time to refresh and recreate ourselves. If you need to do so, why not try to get into the fresh air a bit more in the coming week? Observe the world God has given you to enjoy. Use those muscles that have begun to waste away!

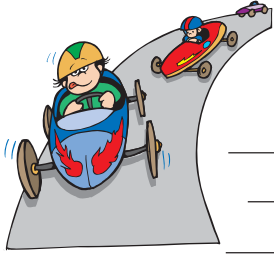
And most of all choose leisure activities that you'd be glad to invite Jesus to join in with you.

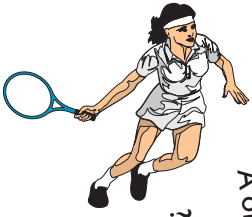
FOLLOW-THRU

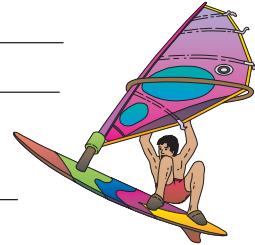
Have your group look at the challenges in Reaching out in Service to be involved with the youth group and consider if more involvement would help them in their choice of leisure activities.

LIVE THE LIFE 24/7

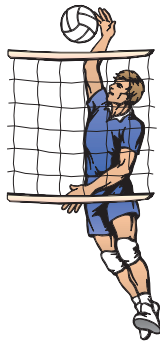
1. Use this page for your Getting Started activity.
 Things I really like to do























Categorise them by using this code:
 ☺ five things you enjoy most
 \$ anything that costs more than \$10 each time
 ? for things that parents would put on a similar list
 # for things you haven't done for 12 months
 A or T against each one, signifying whether you prefer to do it
 Alone, or Together with someone else
 for anything you feel even a little guilty about
 for anything you would not have listed 3 years ago.

HIGHLIGHTS

- A Christian is a Christian 24 hours a day.
- We all need leisure time to be refreshed and 'recreated'.
- We need to make a wise selection of our leisure activities.
- We can glorify and please God by the way we act in all we do.
- Many books, videos and so on do not glorify God and are harmful to my mind and spirit.

JUNIOR

2. Fill in the activities that occur most regularly in these time slots in your week.

MY DAY	sun	mon	tue	wed	thu	fri	sat
UP to 7.00							
7.00 - 8.00							
9.00 - 3.00							
3.00 - 5.00							
5.00 - 7.00							
7.00 - 9.00							
9.00 - midnight							

I probably _____ too much _____
 I'd like to try _____
 I could fit it in by _____

3. Read these statements about Christian behaviour during leisure time. Having thought about your leisure time, tick the ones you will need to watch.

- Computer/television games often take up too much time.
- Sport must never take God's place.
- Television time should be carefully monitored.
- Our leisure must be free of violence.
- A Christian plays fairly.
- Taking part in a sport can be a means of witnessing.
- Rest and recreation are needed to give us strength for service.
- Music can be relaxing and uplifting but it can also be degrading.

2. Fill in the activities that occur most regularly in these time slots in your week.

Laugh every day – it improves your health.

MY DAY

	sun	mon	tue	wed	thu	fri	sat
UP to 7.00							
7.00 – 8.00							
9.00 – 3.00							
3.00 – 5.00							
5.00 – 7.00							
7.00 – 9.00							
9.00 – midnight							

Taiwanese average of cinema attendance per year.

Sports and leisure take up 42.8% of the Guinness 'Book of Records'.

205,000 people attended (199,854 paid) one soccer match in Brazil in 1950.

Highlight the activities that take place in leisure time.
Write out the principles you will use to guide you in your leisure time.



TRULY AND PROPERLY MAN

AIM

To help the young people to understand that Jesus is truly and properly God and truly and properly man.

OBJECTIVES

As a result of this session the young people will have:

- ❖ a better understanding of Christ's humanity;
- ❖ a better understanding of the Christian belief that Jesus was both God and man at the same time;
- ❖ a better understanding of why they can place their trust firmly in Jesus Christ as Lord.

INSIGHTS FOR THE LEADER

This session is based on the biblical teaching expressed in Doctrine 4:

'We believe that in the person of Jesus Christ the divine and human natures are united; so that He is truly and properly God, and truly and properly man.'

Another session will focus on the divine nature of Jesus so this session teaches the human aspect but still needs to be kept in the context of the complete doctrine.

This doctrine is a paradox because it is stating two apparently opposite truths or ideas and then showing that they are not opposed.

To accept this requires every Christian to exercise faith. It is not within the scope of human perception to be able to understand and accept that in one person there can be found TOTAL HUMANITY and TOTAL DIVINITY at the same time.

As we would normally understand it, in one person there can be TOTAL HUMANITY, or in GOD there can be TOTAL DIVINITY. We would not expect that the two could be present in the one person at the same time.

There are some things the human, finite mind cannot understand. We would be God if we fully understood everything. This is why Jesus told us that there are times when we must have a childlike faith.

This does not mean that reason and logic are never to be used by a Christian! But it does mean that when we become cynical – only believing what can be proved and understood – we not only lose our own faith, we can destroy others.

Jesus had some strong words of warning about that in Matthew 18:4 - 7. He says that we should have a childlike faith and just accept some of the more difficult aspects of Jesus' nature. We must take care that we do not confuse our young people with great in-depth discussions that would

SESSION 4

FROM THE BIBLE

1 Timothy 2:5; Philippians 2:6 - 11; Hebrews 4:15 and selected verses from the gospels and epistles.

CHECKLIST

Both Getting Started suggestions are on the worksheet (activities 1 and 3 respectively). Choose which one you will use. For the second one you will need to write out the phrases and place them around the room. You may need reusable adhesive for this.

The 8 human characteristics looked at in Going Deeper 1 are the basis for the Bible search on the worksheet.

Allocate your time so that all material is covered in this session. Try to draw the young people into the discussion in approach 3 helping them to see it is only by faith that we can accept that Jesus is truly God and truly man.

damage their faith.

On the other hand, there may be some older members of the group who feel that 'faith' is childlike stupidity and equate belief in Jesus with belief in Santa Claus. The evidence from biblical stories that show Jesus' divinity and humanity should be well taught.

There is plenty of evidence in the Scriptures that says, without any doubt, that Jesus was God and man, at the same time.

It is the scriptural teaching about Jesus' humanity that forms the basis of this session, and if, during the time available, the relevant Scriptures are studied, then the young people will gain a great deal in their understanding of the two natures of Christ and that these two natures were combined in one person.

The problem of teaching this vitally important doctrine may be realised in a quote from Morris' book *The Lord from Heaven* (see further reading list for details).

'Greek mythology abounds in stories of gods who walked the earth giving the impression that they were men. They looked like men. They acted like men. But when the need arose, they cast off pretence, put forth their powers, and revealed their divinity. They were not really men, but gods in disguise. Some early Christians, the Docetists, (who are not without their modern cousins) thought of Jesus in this way. He was God, looking like man, but not really man.' (p.44)

FURTHER READING

The Doctrine We Adorn, (An abridged study of Salvation Army Doctrines) chapter 3, sections 1, 2, 3 and 4 (pages 25 - 33), International Headquarters, London, 1982.

COUTTS, John, *This We Believe*, chapter 4 (pages 44 - 55), Challenge Books, London, 1976.

MORRIS, Leon, *The Lord From Heaven*, IVP paperback. (A study of the humanity and deity of Jesus Christ).

BAILLIE, Donald, *God Was In Christ*, Faber.

YANCEY, Philip, *The Jesus I never knew*, Zondervan Publishing, 1995.

Salvation Story, MPG Books, Cornwall, 1998.

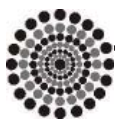
GETTING STARTED

1. Imagine Jesus is presently living here in this community. He attends your school and is the same age as you.

Reassure the group that there are no right or wrong answers. You just want them to try to picture Jesus in today's world and give reasons for their descriptions.

If possible, they might even be able to link their thoughts to situations they know of in the Bible.

- Which group of people would he hang around with?
- What type of clothing would he wear?
- What subjects would he take?
- Where would he go to church?
- What would be his 3 biggest concerns?
- What kind of music would he listen to?
- What would he do after school?
- Would he watch TV / play Nintendo or Play Station?



LEADER TIP


This is activity 1 on both worksheets.

- Where would he be on a Friday / Saturday night?
- Would most of your friends like him?
- Would you hang around with him?

2. Have the sentences from the following list written on separate sheets of paper or cardboard and place them around the room.


Ask the young people to move around reading them and then decide whether they show Christ's divinity or humanity. They will then use the work sheet (activity 3) to write each phrase into the correct column: 'Truly God because . . .' or 'Truly man because . . .'

- He felt sorrow.
- He taught with authority.
- He grew as we do.
- He had authority to forgive sins.
- He felt angry.
- He is omnipresent.
- He needed to sleep.
- He came from heaven.
- He was tempted.
- God acknowledged Jesus was His Son.
- He needed food.
- He had foreknowledge.
- He was expected to obey his parents.
- He claimed to be one with God.
- He died.
- He rose from the dead.



POINT

Our doctrine teaches us that along with other Christians we believe that Jesus was, in a very remarkable way, truly man and truly God. In this session we are going to look at Bible verses that show why we believe this to be so.



LEADER TIP

Make sure your young people have the work sheet to complete activity 3.


GOING DEEPER

I. Bible search

Have your group find and read the following passages one at a time. Discuss with them what it teaches us about the humanity of Jesus.

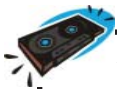
His humanity

- Matthew 26:37 (He felt sorrow)
Jesus' humanity was clearly displayed in the Garden of Gethsemane as He anguished over the pain He knew He was going to bear in the crucifixion. Luke tells us that His anguish was so great that He was sweating drops of blood. This was a real sign of His humanity. (Medical science tells us that terror about a situation can cause the capillaries to burst and blood mingles with sweat.)
- Mark 2:16 (He needed to eat)
There were even times when Jesus' enemies felt that He enjoyed eating too much and condemned His 'feasting with sinners'.
- Luke 8:23 (He needed to sleep)
Jesus worked long hours and spent long hours in prayer, but He still needed the refreshment of sleep. This account shows us that His need for sleep was so great that He fell asleep in the boat.
- Luke 2:52 (He grew as we do)
This verse which follows the visit to the Temple, shows that Jesus went through the same process of growth as we all do.
- Luke 2:51 (He was expected to be obedient at home)
This verse also follows the visit to the Temple. Jesus, the boy, was surprised that Mary and Joseph wouldn't have known He would be in His 'Father's house'. Even though the 'divinity' was there He went home and was 'obedient to them.'



LEADER TIP

Have the young people write their responses in activity 4 on the work sheets.



VIDEO CLIP

The video series 'Matthew' from the Visual Bible shows a 'human' Jesus. You could show some clips from this to emphasise Jesus' humanity.

- f. John 2:14 - 16 (He felt anger)
It may be helpful to point out that Jesus' anger was never on His own behalf or because His feelings had been hurt. This account is of His anger at how the Temple was being misused and He acted strongly to get rid of the wrong practices.
- g. Matthew 4:3 - 4 (He was tempted)
Jesus went through very specific temptations. These verses tell how He was tempted to use His divine power to satisfy His human needs.

It is important that we remember how Jesus was tempted and therefore He knows how we feel when we face temptation.

- h. Mark 15:37 (He died)
Jesus' body was like ours. On the cross He died. The fact that blood and water flowed from His side when the spear was thrust into it shows the complete humanity of His body.

These are just some of the many verses that clearly point to the fact that the Bible teaches that Jesus was truly man.

2. The divine and human natures united in one person – Jesus

- a. In the Lord Jesus Christ, the divine and human natures are united in one person.

He is not two persons, one divine, and one human: neither is He part divine and part human.

When we speak of Jesus as God, we still know that He is truly man. When we speak of Him as man, we remember that He is truly God.

- b. When God the Son became a human being, He gave up all He had and humbly became obedient. (Read 2 Corinthians 8:9; Philipians 2:7 - 8.)
- c. Because He is both God and man, the Lord Jesus Christ is:
 - (i) the one, who, more than any other, has shown us what God is like (Hebrews 1:3);
 - (ii) able to understand the problems and temptations that we daily face (Hebrews 4:15);
 - (iii) our Saviour through whom we have a right relationship with God. (1 Timothy 2:5 – the man Christ Jesus is the only one who can bring God and man together.)

3. Discussion

- a. Can you think why God wanted Jesus here on earth in human form?
How are we helped by knowing that Jesus was human?
How important is Jesus' divinity to Christians?
- b. God wants us all to follow Jesus' pattern for human living.
We can be comforted to know that Jesus understands how hard it is to live according to God's plan.
- c. If Jesus is not truly man, then God has not come right down to us. If He is not truly divine, then He cannot take us right back to God.
How important to us is this belief that Jesus truly came right down to us to take us right back to God?



LEADER TIP

Activity 2 on the senior work sheet can be used here.

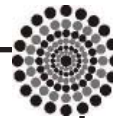
TAKING IT HOME

The evidence from the Bible verses we have read during this session shows us that the Bible teaches that Jesus is truly God and truly man.

We can know Him – not only as our Lord, but as the One who understands our problems because He has been there before us. Daily seeking His help and power will help us to grow like Him.

FOLLOW-THRU

This session could be linked into any of the Get Involved and Grow challenges.



LEADER TIP

Share what Christ the man means to you with your group.

It isn't as important to define Christ in theological terms as it is to share that you know what Christ means to you personally.

TRULY AND PROPERLY MAN

We have four portraits of Jesus in the gospels for his greatness could not be captured in one picture.

1. Jesus is here ... today ... in your community ...

Jesus' favourite description of himself was 'Son of Man'.

- ◆ Which group of people would he hang around with? _____
- ◆ What type of clothing would he wear? _____
- ◆ What subjects would he take? _____
- ◆ Where would he go to church? _____
- ◆ What would be his three biggest concerns? _____

1. _____ 2. _____ 3. _____

- ◆ What kind of music would he listen to? _____
- ◆ What would he do after school? _____
- ◆ Would he watch TV/video hits? _____
- ◆ Where would he be on Friday/Saturday night? _____
- ◆ Would most of your friends like him? _____
- ◆ Would **YOU** hang around with him? _____

2. The Divine Christ did some amazing things to become a human Christ.

In Philippians 2:7 - 8 we see that He _____

In Hebrews 1:3 we see that He _____

Hebrews 4:15 tells us that _____

1 Timothy 2:5 reminds us that _____

Because Jesus was truly human He understands all our fears and concerns.

Working as a carpenter showed Jesus' humanity.

JUNIOR & SENIOR WORK SHEET

3. Put the phrases into the right columns.

Truly God because...

Truly man because ...



4. As you read these verses, write under each reference what it tells us about the humanity of Jesus.

Matthew 26:37

Mark 2:16

Luke 8:23

Luke 2:52

Luke 2:51

John 2:14 - 16

Matthew 4:3 - 4

Mark 15:37



JESUS: PRINCE OF PEACE

AIM

To explore with the young people the significance of Christ's coming in peace to Jerusalem.

OBJECTIVES

As a result of this session the young people should:

- ❖ have some understanding of the significance of Christ's final entry in peace to Jerusalem;
- ❖ be aware of the Old Testament prophecies concerning the coming of the Messiah.
- ❖ consider Jesus' place in their lives.

INSIGHTS FOR THE LEADER

This session is the first in a series on the Holy Week – the week from Palm Sunday till Jesus' death and resurrection. Read through the three sessions to get an overview of the series.

Try to schedule these sessions as a lead up to Easter.

Chorus 409 from *Scripture in Song*, Book 2, 'King of kings ..., Lord of lords ..., Prince of peace ...', may be a suitable chorus to use as part of this trilogy of sessions.

'I'm a 'New Testament Christian'. I don't have much time for the Old Testament. When Christ came, the Old Testament became superseded.' This attitude is quite common and can lead young people into a distorted view of the Scriptures. In this session there is a strong need to emphasise the significance of the Old Testament as a 'beacon' pointing to the coming of the Messiah. Predictions concerning the Messiah are fulfilled by Jesus Christ in the New Testament. Fulfilled prophecy greatly enhances the concept of divine inspiration of the Bible. These two sections of the Scriptures complement each other and form one unified account of God's provision for man. The Old and New Testament both focus on the coming of the Messiah.

The Jewish messianic hopes were varied but were greatly cherished. He would be a prophet like Moses (Deuteronomy 18:15 - 19); He would be Elijah returning to earth (Malachi 4:5 - 6); but above all these ideas – He would be the Son of David. This naturally meant He would be a great king and warrior. Did not David kill Goliath? Every Jew looked for a Messiah who would bring victory, peace and glory to Israel.

Some were prepared to include Gentiles in this hope but others were fiercely nationalistic. A few thought of spiritual restoration but, most of all, the Jews of Jesus' time saw a Messiah who would release them from the much hated Roman oppression. (While Pharisees and Sadducees tried to make the best of Roman rule and the men of Qumran dreamed of the

SESSION 5

FROM THE BIBLE

Zechariah 9:9; John 11:55 - 57; Matthew 21:1 - 11; Luke 19:37 - 44.

CHECKLIST

Read the background material about the Jewish messianic hopes carefully so that you are prepared to answer questions.

For the first Getting Started activity you will need to have the work sheet available for each young person so that they can study the picture of the woman. Use both Getting Started activities if you have time. Arrange for someone not well known to your group to do the task in the second Getting Started.

There are three teaching approaches and they follow on from each other.

If time does not allow for the use of all three, then it would be simplest to leave out approach 3. You may also find that some of the 'Points to ponder' in approach 2 will come up as you complete approach 1 so they will not need to be repeated.

FOR FURTHER READING

DRANE, J., *Jesus and the four gospels*, Lion Publishing.

BARCLAY, W., *Crucified and crowned*, SCM Press, London, 1981, especially chapter 3.

LUCADO, Max., *And the angels were silent*, Word Publishing 1992.

YANCY Phillip., *The Jesus I Never Knew*, Zondervan Publishing, 1995.

POINT

It depends on our perspective how we see things. In this session we want to consider how this can happen.

POINT

Even though we know all the facts, we see things differently to others. Eye witness accounts of an accident are often vastly different. Indeed, a judge is very suspicious if every witness in a case gives EXACTLY the same evidence.

The Old Testament gives many clues and facts about the coming of Jesus Christ. Yet the Jews did not SEE the connection between the predictions and their fulfilments.

mighty intervention of God to deliver them, the Zealots sought salvation more actively. It was they who eventually sparked off the great rebellion which led to the Roman destruction of Jerusalem in AD 70. By the time of Jesus, abortive revolts had already occurred and the people were ready for a warrior leader.) It was no wonder that Jesus was cautious in letting others call Him the Messiah. ('Christ' is the Greek word for Messiah.) Jesus came to a people who, even if their expectations varied, were united in eagerly waiting 'for Israel to be saved'. (Luke 2:25) But none expected it to come by way of a cross.

After the disciples began to realise who Jesus was, He began to teach them how He must die. Such teaching was so foreign to the thoughts on what the Messiah would do that it was only after His resurrection that the disciples grasped the significance of all the events of Easter week.

In this session we look at the first event of the week: Jesus' entry into Jerusalem.

The significance of the choice of a donkey not a (war) horse was that Jesus was coming in peace – He had come to earth on a peace mission. (Zechariah 9:9)

GETTING STARTED

1. Look at the picture in activity 2 on your work sheet. What do you see in the picture? Give time for some views to be expressed.

Clue: There are two women – one old and one young. Which ONE do you see? (It depends whether you look up or down.)

What we saw in the picture depended on whether we looked up or down. Our viewpoint changed what we saw quite dramatically. The crowds in Jesus' time changed the way they saw Him just as dramatically. One day they enthusiastically waved palm leaves and praised Christ as the promised king. Within three days the broad leaves were replaced with a stinging whip and a crown of thorns.

And/or

2. Arrange for someone to run into the room and create a disturbance such as emptying a bin of pieces of paper over the group.

After the person has caused havoc and run out, ask the young people to write a discription of the person, giving as much detail as possible. Read out some of these and discuss why each description is different in some way.

GOING DEEPER

1. **Finding out:**

Did Jesus' entry into Jerusalem have a special significance?

Read the prediction: Zechariah 9:9.

Zechariah, a prophet and priest, made this forecast about 500 years before the birth of Christ.

Read the fulfilment: Matthew 21:1 - 11.

Jesus was 33 years of age when He entered Jerusalem in this way and Zechariah's prophecy was actually fulfilled.

Matthew wrote it in his gospel some 20 years after Christ's resurrection.

People had been trying to make Jesus accept the position of kingship for some time. He had slipped away from the crowd He had just fed. (See John 6:10 - 15.) All the miracles had been impressive but the raising of Lazarus had really convinced the people that He **was** their king.

His popularity with the people made the Jewish leaders hate Him more and so they plotted to kill Him. An uprising by the people would lead to a quick, harsh oppressive retaliation by the Romans. The Jewish leaders would be held responsible for this because, to a certain extent, the Romans allowed them powers of leadership, especially in the religious areas. An uprising by the people could well mean the Jewish religious leaders would lose the power they enjoyed.

Why did Jesus ride a donkey?

Was Jesus giving the Jewish leaders a sign that He came in peace when He chose to ride a donkey? They would fully understand such a symbolic gesture. Some have wondered whether Jesus was giving a sign to the Zealots. It was thought that the Zealots may have pleaded with Jesus to become the leader of their cause. Knowing He was coming to Jerusalem they, too, could have been waiting for a sign from Him.

It is obvious that Jesus knew about the donkey and knew that its owner would be happy to let Him use it.

Why did the people react the way they did?

It's hard for us to picture the scene of people journeying to Jerusalem. We get into our cars to go to celebrations or on our holidays. Many Jews travelled by foot to Jerusalem for the Passover Feast. Jesus himself had made the trip as a boy. (See Luke 2:41 - 42.) It was an annual trip when families and old friends would meet up and walk together along the road, camping overnight if necessary.

There would not be many people making the trip in this particular year who hadn't heard something about Jesus. How quickly Jesus would have become the topic of discussion! People from different parts of the country could have told different incidents they had personally witnessed. How excited they would have been as they heard from each other what Jesus had done in the different towns.

Ask the young people to think about stories that would be told, e.g. 'Did you hear about Jesus healing blind Bartimaeus?', 'And what about Jairus' daughter!', 'He even healed the centurion's servant without going to the house!'

So the crowd's enthusiasm and conviction that Jesus was the Messiah, the Christ, the One to save Israel, grew.

Then, Jesus appeared on a donkey on which the disciples had made a seat by placing their cloaks over its back. It wouldn't have taken much for one to throw his cloak on the ground and another to pull down a palm leaf to wave and these actions were quickly followed by others. No wonder the incident is called the Triumphal Entry into Jerusalem.

2. Points to ponder:

- Jesus intentionally arrived at Jerusalem during the Passover season. Why? (Read John 11:55.)
(Jews from all over the world would be gathered there.)

VIDEO CLIP

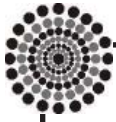


View the triumphant entry on the *Jesus* video.

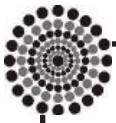
DEFINITION

Zealots: the freedom fighters, the revolutionaries of the Jewish people.

- Many debated whether Jesus would come for the Passover. (Read John 11:56.)
- Many wondered if He could be the Messiah or not. (Read John 12:34.) What clues pointed to Him being the Messiah?
- His power and authority had been witnessed by many and was well known. What had He done? (Read Matthew 11:4 - 6.)
- The Chief Priests and Pharisees planned to arrest Jesus if He came to Jerusalem. What worried them? (Read Matthew 26:5.)
- Jesus rode into Jerusalem on a donkey, the symbol of humility and peace. (Read Zechariah 9:9.) How did this differ from other kings? (Read 1 Kings 20:1.)



FOR SENIORS



LEADER TIP

You could draw up a comparison chart to help show the differences.

3. Comparing the Prince of Peace to a man of violence

a. Christ came in peace.

Have the young people read Luke 19:37 - 44.

Emphasise these points:

JESUS:

- entered Jerusalem in peace
- had no army to protect Him
- was unarmed
- rode on a donkey (the symbol of humility and peace)
- had no war horses
- wept aloud for the city of Jerusalem (verse 41)
- prophesied accurately the destruction of the city of Jerusalem.

(This happened in 70 AD when the Roman army under Titus attacked and plundered the city.)

b. Compare Jesus with Hitler – the man of the 20th century who thought he was to save the world.

HITLER:

- had millions of Jews put to death
- assembled a powerful army, navy and airforce to support HIS acts of aggression
- commanded a ruthless bunch of inhumane thugs (the Gestapo)
- had personal bodyguards
- was heavily armed
- wept for no one, but slaughtered people in cold blood
- prophesied that he would rule the world and lead a master race
- totally failed

Point to ponder: Why was Jesus so concerned for His people? Why didn't they respond to his love and divine authority?

TAKING IT HOME

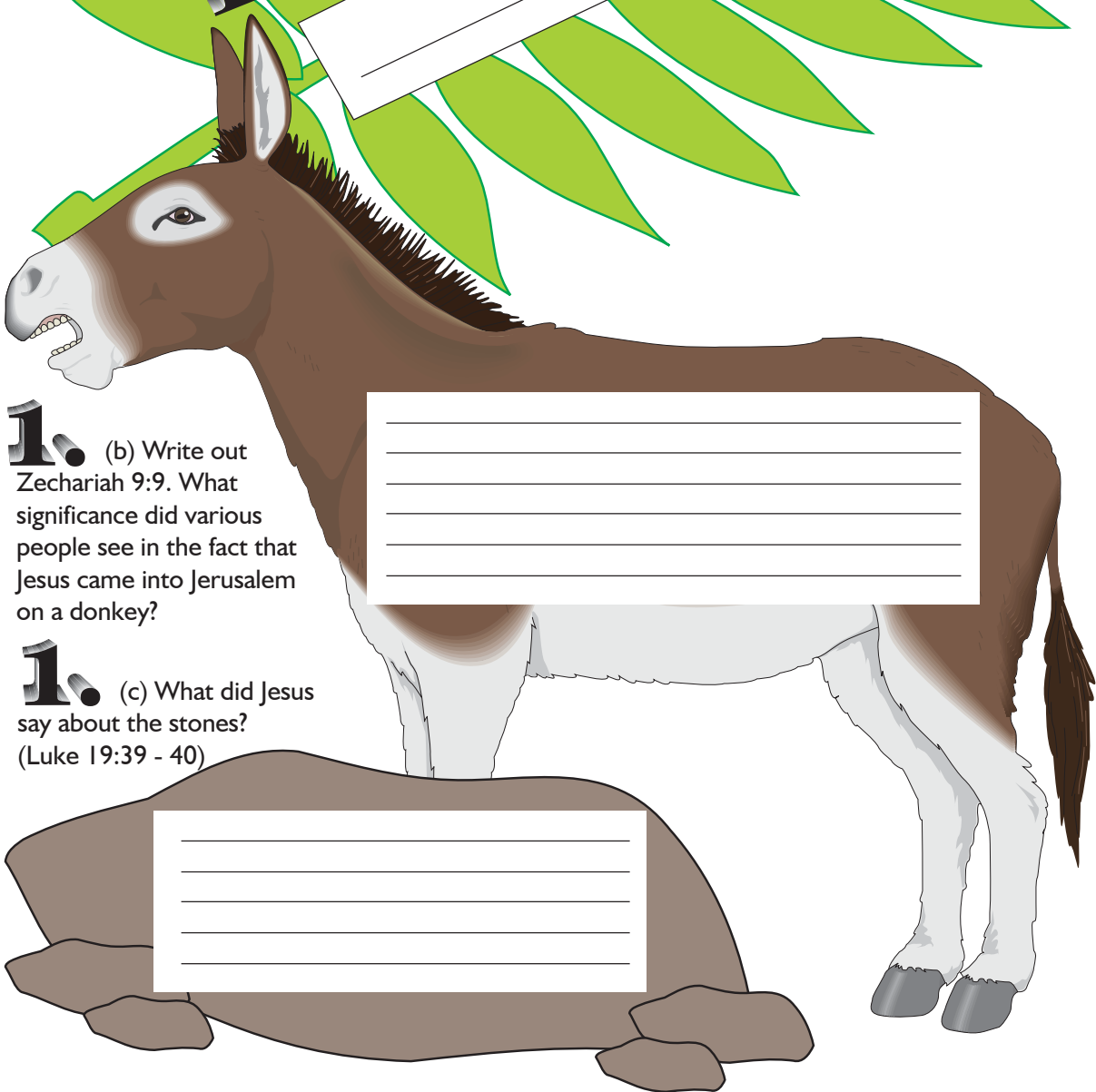
There are many predictions in the Old Testament about the coming of the Messiah. We can see that they declare the coming of Jesus. Each prediction is fulfilled in the New Testament. Even with all the clues to His identity and the events surrounding His life and teaching, many did not accept Him as their Saviour and King. They were expecting a King who would come with a sword and vanquish their oppressors – the Romans. Jesus was the Prince of Peace. He brings pardon, peace and power but He doesn't force any man to accept Him. He asks us to yield our life in trust to Him in a completely voluntary manner. Do we belong to the crowd who welcomed Him with love and praise or those who cried, 'Away with

JESUS - PRINCE OF PEACE!

HIGHLIGHTS

- Jesus fulfilled Old Testament prophecies about the Messiah
- By riding a donkey, Jesus showed His humility and His peaceful intentions.
- Jesus will not force us into a decision to make Him King of our lives.
- We should be aware of the pressure a crowd can bring on us.
- Christ cares for all of us just as He did for Jerusalem.

1. (a) What did the people sing and shout about Jesus? (Matthew 21:9)



1. (b) Write out Zechariah 9:9. What significance did various people see in the fact that Jesus came into Jerusalem on a donkey?

1. (c) What did Jesus say about the stones? (Luke 19:39 - 40)

2.

Blind to the obvious:
How many people can you see?
How easy was it to see two people?

How did you finally perceive them?

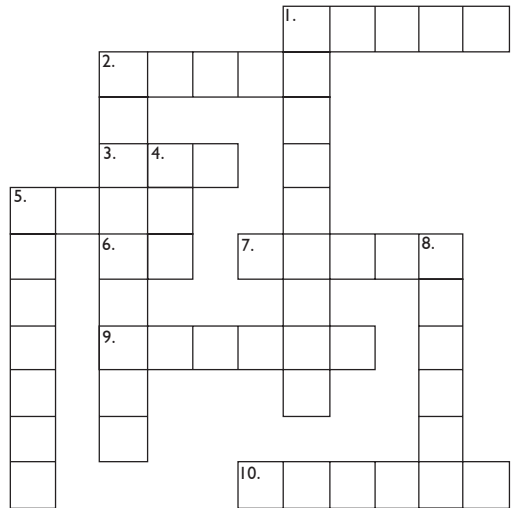


3. crossword

Across

1. Born in Bethlehem in a stable.
2. He was the Prince of _____
3. The animal used by Jesus to enter Jerusalem

5. Some of the Pharisees were _____
concerned about the noise than praising and
greeting Jesus.
6. _____ was a bad day for Jerusalem when they
rejected Jesus.
7. The crowd waved these as Jesus entered
Jerusalem.
9. The time of the year to celebrate Jesus'
resurrection.
10. The Greek word for Messiah.



Down

1. Jesus rode into _____ in triumph (Luke 19:28).
2. These people were upset because of Jesus' popularity.
4. The Priests and Pharisees were _____ in their ways.
5. The Jews did not recognize Jesus as the _____
8. Luke 19:40 'If they keep quiet, the _____ will shout'.

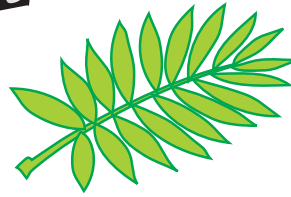
Some people say:



but I say



JESUS - PRINCE OF PEACE!



1. (a) What events took place during the Entry to Jerusalem that you consider show that Jesus is the Prince of Peace?

Zechariah spoke of the Messiah riding on a donkey in about 500 BC.

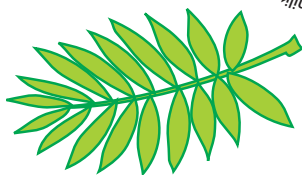
1. (b) Why did Jesus weep as He looked over the city of Jerusalem?



Jerusalem was completely razed to the ground in AD 70.

1. (c) What do you think Jesus meant when He said the stones would shout if the people stopped praising Him?

Many people turned away from Christ when He would not lead them to war.



The strange thing about humility is that as soon as you claim to have it, you lose it.

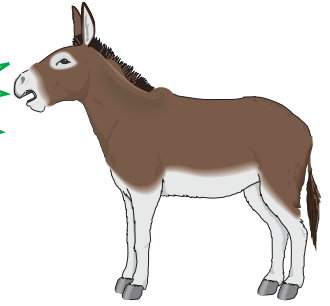
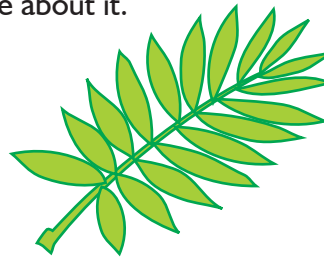
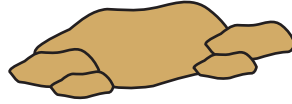
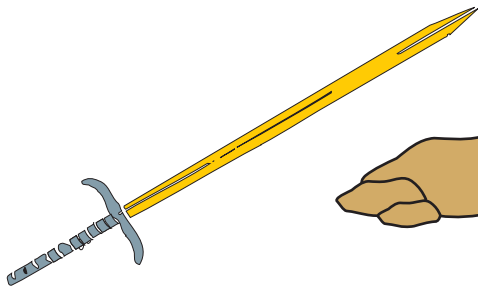
2. How do I perceive things?
This is a _____
No it's not, it's _____

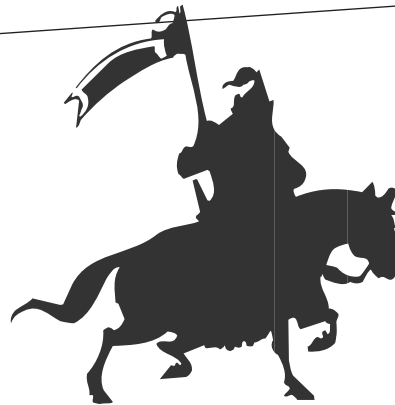
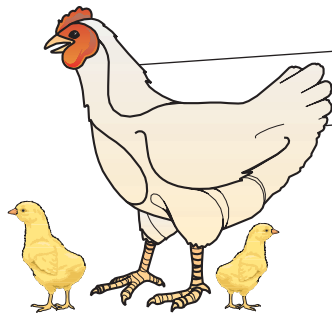


A mother hen fluffs out her feathers enough for 8 - 10 chicks to hide in them.

3.

(a) Consider the significance of each of the things illustrated on this page. Discuss them with your group then choose one that you feel has particular significance to you and write about it.



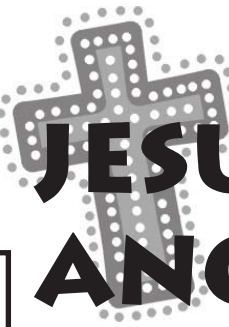


(b) Write out one prophecy that was fulfilled in the Triumphal Entry.

4.

Jesus defined the peace He gives to His followers in John 14:27. Read it with your group then decide how His peace makes a difference in our lives.

SESSION 6



JESUS: ANointed AND BETRAYED

FROM THE BIBLE

The anointing: John 12:1 - 8.
The betrayal: Matthew 26:14
- 25 and 27:3 - 5.

AIM

To help young people consider their love for Jesus by contrasting Judas' betrayal with Mary's anointing.

OBJECTIVES

As a result of this session the young people will:

- ❖ examine and compare the behaviour of Judas and Mary;
- ❖ recognise that Jesus looks at our motives rather than our actions;
- ❖ understand that our actions are a way in which we can demonstrate our love for the Lord.

INSIGHTS FOR THE LEADER

The account of Jesus' anointing with expensive, perfumed oil is presented in each of the four gospels. Whether or not there were actually two different occasions because of the differing points has been debated by scholars for years.

What can we learn from each version?

Luke 7:36 - 50 tells us that the woman was uninvited and Simon 'turns up his nose' that Jesus would even let a sinful woman touch Him. Luke makes a big point of Simon being a Pharisee and so he wants to emphasise how Simon's pharisaical attitude of being 'holier than thou' had to be rebuked by Jesus. For, although Jesus cared about the Law, He knew that the keeping of the Law had been made almost impossible by the Scribes' and Pharisees' fanatical approach to minute details. Jesus saw that the woman's need to be loved and forgiven was far greater than the need for Him to stay 'ceremonially clean' so He allowed her to touch Him. 'The more we are forgiven the more we love', Luke points out. Simon had not even extended to Jesus the courtesy offered to any guest in those days – a bowl of water for dusty feet to be washed (see v. 44). Jesus' words in Luke 7:44 - 47 are a magnificent rebuke to the proud, self-righteous pharisaical attitude.

If you have young people in your group who are 'streetwise' and have reason to feel like this woman – that their love is a direct response to the fact that Jesus has forgiven them so much, then you would be wise to include verses 47 - 50 in your teaching. On the other hand if your young people are mainly from a caring household, this passage will not be of great significance.



CHECKLIST

The notes in Insights for the Leader should be studied thoroughly so that you are familiar with the different stories of the anointing of Jesus and ready for the discussion time.

Choose which Getting Started activity you will use and prepare accordingly. Remember that role plays need to be carefully thought out if they are to successfully get their point across.

There is really only one suggested approach. Watch your time allocation so that you do not spend too much time on the story of the anointing and run short of time for the story of the betrayal. The questions for the discussion are on the work sheet and can be effectively used during the approach.

Matthew 26:6 - 13 and Mark 14:3 - 9 are almost identical versions. Again the meal is held in the house of a man called Simon but he is referred to as Simon the leper. Because such a man is giving a feast in his home, we would be justified in assuming that Jesus had healed him and this was a feast of thanksgiving. Again the woman is not named and she anoints Jesus' head. It is the disciples (especially Judas) who see the woman's act as superfluous and extravagant. Jesus' rebuke is addressed to them. 'She will always be remembered throughout the world for what she has done' is the message coming from these two versions. Here is a woman who does not count the cost when it comes to demonstrating her love.

John 12:1 - 8 has the feast in Bethany and there is no mention of where it is actually given. We are told that Lazarus and his two sisters were there. Martha was serving and Mary, who loved to sit at Jesus' feet and listen to His teaching, is named as the woman who pours the ointment on Jesus' FEET and wipes them with her hair. Jesus' rebuke in this version is specially to Judas who piously replies that the money should have been given to the poor and yet, quietly dips into the community purse for his own needs!

Many historical novels and plays combine the Mary of John's version with the sinful woman of Luke's version.

There is no need to get into long discussions about such matters. The aim of our session is to contrast Judas' betrayal with Mary's act of love so we use John's version of the story, but a reading of the other versions is helpful.

The story of the betrayal is taken from Matthew's gospel. You will note that it follows on immediately from the story of the anointing. The scene is at another feast, the Last Supper. Judas had already made up his mind to betray Jesus yet he 'acts' out the innocent at the meal. 'Lord, is it I?' We want to show the young people how easy it is to 'act' out a part when our love for Jesus has actually dried up.

Max Lucado in *'On the Anvil'* describes Judas this way:

'I've wondered what kind of man this Judas was? Some picture him as a beady eyed, sly, wormy fellow, pointed beard and all. Undoubtedly he was the traitor. Yet I wonder if that is so true? At the Last Supper, when Jesus said that his betrayer sat at the table, we don't find the apostles immediately turning to Judas as the logical traitor.

Rather than quiet and introverted, he could have been outgoing and well mannered. We don't know.

But for all the things we don't know about Judas, there is one thing we know for sure: He had no relationship with the Master. He had seen Jesus but did not know Him. He had a religion but no relationship. We learn this timeless lesson from the betrayer. Satan's best tools of destruction are not from outside the church: they are within the church. From those who bear the name but have never met Him and from those who have religion but no relationship.'

For further reading

DRANE, J., *Jesus and the Four Gospels*, Lion Publishing.

BARCLAY, W., *Crucified and crowned*, SCM Press, London, 1981 (especially chapters 4 and 5).

LUCADO, Max, *And The Angels Were Silent*, Word Publishing, 1992.

LUCADO, Max, *On the Anvil*, Tyndale House Publishing, 1997.

YANCEY, Philip, *The Jesus I Never Knew*, Zondervan Publishing, 1995.

GETTING STARTED

POINT

In all of these illustrations of 'role playing' you can show that sooner or later, when we pretend, we are found out.

'Role playing' in real life is a dangerous game.

1. Discuss the movie 'Mrs Doubtfire'.

It portrays Daniel, a man who disguises himself as 60 year old Mrs Doubtfire – a housekeeper / childminder to have more time with his children. In this way he has deceived both his ex-wife and his children. His role playing spills over into other areas of his life. Eventually he is found out in a dramatic scene.

Or

2. Ask two young people to role play situations in which one excessively compliments the other simply because they want to get something for themselves e.g., Paying compliments then asking to borrow money or a shop assistant admiring an outfit in order to achieve a sale.

Ask how the young people know that the person is not genuine.

Or

3. Arrange beforehand for one of the young people to bring along an object they own (e.g., a hat, a pair of socks etc., something not easily identified as belonging to them). Organise 3 or 4 others including the owner to describe why the object belongs to them. The rest of the group have to decide who they think actually owns the object based on the stories they've heard.

POINT

It's not always easy to tell the difference between someone who is genuine and someone who's not. In today's session we will look at two different examples of 'love' for Jesus.

GOING DEEPER

Both the stories of the anointing and the betrayal need to be told. Discussions of the events and the motives behind them need to be held as the story unfolds. Keep the aim of the session before you so that you allocate time to consider both stories and then relate them to our actions today.

- a. **Mary's anointing**

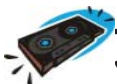
Read John 12:1 - 8. Jesus was a friend of sinners (Luke 7:34). He ate and talked with people who were religious and social outcasts. In the story we find Jesus in the home of Simon the leper, who had arranged a dinner to honour Jesus.

Jesus was reclining on a couch, which means His feet were extended away from the table, as was the usual posture for eating a banquet meal. He was enjoying the company of His friends and disciples. Lazarus was there, as well as Martha, who as usual was busy serving, and the devoted Mary who just loved to sit at His feet and listen to all He had to say.

Mary loved Jesus deeply and wanted to express her love, but how? In her possessions was an alabaster jar filled with expensive perfume – it was worth 300 denarii, which was a year's wage. That's a lot of money! In ancient times alabaster jars had long necks that were broken off when the contents were used and it only contained enough liquid for one application. Once used it was a worthless container.

What motives can we see in Mary's act?

Have the young people make suggestions and write these onto a board or chart or use the work sheet.



VIDEO CLIP

Show this segment from the Jesus video.

1. How costly was Mary's act of anointing Jesus? (A year's salary or even if it had been a gift, she was still giving away something very precious.)
2. Where did she pour the oil? (Onto His feet rather than His head.)
3. How did she wipe Jesus' feet? (She used her unbound hair to wipe His feet. Respectable women did not unbind their hair in public.)
4. How did this act show Mary's humility? (It was really the servant who should wash the guests' feet as they arrived.)
5. How did Judas react to Mary's action? (John 12:4 - 5.)
6. Who spoke in her defence? (v. 7) How do you think this would have made Mary feel?
7. Compose a sentence to describe Mary's motives as you see them and what she was trying to say to Jesus.

b. Judas' betrayal

Read Matthew 26:14 - 25. It is interesting to note that Judas was one who voiced his disapproval of Mary's act of anointing Jesus' feet, and yet he was deeply involved in treachery. Judas' motives were complicated for we read in John 12:4 - 6 that he was dishonest, and yet he must have been thought to be a man of some reliability, for he was the keeper of the money bag.

Judas continued to act the role of a disciple when he went along with the other eleven disciples to the Passover feast. Jesus explained that the one who would betray him would also dip into the bowl (Matthew 26:23). This custom – to take a piece of bread or a piece of meat wrapped in bread and dip it into a bowl of sauce on the table – is still practised by some in the Middle East. In that culture, as among the Arabs today, to eat with a person was in effect to say, 'I am your friend and will not hurt you'. This fact made Judas' deed all the more despicable.

Yet Judas plays the innocent to the end, even asking Jesus (verse 25), 'Surely, Teacher, you don't mean me?' to which Jesus replied, 'So you say.'

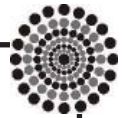
John 13:26 - 30 tells us that upon receiving the bread, he left and made arrangements with the Chief Priests to complete the betrayal by taking them to Jesus and greeting Him with a kiss. The kiss was a token of respect with which disciples greeted their rabbi or teacher.

We can only guess what anguish Jesus felt by this betrayal. Just as we must suffer the consequences of our actions or choices, so did Judas.

Matthew 27:3 - 5 clearly tells how Judas realised he had sinned and betrayed an innocent man. The mental anguish was so great that he couldn't live with what he had done, and he took his own life by hanging himself.

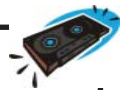
What motives do we see in Judas' act?

1. Was Judas really concerned about the poor? (John 12:5 - 6.)



LEADER TIP

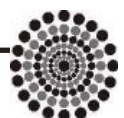
The following questions are on both work sheets. Juniors do not have the last question.



VIDEO CLIP

Show the relevant parts from the *Jesus* video. Because the Judas account is in different segments, make sure you preview it and fast forward as necessary.

If you have access to the Matthew set of videos, they show a better representation.



LEADER TIP

Again their replies can be written up and the questions answered on the work sheets – juniors do not have the last point.

2. Had Judas already planned to betray Jesus before they met to eat the Passover meal? (Matthew 26:14 - 16.)
3. How do you see Judas' actions and words at this meal as being a role play?
4. Judas used a kiss as the means of identifying Jesus to His captors. Why was this specially despicable?
5. What do you see as the saddest thing about Judas' actions?
6. Could there have been a different ending to the story of Judas? (What if he'd asked Jesus to forgive him?)

TAKING IT HOME

What about us? Do our actions show that we love Jesus? Whether we mean them to do so or not, all our actions tell a story. Do we sometimes act like Mary? Mary's extravagant act of anointing was saying that Jesus could have everything she possessed.

We must remember, too, that we all have the potential to be like Judas. We can 'act' as though we are a follower or disciple but our behaviour may show that this is not genuine. The sadness about such 'role playing' is that when we are only acting, we can never really know the peace and happiness that a true relationship with Jesus gives.

FOLLOW-THRU

If time allows for the inclusion of the other activities encourage the young people to be honest about themselves.

This session could be tied in with a look at 'Get Involved and Grow in Worship' challenges. E.g., Does my attitude in worship services show my love for God? **or** they may like to report on how a worship service helped them.

JESUS



ANOINTED! BETRAYED!



ANOINTED!

a) How costly was Mary's act of anointing Jesus?

b) Where did she pour the oil?

c) How did she wipe Jesus' feet?

d) How did this show Mary's humility?

e) How did Judas react to Mary's anointing?

f) Who spoke in her defence?

g) How would this have made Mary feel?

BETRAYED!

a) Was Judas really concerned about the poor?

b) What does the fact that Judas had already planned to betray Jesus before they met for the Passover meal tell us about Judas?

c) In what way did Judas role play a part during this meal?

d) Why was it especially despicable to use a kiss to betray Jesus?

e) What do you see as the saddest thing about Judas' action?

Now let's get real ...

Jesus said that Mary would always be remembered for _____

If you were to die tomorrow, what would people remember you for? _____

What would you like them to remember you for? _____

Judas criticised Mary's act because _____

Think of a time when you criticised another's actions. Was it because you were jealous or because you didn't like them? What can you do about this?

- **Discuss:**
- In what ways can we betray Jesus today?
- What can we do when we find that our actions are betraying Jesus?



A Prayer

Lord, You know that we love You!
 Help that love to be true;
 Fill our lives with Your Spirit's power,
 Lord of love, make us strong!
 We who to Christ belong.

(Howard Davies)

HIGHLIGHTS

- Mary's act of anointing Jesus' feet was her way of showing how much she loved Him.
- Jesus said it would be remembered wherever the gospel was preached.
- Judas saw it as extravagant waste.
- Judas quietly calculated how he would betray Jesus.
- Judas was filled with terrible remorse about what he had done.
- Our actions are the real sign of how much we love the Lord.

JESUS



ANOINTED! BETRAYED!

Anointed!

a) How costly was Mary's act of anointing Jesus?

b) Where did she pour the oil?

c) How did she wipe Jesus' feet?

d) How did this show Mary's humility?

e) How did Judas react to Mary's anointing?

f) Who spoke in her defence?

g) How would this have made Mary feel?

h) Compose a sentence describing Mary's motives and what she was trying to say to Jesus.

f) There could have been a different ending to the story of Judas. Write one here.

Mary gave one year's salary for the expensive perfume.

Jesus cared about the Law but He cared even more about people.

Betrayed!

a) Was Judas really concerned about the poor?

b) What does the fact that Judas had already planned to betray Jesus before they met for the Passover meal tell us about Judas?

c) In what way did Judas role play a part during this meal?

d) Why was it especially despicable to use a kiss to betray Jesus?

e) What do you see as the saddest thing about Judas' action?

We need to be aware that we all have the potential to be like Mary or like Judas, and it largely depends on our choices and the motives behind our actions.

If Jesus came into this room now, how would you demonstrate your love for Him?

As Jesus came into the room, would He recognise you as one of the people He knows truly loves Him?

YES

NO

Think of a time when you have criticized the action/s of a friend, and really the motive has been one of jealousy. Does this happen often? What can you do about it?

If you haven't asked Jesus to forgive your actions, then do so right now by acknowledging the true motive behind the action.



Prayer

'Jesus I acknowledge that I have the potential to be like Judas in betraying You and role playing that I love You. But, I can also be like Mary who showed her love for You by her actions.

Just now bring to my mind areas in my life where I'm just 'role playing', pretending and acting the way people expect, but not with the right motive. Show me areas which I can develop, so that I can be a young person who shows You in my life. An area where I act the way people expect, but not out of love for You is

Lord, help me to demonstrate my love for You by _____

Thank You Lord for hearing my prayer. Forgive me for betraying You and help me to be the 'real thing' and not just to play at being Your person.

Help me this week as I endeavour to demonstrate my love for You, because I really do love You Lord.' *Amen*

Signed

Date



JESUS: LORD OF

ALL

AIM

To help the young people understand that Jesus should be Lord of their lives.

OBJECTIVES

To help the young people to:

- ❖ continue the study of events in Holy Week;
- ❖ examine Jesus' claim to authority over the Sadducees and Pharisees;
- ❖ recognise that Jesus also claims authority over our lives today;
- ❖ understand what calling Him 'Lord' means in our lives.

INSIGHTS FOR THE LEADER

This session is the third one in the series for this year on events in the Holy Week. It is for this reason that the Bible passages about Jesus' authority are mainly limited to those that occurred during this week although there are many others that could be included. The passage from Philippians is the other reference because it sets out quite clearly why Jesus is worthy of being called Lord by each one of us.

Jesus confronts the Temple authorities head on in the first event (Matthew 21:12 - 16). How real was his anger about the practices of the money changers! Nobody was allowed to use 'everyday currency' in the Temple. It was unclean. Yet the money changers charged high exchange rates to convert the money to the Temple money. They lined their pockets with money meant for God.

Women and Gentiles were not allowed into the Inner Court of the Temple. Gentiles who came in an effort to worship and to pray to the true God were surrounded by the tables of the money changers and the stalls where the animals were sold. It was hardly conducive to worship and very unlike a 'house of prayer'.

The priests turned a blind eye to all this. Yet their indignation knew no bounds at the 'irreverence' of Jesus. He actually healed people in the Temple courts and let the children chant the earlier tributes of the crowds!

What a warning to every Christian leader that we do not miss the purpose of our worship.

The event was a further reason for the Jewish leaders to hate Jesus and plot for His removal.

The questions about Jesus' authority (Luke 20:1 - 8) were raised purely in an effort to trap Jesus. Jesus never put off a seeker after the truth, but He was skilled at turning around the questions of those trying

SESSION 7

FROM THE BIBLE

Matthew 21:12 - 16; Luke 20:1 - 8; Mark 12:13 - 40; Matthew 23:1 - 28; Philippians 2:6 - 11.

CHECKLIST ✓

Be familiar with all the Scripture references and the background of the events of Holy Week.

Choose which of the three suggested Getting Started activities you will use and prepare what you need.

There are four Going Deeper suggestions. Approaches 1, 2 and 4 should be done. Approach 3 should only be included if you feel you have the time to do so. In approach 4, if time is a problem, cut out some of the Bible verses rather than miss out on the final activities.

FURTHER READING

ALEXANDER, D. And P., *Lion Handbook to the Bible*, Lion Publishing, England, 1973.

BARCLAY, W., *Crucified and crowned*, SCM Press, London, 1981, especially chapter 2.

LUCADO, Max, *And the Angels were Silent*, Word Publishing, 1992.

YANCEY, Philip, *The Jesus I never knew*, Zondervan, 1995.

DEFINITION

Pharisees: Very religious and politically powerful Jews committed to keeping the literal interpretation of the law.

Herodians: A political group of Jews, who supported the Roman appointed King.

Sadducees: Controlled the organization of the temple. The High Priest was chosen from the Sadducees.

to trap Him. This is what He did when the elders and teachers asked Him who gave Him the right to do the things He did and they dared not answer Jesus in case the people turned against them.

Read Mark 12:13 - 40. This shows further incidents where the leaders tried hard to trap Jesus.

Verses 13 - 17: there was little love lost between the strictly religious Pharisees and the opportunist Herodians. But they joined forces to try to trap Jesus into a treasonable statement. They hoped that Jesus' answer would be reported straight to the Roman authorities – instead, His answer amazed them all.

Verses 18 - 27: the blinkered Sadducees try to ridicule the idea of resurrection with an absurd case of levirate marriage. But the laugh is on them, because there is a resurrection – to life where there is no sexual union or procreation because there is no death.

Verses 28 - 34: the third question is a genuine one. With 613 commandments to choose from, Jesus replies in the words of Israel's creed (the Shema; Deuteronomy 6:4 - 5) and Leviticus 19:18. If the Pharisees hoped for an unorthodox reply (Matthew 22:34 - 38) they were disappointed. The astonishing wisdom of Jesus silences his opponents.

If we turn to Matthew 23 we find the strongest words of condemnation Jesus ever uttered. And they were not directed at the sinners or the stupid but rather at the religious leaders. The man who cared so deeply and had such patience with ordinary people – even the wicked, the weak-willed and the stupid – could not stomach the religious sham, the self-righteous pride, the hairsplitting of the Pharisees and Scribes. Proud and selfish hearts still lurk beneath such 'proper' exteriors. How He must hate to see Pharisaic hypocrisy in His own followers.

There are really too many Bible verses to be read in this session. In some cases you may find it simpler if you tell the incident. At all times remember that the aim of the session is to lead the young people to see that Jesus not only had the authority to do all the things He did but He also has the authority to be Lord of each of our lives.

Background about the Temple

The Temple area covered the top of Mount Zion.

There was a wide outer space – the Court of the Gentiles into which anyone might come, Jew or Gentile. At the inner edge of the Court of the Gentiles there was a low wall with tablets set into it which said that if a Gentile passed that point the penalty was death.

Next was the Court of the Women. A woman could not pass beyond this unless she was on actual sacrificial business.

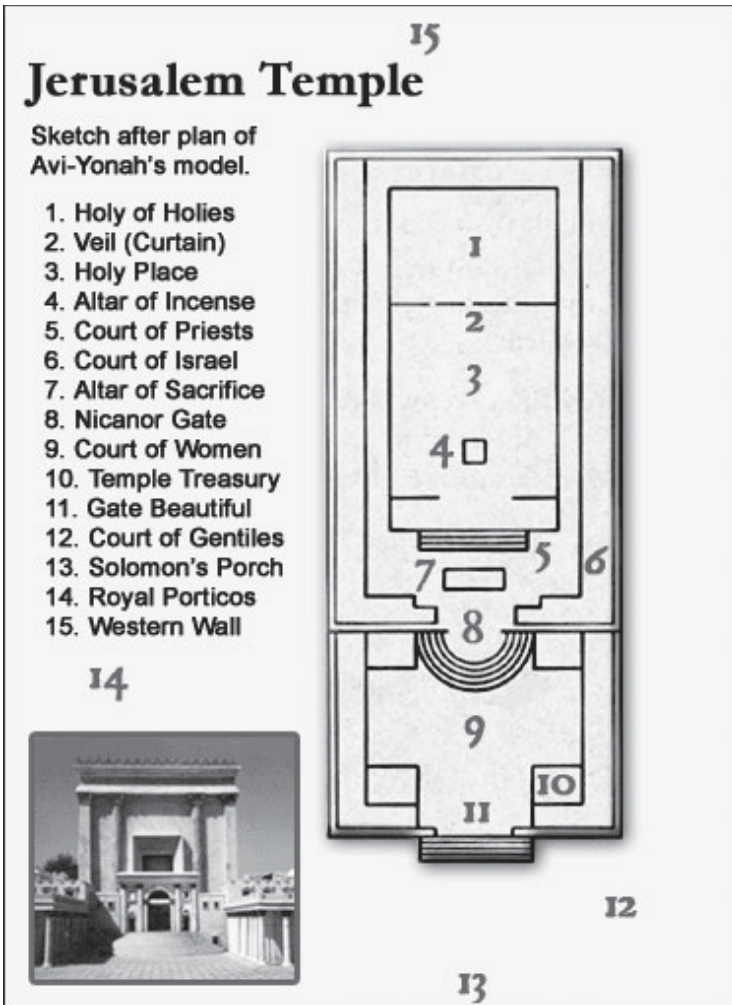
The next court was the Court of the Israelites. It was in it that the congregation gathered on great occasions and it was from it that the offerings were handed by the worshipper to the priests.

Then came the Court of the Priests into which only the priests could go.

The whole area including all the different courts was the sacred precincts. The special building itself within the Court of the Priests was the Temple.

Only the High Priest could go into the Holy of Holies on the Day of Atonement once a year. (See Leviticus 16:32 - 34.)

Within the Holy of Holies stood the Ark of the Covenant.



GETTING STARTED

1. 'Celebrity heads'

Have the names of three well-known celebrities on hats ready.

Choose three young people to wear the hats, making sure they do not see the names.

Each hat wearer takes it in turn to ask one question about themselves to which the group may only answer 'Yes' or 'No'. If the answer is 'Yes', they may then ask a further question. Keep going till they have all guessed their identity.

2. 'Profiling'

Place the names of each person at this session on slips of paper and put them in a box. Have each young person draw out someone else's name and then construct a positive profile about him/her using an acrostic. e.g:

- J – Jovial character
- O – Open
- H – Honest
- N – Nice person to know

3. 'Wanted - a definition of Jesus'

(You'll need a photocopy of the 'Wanted' poster from page 56 – enlarged if possible. Tape the poster to the wall. For each group member you'll need a pen and two sticky labels.)

POINT

In this session we are thinking about Jesus' credentials. This will help us to make decisions about making Jesus Lord of our life.

POINT

In order to get to know someone really well, we need to discover important things about him/her. In this session we will focus on Jesus and try to discover important points about him so we can make decisions about making Jesus Lord of our life.

POINT

We're going to add to what we already know about Jesus and apply it to our lives today. This will help us to make decisions about making Jesus Lord of our life.

VIDEO CLIP

Show these segments from the Jesus video. The Matthew videos by 'The Visual Bible' are also an excellent resource.

LEADER TIP

Note that there are more questions for the seniors than the juniors.

FOR SENIORS

As group members enter the room, give them each a pen and two large sticky labels. Show them the 'Wanted' poster and have each person write on their labels what they already know about Jesus. It can be as simple as 'He was a man' or 'He lived a long time ago.'

After each young person has stuck their answers to the poster, read them all aloud.

GOING DEEPER

1. Finding out about Jesus' authority to cleanse the Temple

The young people can be put into pairs to work on this. They should read Matthew 21:12 - 16 and then answer the questions on the work sheet under this heading. This should take no more than 5 - 7 minutes. The most important part of this exercise is to **discuss** who was acting with divine authority.

- Were the priests correct in allowing the sale of the animals and the money changing to go on in the Temple? After all, Temple money and sacrifices were all needed!
- Was Jesus correct in using the courtyards to heal those in need?
- Should the Temple be echoing with children's praises for Jesus?

2. Discussing the questions about Jesus' authority

Luke 20 is a whole chapter given to questions put to Jesus in an effort to trap Him. We study verses 1 to 8. If you have time, you can mention some of the others.

This event probably took place on the Tuesday of Holy Week. We can imagine the meetings that would have been held behind closed doors after the Temple scene. Something had to be done and done quickly to this 'man' before He caused a riot and the Romans heard about it. Not only was this a fear, but if the people followed Jesus' teaching they may even desert Temple worship. Tricking Jesus to say words that would incriminate Him became Number 1 priority. Look at verse 20 in this chapter. The men bribed to trap Jesus had to pretend that they were sincere because Jesus had already shown what He did with insincere questioners!

Have the young people work in pairs again to read Luke 20:1 - 8 and answer the questions under the heading 'Whose authority' on the work sheet.

The passage from Philippians 2:6 - 11 can be used to answer the final question in this segment.

3. Further questions

As has already been stated, the rest of the questions put to Jesus (either from Luke 20 or Mark 12:13 - 40) can be discussed. See that you bring out the dignity shown by Jesus in all these attacks. He was able to maintain this stand because He was sure He had been sent by God to fulfil a specific task.

4. Jesus' authority to condemn hypocrisy

Matthew 23 is too long to be read. Specific verses should be read (see following selections) and the rest of the chapter explained.

After such constant efforts to trap Him, Jesus finally spoke to the people concerning the teachers of the Law and the Pharisees.

He **did not** tell the people to ignore their teaching. They are 'the authorised interpreters of the Law', (v 2) so their words should be obeyed. Remember, however, they don't practise what they preach so don't copy their actions (v 3). Give the young people a verse each to read from Matthew 23 and to explain to the rest of the group what Jesus was condemning. e.g:

Matthew 23:4

Matthew 23:23

Matthew 23:5

Matthew 23:25

Matthew 23:6 - 7

Matthew 23:27

Matthew 23:13

Read verse 28 together and consider how easy it is for us to fall into such traps.

'We can fool some of the people some of the time . . . But we can never fool God'. Read I Samuel 16:7 (last sentence).

If I claim that Jesus is indeed Lord of my life, then people should be able to see by my actions as well as my words that this is so.

TAKING IT HOME

- Jesus is our **MASTER** – He has unlimited power.
Jesus can overcome anything because He has unlimited power.
- Jesus is our **KING** – The ruler.
He has absolute authority.
Jesus is God – the truthful authority.
Jesus is our 'Boss'.
- Jesus is our **LORD** – The Owner.
Jesus owns us. He paid the price.
He is wise and loving in His 'ownership' of us.

Do I accept that Jesus has the right to 'own' me and to expect me to obey His teaching gladly?

If there is time, read Philippians 2:6 - 11.

FOLLOW-THRU

The exercises to be done at home (on the reverse side of the worksheet) are good 'growing' exercises and so you should encourage the young people to do them.

This would be a good opportunity to check that your young people are using a devotional book regularly. Ask them to describe their personal devotions (this is a challenge in 'Get Involved and Grow in Worship'). Have a few copies of the current Scripture Union material on hand for any who do not. ('One Up' or 'Dayzd' could be suitable.)

WANTED

THE IDENTITY OF THIS MAN



THOSE WHO HELP IDENTIFY
HIM WILL RECEIVE A

— **REWARD** —

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Authority in God’s Temple

Read Matthew 21:12 - 16

Where did this event take place?



Who sat at tables and why were they there?

What did Jesus say the Temple had become?



What Scripture did Jesus quote as the reason for His action?

Jesus was angry because



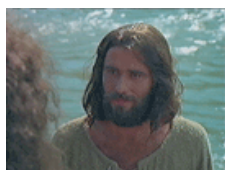
The Jewish authorities were angry because

The one with the real authority was



HIGHLIGHTS

- Jesus was attacked by angry Jewish leaders.
- Jesus expects us to recognise His authority.
- Jesus does have authority in all areas of our lives.
- Our actions as well as our words must prove that Jesus is our Lord.



Whose Authority?

Luke 20:1 - 8

What was the motive behind the question put to Jesus?



Why were the questioners afraid to answer Jesus’ questions?

Why didn’t Jesus tell them plainly that He came from God?



What evidence would you use to show that He did come from God?

WHEN JESUS IS LORD OF MY LIFE IT ALTERS MY LIVING VALUES.

Here are some 'Do's' and 'Don'ts' I'll endeavour to keep.

THE DO LIST DO _____
(Psalm 22:22)

DO _____
(Matthew 7:12)

DO _____

(Proverbs 16:20)

THE DON'T LIST DON'T _____
(Philippians 4:6)

DON'T _____
(Matthew 7:1)

DON'T _____
(Ephesians 4:26)

In order to have Jesus as Lord of my life, I need to know what His Manual (the Bible) says concerning areas of my life. To help me accomplish this I will try to keep a diary this week of the discoveries I've learned through my 'quiet time' (devotions).

MONDAY: I discovered _____

_____ in _____
(Scripture reference)

TUESDAY: I discovered _____

_____ in _____
(Scripture reference)

WEDNESDAY: I discovered _____

_____ in _____
(Scripture reference)

THURSDAY: I discovered _____

_____ in _____
(Scripture reference)

FRIDAY: I discovered _____

_____ in _____
(Scripture reference)

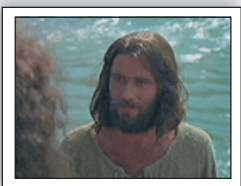
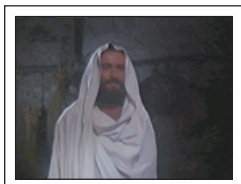
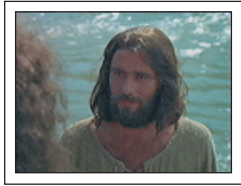
SATURDAY: I discovered _____

_____ in _____
(Scripture reference)

SUNDAY: I discovered _____

_____ in _____
(Scripture reference)

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Authority in God's Temple

Read Matthew 21:12 - 16

Where did this event take place? _____

What did it immediately follow? _____

Who sat at tables and why were they there?

What did Jesus say the Temple had become?

What Scripture did Jesus quote as the reason for His action?

Jesus was angry because _____

The Jewish authorities were angry because _____

The one with the real authority was _____

Whose Authority?

Luke 20:1 - 8

What was the motive behind the question put to Jesus?

What method did Jesus use to reply to them?

Why were the questioners afraid to answer Jesus' questions?

Why didn't Jesus tell them plainly that He came from God?

What evidence would you use to show that He did come from God?

Who do you say He is? _____

If I do not accept His Lordship does this mean I reject Him?

Who owns you? _____

What does the owner's manual (Bible) say? _____

Jesus is risen and He is Lord, was the key message of the Early Church.



1. Making Jesus Lord does not mean that your life will become easier. The challenges as well as the temptations will still be there and may become more difficult at times. But you are given a promise to help you. Look up Philippians 4:19 and write the promise here.

'My God

Gentiles could be put to death if they ventured past the Court of the Gentiles in the Temple.



The Temple had only been completed for six years before it was destroyed by the Romans.

2. Write your own personal definition of what Jesus as Lord means to you.

- * Remember the three key words mentioned in the session today.
 - Master (unlimited power)
 - King (the ruler, absolute authority)
 - Lord (the owner)

Bethany was 3 kilometres east of Jerusalem.

3. Making His Lordship real to **ME**
What is Jesus doing in my life?

Use this chart during your devotions in this coming week. Ask for help to be 'honest to God'.

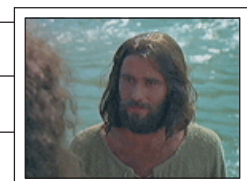
MY CREDENTIALS

Areas in my life	What are my weaknesses?	What are my strengths?	What is Jesus leading me to do?
POSSESSIONS			
FRIENDSHIPS			
PARENTS			
ATTITUDES			
HABITS			
TEMPTATIONS			
THOUGHTS			

The Sadducees only accepted the five books of Moses as revelation.

4. HAVING HONESTLY LOOKED AT YOUR LIFE, MAKE AN ACTION PLAN: I WANT JESUS TO BE LORD

I will take the following action steps to begin to overcome my weaknesses:





TO DEATH AND BEYOND

SESSION 8

FROM THE BIBLE

Selected verses.

AIM

To help the young people better understand The Salvation Army doctrinal teaching on life after death.

OBJECTIVES

As a result of this session the young people will:

- ❖ be able to define and understand the key words in Doctrine 11;
- ❖ have studied the biblical references for the basis of this doctrine;
- ❖ be assured that they can expect to be with God in eternity;
- ❖ be encouraged to live as responsible, committed Christians knowing that Christ will return.

INSIGHTS FOR THE LEADER

Doctrine 11 says:

'We believe in the immortality of the soul; in the resurrection of the body; in the general judgment at the end of the world; in the eternal happiness of the righteous; and in the endless punishment of the wicked.'

This doctrine does not discuss our earthly life at all but an existence after what we call death. In other words, it is concerned with 'Last Things', a phrase which is normally used in doctrine as an alternative to the more difficult word 'eschatology', described as 'the doctrine of death, judgement, heaven and hell'.

More Christians have been led into futile disputes over this topic than perhaps any other. It is not only futile but expressly forbidden to seek for dates and details (Mark 13:21 - 22; Acts 1:7). Some sects claim detailed knowledge and practising Christians including Salvationists have been caught up in this speculation and dispute.

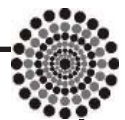
The central fact the Bible proclaims and our doctrines affirm is that there will be an end when Jesus will be vindicated.

Our concern should be to ensure that we are on the winning side and leave the how and when to God.

You will need to study the Bible references given and be ready to answer questions with Scripture. Not all areas can be covered in the session but if you are primed with the appropriate Scripture you will be able to answer most questions.

Help the young people to be aware that this should not be a gloomy topic calculated to fill one with fear. There has been too much talk about battles, tribulations, judgement, numerical symbols, marks of the beast,

LEADER TIP



This session is not to do with the Second Coming. Don't get bogged down on this topic – just stick to the content presented in the session. There is a further session when the terminology used during 'Last Things' teaching will be investigated. THIS SESSION IS PRIMARILY CONCERNED WITH THE TEACHING OF DOCTRINE 11.

and attempts to name the 'anti-Christ.'

Encourage the young people to look forward to Christ's return. We can come before God's judgement seat confidently, knowing that we have a great High Priest, Jesus, who died to save us.

These are extremely difficult subjects for even adults to come to grips with, because:

1. Our knowledge is purely theoretical. As the rich man in Jesus' parable protested, people might believe more if someone returned from the dead to explain everything (Luke 16:30), but as it is, we have only what is told us by Scripture itself to explain the nature of after-life (.v31).
2. The Bible is our only source of knowledge, but we cannot be sure how to interpret it with regard to 'Last Things'.

A literal interpretation, the one which we would prefer because it would give us a factual picture, is not always possible, because it gives us hopeless contradictions. On the other hand, some interpreters are tempted to take everything so figuratively that there is no after-life left!

3. Ordinary people have a limited ability to think abstractly. We are people who live in time and space, and therefore, when we try to imagine another form of life, we immediately and automatically give it time and space as well. Failure to grapple with the concept of after-life in the mind often leads to disbelief in the heart.

Our attitude to death

Making sense of life means that ultimately we must make sense of death. There is only one fact we can be sure about from the day that we are born, namely: 'One day we will die.' But, to humans, death is a supremely tragic fact i.e. there is inexplicable contradiction or tension in every human death. Only man amongst the living things on our planet is conscious of the fact of death. However, man thinks he was not meant to die. Mankind has immortal longings.

Human death may not be explained and dismissed as a purely natural phenomenon, a biological fact which touches man as closely as it touches the bird or the beast. Death cannot be a purely natural fact for one who is not a purely natural being, but a person made in God's image.

The words 'faith' and 'love' are used many times in our teaching on the Christian truths. But a third quality in Paul's famous trilogy is 'hope' and the Christian teaching about eternity is about this hope.

It is hope that should keep us joyful (Romans 12:12). The hope of being with Christ is the anchor to our faith (Hebrews 6:19).

Earthly life must be put into its huge context of eternity. We want in this session to help our young people see the importance of living a responsible, committed life here with a sure and certain hope that they will one day take up their citizenship in Heaven.

GETTING STARTED

1. Show a clip from the movie *What about Bob?* that starts about 58 minutes into the movie when Siggy and Bob are lying in their beds. Siggy asks Bob if he's afraid of death. Everybody dies, and Siggy, who is twelve years old, can't stop thinking about it. This clip lasts for about a minute and ends with Siggy asking 'What else is there to be afraid of?'

Or



LEADER TIP

Remember that this information is simply background material for your information.

POINT

It is difficult for our mortal minds to grasp what happens beyond death. We can only get glimpses of what eternity is about, but we can read what Jesus had to say about it and we can accept His teaching as truth.

Through a study of Doctrine 11 we will look at what we believe about such matters.

2. Keeping to a set time (about 7 minutes) discuss with your group their personal experiences with death.
- Who has been to a funeral where they thought death was just the end?
 - Who has been to a funeral that was a thanksgiving service for a Christian's faithful life?
 - What's the difference?
 - Should Christians be afraid of dying?

GOING DEEPER

I. Main points

a. We believe in the immortality of the soul

Our doctrine states that we believe in the immortality of the soul. This is linked to John 3:16: 'For **God loved** the world so much that he gave his only Son, so that everyone who believes in him may not die but have **eternal life.**' (GNB)

It also quotes 2 Corinthians 5:1: 'For we know that when this tent we live in – our body here on earth – is torn down, God will have a house in heaven for us to live in, a home he himself has made, which will last forever.' (GNB)

These verses show that God doesn't want us to be scared of death.

b. We believe in the resurrection of the body

Luke 9:30 - 33 (the story of the transfiguration) is quoted to show that although Moses and Elijah were long dead, Peter, James and John did not have any trouble recognising them.

Life will be very different in heaven from here on earth. There won't be any marriage according to Matthew 22:30: 'For when the dead rise to life, they will be like the angels in heaven and will not marry.'

All sadness will disappear says Revelation 21:4: 'He (God) will wipe away all tears from their eyes. There will be no more death, no more grief or crying or pain. The old things have disappeared.'

Two other Bible verses are also quoted to back up this part of the doctrine:

- 'This is how it will be when the dead are raised to life. When the body is buried, it is mortal; when raised, it will be immortal. When buried, it is ugly and weak; when raised, it will be beautiful and strong. When buried, it is a physical body; when raised, it will be a spiritual body. There is, of course, a physical body, so there has to be a spiritual body.' (1 Corinthians 15:42 - 44, GNB)
- 'Listen to this secret truth: we shall all be changed in an instant, as quickly as the blinking of an eye. For when the trumpet sounds, the dead will be raised, never to die again, and we shall all be changed. For what is mortal must be changed into what is immortal; what will die must be changed into what cannot die. So when this takes place, and the mortal has been changed into immortal, then the scripture will come true: "Death is destroyed; victory is complete!"' (1 Corinthians 15:52 - 54, GNB)

We will have a new body but we can't be really sure what it will look like. But because our personalities remain the same, we will know our friends.

c. The general judgement

This part of the doctrine helps remind us that God is a God of love but He is also the judge.

We have to be accountable to God, and this is backed up by 1 Peter 4:5: 'But they will have to give account to him who is ready to judge the living and the dead'. (GNB)

Acts 17:31 says: 'For he has set a day when he will judge the world with justice by the man he has appointed.'

Matthew 12:36 says: 'But I tell you that men will have to give account on the day of judgement for every careless word they have spoken.'

But because of God's great love, He has given to everyone the chance to have eternal life through Jesus. 1 John 4:16 - 17 reminds us of this: 'God is love, whoever lives in love lives in God and God in him. In this way love is made complete among us so that we will have confidence on the day of judgement because in this world we are like him.'

d. We believe in the eternal happiness of the righteous and the endless punishment of the wicked

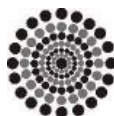
This part of the doctrine is based on the parable of the separation of the sheep and the goats. It is found in Matthew 25:31 - 46

Those who seek God as Lord and Saviour and love others as He loves them will live forever with Him in heaven, those who reject Jesus and His salvation and forgiveness of sins will live forever in hell. It's up to us and the choice we make.

Where will you spend eternity?

2. Move into small groups (preferably junior / senior). Work in these groups to discuss and work through activity 1 on the work sheets.

Bible references are supplied to help with further questions that might arise from discussion. To save time have different young people look up different verses.



LEADER TIP

Look at 'Did you know?' on the worksheet. Make sure you end on a positive note.

TAKING IT HOME

We shouldn't try to predict or worry about when or how the Day of Judgement will happen. We need to be watchful and prepared, looking forward to being with Him. When Christ returns we want Him to find us ready.

We know that the Bible clearly teaches that we do have immortal souls and that one day we **will stand** before God to be judged. We **do not** know when this will happen. We do know that serving Jesus is the best way to live here on earth and will keep us ready no matter when we meet Him.

FOLLOW-THRU

Belief in this doctrine is why Salvationists have open-air outreach to tell the gospel to those who will not enter a church building. Challenge the young people to 'help with open-air outreach' in the Get Involved and Grow in mission suggestions.

TO DEATH AND BEYOND

1.

2 Corinthians 5:1; 1 Peter 1:4



Immortality of the soul

Today I learnt:

I still have questions about:

1 Corinthians 15:42 - 44, 52 - 54



Resurrection of the body

Today I learnt:

I still have questions about:

**Doctrine I say:
We believe in ...**

1 Peter 4:5; Acts 17:31



The general judgement

at the end of the world

Today I learnt:

I still have questions about:

Matthew 25:31 - 46; 2 Thessalonians 1:6 - 9



The eternal happiness of

the righteous and the endless

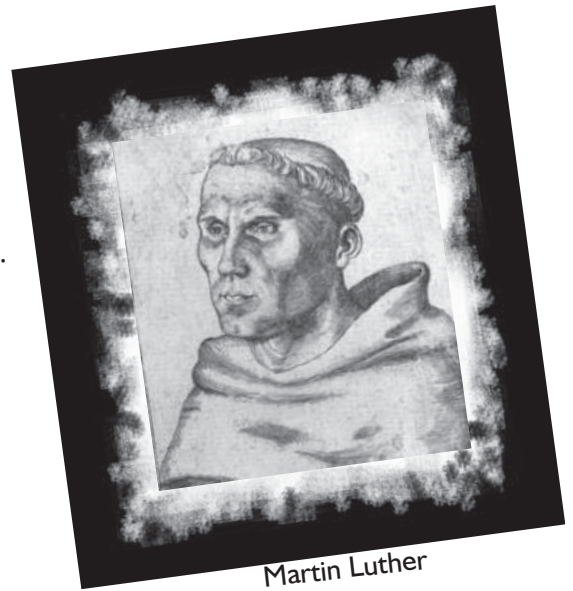
punishment of the wicked.

Today I learnt:

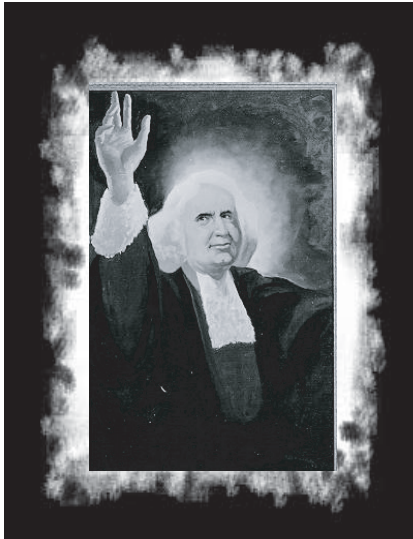
I still have questions about:

2. Did you know?

- Martin Luther wrote, 'The last day is near at hand.' That was in 1530.



Martin Luther



George Whitefield

- George Whitefield, the great preacher, expected Jesus to come at any hour. He died in 1770.



Lord Shaftesbury

- Lord Shaftesbury, the social reformer, expected Jesus' return at any moment. He died in 1885.

*Far from dismissing their insight,
we should learn from their example.
The fact of Christ's return gave energy
and purpose to everything they did.
We, too, would do well to expect Him 'soon'.*

HIGHLIGHTS

- Our souls are immortal and so will live forever.
- All who have accepted Christ's offer of salvation will be saved.
- The Bible says NO person knows when Christ will return.
- We will be judged by Christ on how we have obeyed His teachings.
- We must keep living in this world as servants of God so that we are ready no matter when we die.

TO DEATH AND BEYOND

1.

(a) Immortality of the soul
which means:

A Bible verse teaching this is

2 Corinthians 5:1; 1 Peter 1:4

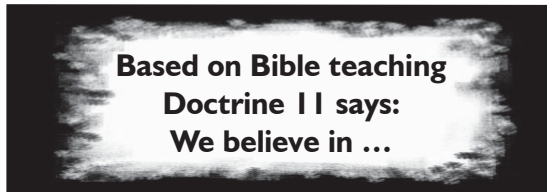
The reverse of EVIL is LIVE.

(c) The general judgement
which means:

A Bible verse teaching this is

1 Peter 4:5; Acts 17:31

The crown of life is on
The Salvation Army crest.



(b) The resurrection of the body
which means:

A Bible verse teaching this is

Matthew 22:30; Revelation 21:4;
1 Corinthians 15:42 - 44, 52- 54

The symbol used for Doctrine 11
is a crown.

(d) The eternal happiness of the
righteous and the endless
punishment of the wicked
which means:

Bible verses teaching this are

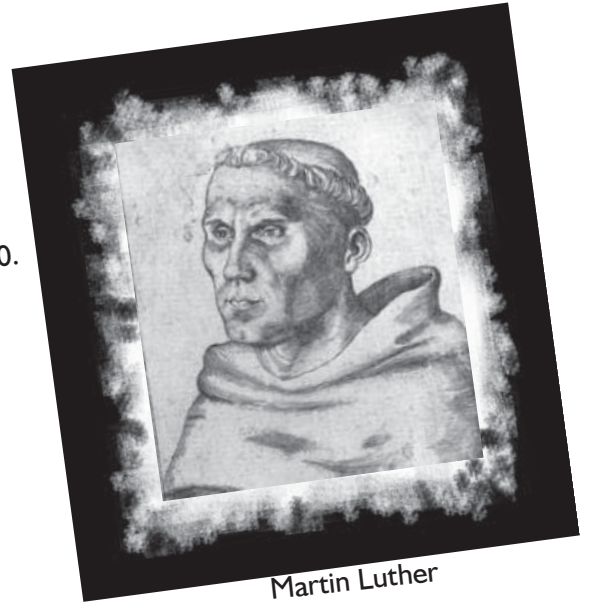
Matthew 25:31 - 46; 2 Thessalonians 1:6 - 9

Judgement without consequence
is no judgement.

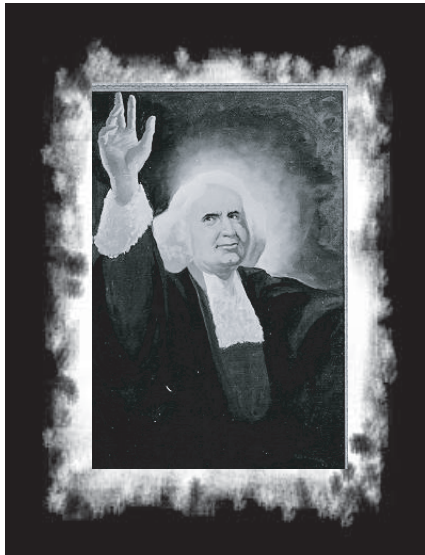
Salvationists believe that death
is a promotion - a promotion to glory.

2. Did you know?

- Martin Luther wrote, 'The last day is near at hand.' That was in 1530.



Martin Luther



George Whitefield

- George Whitefield, the great preacher, expected Jesus to come at any hour. He died in 1770.



Lord Shaftesbury

- Lord Shaftesbury, the social reformer, expected Jesus' return at any moment. He died in 1885.

*Far from dismissing their insight,
we should learn from their example.
The fact of Christ's return gave energy
and purpose to everything they did.
We, too, would do well to expect Him 'soon'.*

Jesus told us that nobody knows when He will return.
We should just live so that _____

SESSION 9

THE PURITY CAMPAIGN

FROM THE BIBLE

John 8:1 - 11 (the woman taken in adultery);
John 4:4 - 26 (the woman of Samaria);
Matthew 21:28 - 32 (real sinfulness).



CHECKLIST

You do **not** have to try to obtain every book mentioned in this session. They are only named to show you that a wealth of material is **easily** available. If you do not have any of the books, ask your corps officer, DHQ or a soldier with a good library to help you.

Remember two or three books are all you need and that one story is printed in the session as approach 1.

Four approaches are suggested. You will probably only have time for three. Use approach 1 and then either 2 or 3 and then approach 4.

Approach 2 requires that leaders or older young people read, write and give a report on selected books. Give them at least 2 weeks to do this.

You will need copies of *Pipeline/On Fire* for your group to use in activity 2.

AIM

To show the young people that early day Salvationists fought against injustices in society and that we should be similarly involved.

OBJECTIVES

As a result of this session the young people will:

- ❖ recognise that corrupt people in power often resist social reforms;
- ❖ see that early day Salvationists tackled moral problems at great cost to themselves;
- ❖ learn about the battle to raise the age of consent;
- ❖ care enough to become involved in the moral problems confronting this present age.

INSIGHTS FOR THE LEADER

Read *Going Deeper 1* and if you are not familiar with this most interesting part of Salvation Army history, then find some of the books and read about it for yourself. The horrible truth that 'Victorian' modesty hid the terrible trade of prostitution (where girls as young as 11 years were being sold) needs to be read so that you feel stirred about the bravery of this action. Many people felt that the young Salvation Army would be dissolved after such a scandal. The whole court case was based on the fact that Charles Armstrong's permission had not been sought or given. Later Stead discovered that he was not even Eliza's father. Try to bring out the courage of William Stead and Bramwell Booth.

Vindictive Members of Parliament and police and those whose wealth would be stopped if this 'trade' was brought to a standstill, all played their part in the unjust results of the trial.

This session will require sensitive handling but you need not 'beat about the bush'. After all, the young people are at the age which was formerly considered competent to give consent and could legally, until the age was raised, enter into prostitution. Today, young people barely into their teens are involved in prostitution. Was this struggle therefore in vain?

However, we are not primarily concerned with the effects of prostitution and child abuse but rather with the way early Salvationists fought the evils they saw. We want the young people to catch this vision and become equally determined fighters against the wrongs in society today.

If you want to bring the story more up to date you could consult any officer who has been or still is involved in court or street work. Mary Endersbee's *'A Thoroughly Modern Martha'* and *'Here is my Hand'* by Denis

Duncan (the life of Lt. Colonel Bosshardt) will help you understand our present work in 'red light' districts.

GETTING STARTED

1. Have 3 young people of different ages (e.g. 12, 14, 16) stand in front of the rest of the group and ask them what they can and can't do at their age.

(This is activity 1 on the work sheet. If your group is large, they could go into huddles and write down their findings to report back to the whole group.)

Examples:

- | | | |
|----------|---|--------------------------------------|
| 12 years | - | Cheap air fares |
| | - | Movies as a child |
| | - | Eat and stay free at holiday resorts |
| 15 years | - | Learn to drive |
| 16 years | - | Can start full time work |
| | - | Leave school |

Or

2. Have the following Victorian Era etiquette hints displayed around the room or on an overhead transparency.
 - How to become and remain beautiful:
Too much washing of the hair is to be avoided. Leading authorities advocate once in three weeks during the summer season and once in five weeks the remainder of the year.
 - Get rid of rats by catching one rat alive, covering it with oil of phosphorus and setting it free. It will glow in the dark thus frightening away all its companions.
 - So many girls who walk about with perfectly dressed hair in front and beautifully made-up faces need a word of warning about the folly of neglecting the backs of their necks. I have seen coat collars covered with dust, powder and – I am sorry to say it – dandruff.
 - Chew your food thoroughly and avoid the use of liquids to wash down your food. Such a habit is unpleasantly reminiscent of ducks and pigs.
 - Children should be taught to turn their toes out and walk placing the toe on the ground first. If the heel is put to the ground first a jar is given to the spinal column and brain.

Give the young people time to read them and then allow them to make comments, on the wisdom or lack of it, shown in the advice.


When do they think this advice was given?

Was it helpful, important, useful?

GOING DEEPER

(Use approach 1, then use either 2 or 3.)

1. Read (or retell) the history of the 'age of consent' legislation. (This version is adapted from 'The Salvation Army – Its Origin and Development', Chapter VII.)



Our session today looks at moral and social problems, in particular the age of consent. Remind the young people of the rules and laws which restrict them from doing certain things and tell them we will look at a moral battle The Salvation Army was involved in to protect young people your age from being exploited.



Check out http://www.cab.org.nz/information/Legal_Ages.html for more current information on legal ages in New Zealand



Rules defining acceptable behaviour in our society change all the time. But some behaviour is, by God's standard, always wrong. In this session we want to consider how important it is to care for the oppressed, and we will look especially at the actions of early-day Salvationists to tackle moral problems.

The Purity Campaign

No battle the Army fought was quite as dramatic as its struggle to free the prostitutes of Britain and to end the vicious trade in girls hardly in their teens.

The Army Mother – Catherine Booth, had always wanted to work on behalf of the outcasts of society. She had herself given help to individual women. As early as 1868 an unsuccessful attempt was made by the East London Christian Mission to establish a home for former prostitutes, and other attempts were later made in Glasgow. Touched by the helpless and horrific condition of some girls who had sought salvation at her corps, a Whitechapel Salvationist had, for some years, thrown her own home open for the girls. Many had asked to be admitted.

Yet this did little to affect the enormous traffic in white slaves.

Recognizing that God was calling them to work to correct this evil, the leaders of the Army opened its first rescue home, in Hanbury Street, Whitechapel in 1884, and Mrs Bramwell Booth was placed in charge.

Most homes of this kind were closed to women of thirty. But the Army decided to have 'no age limit for admission' and recognised that only Jesus could free them from the cycle of prostitution. The Army knew that it was vital for the women to want to be helped before they could do anything for them. Salvationist experts did their utmost to secure the woman's co-operation.

In 1885 a movement in Great Britain concerning the need to protect young girls was begun based mainly on the sad facts which came to light through work among these girls who were known as 'fallen' women.

The law at that time said that girls above the age of thirteen had the right to consent to sexual intercourse, however ignorant they might be of the consequences. It was obviously necessary to raise the age of consent. Three times the House of Lords had passed a Bill for the amendment of the criminal law upon this point and just as often the House of Commons had blocked the proposal. Too many people who would lose their source of wealth if the trade was 'stopped', had influence in high places.

Then early in 1885, 17 year old Annie Swan turned up on the doorstep of Army headquarters. Dressed in a vivid scarlet dress – symbol of the prostitute trade – she was clutching a Salvation Army songbook from which she had got the address of the Army and she was demanding to see the General.

Bramwell, as his father's deputy, listened to her story. A village girl from Sussex, Annie had come to London to work as a domestic servant – and had walked into a cleverly laid trap. The service she went to work in was not one where she would be a respectable housemaid as she supposed – but a prostitute. The 'house' was a brothel whose inmates were captive teenage girls like herself.

Her story so stirred Bramwell Booth that he determined at whatever cost to 'stop these abominations, to rouse public opinion, to agitate for the improvement of the law . . . and to make a way of escape for the victims!' Investigations into the sale of girls – known as white slave traffic – were immediately made under

his supervision. Then, urged by the Army Leaders, Mr W.T. Stead – editor of *The Pall Mall Gazette* – began a secret commission of inquiry and worked shoulder to shoulder with Bramwell Booth. It required great courage to stir up such a hornet's nest and these young men, their lives in danger, risked the vengeance of those whose profits and pleasures would be drastically reduced.

Stead discovered that out of 100 consecutive cases investigated, a third had been entrapped into prostitution before they were 16. London alone housed 80,000 prostitutes. The traffic netted eight million pounds a year.

Unwilling girls were drugged, raped and kept as prisoners in a brothel until they complied with the madam's wishes. They were then too ashamed to go home believing they had disgraced their family.

As the law stood, girls over 13 – the age of 'consent' – had no legal recourse. But even younger ones were drawn into the business, for without a search warrant, policemen could not enter a brothel to search for them, and such warrants were difficult to obtain. Not only were girls forced into this work in London, but thousands of them were shipped like cattle to the state-regulated houses of prostitution in Europe. Often they were drugged, then ferried in nailed-down coffins vented with air holes. Sometimes a victim awoke in mid-voyage and knew the unspeakable horror of clawing at unyielding wood, with no idea of where she was being taken.

While these inquiries were being made, Catherine Booth wrote to Queen Victoria and to the then Prime Minister Mr W.E. Gladstone. She received sympathetic replies from both of them. Mass meetings in London and throughout the provinces were arranged by William Booth.

Stead's investigation lasted six weeks. Then on July 6, 1885, his first article appeared. He called it 'The maiden tribute of modern Babylon'. The edition sold out immediately, and used copies changed hands at inflated prices. George Bernard Shaw, a famous playwright, took a bundle of *Gazettes* into the city and sold every one because he wanted to help. Reaction was violent, many people believing Stead a plain pornographer, and on the following day, in response to public outcry, the Home Secretary asked him to suppress the rest of the story.

Stead refused. But by the third day of the series, the success of his crusade seemed threatened. A huge crowd massed outside the offices of the *Gazette*. These men were a mob of thugs recruited by white slavers, determined to damage the building. Stones and bricks were hurled into the windows and they were shattered before the mob could be dispersed.

Stead believed the situation was desperate. That very afternoon there had been a motion in the House of Commons to resume debate on a bill which would raise the legal age of consent. The third installment must reach the public. 'I'll send a message to General Booth,' he decided. 'He may be able to help us.'

A monster petition, instigated by the Founder, with 343,000 signatures, was deposited on the floor of the House of Commons by eight Salvationists. The law was then amended with a speed

rarely equalled in the history of England's lawmaking, the 'age of consent' was raised to 16.

This triumph was followed by an unpleasant surprise. The Government decided to prosecute, not the people who organised and made a great profit from this enforced prostitution, but those who had made public the existence of the evil! Mr Stead had stated that it was possible in London, for five pounds or less, to buy a young girl, entrap her under false pretences, remove her to a brothel and commit her to a life of shame under the very eyes of the law. To prove this, with the assistance of a converted ex-brothel keeper, Rebecca Jarrett, a girl named Armstrong was 'bought'. Five pounds was given to her drunken mother. Care was taken that she would be kept safe, but every other step of the road to ruin was trodden without the slightest hitch, the girl being finally handed over to the protection of The Salvation Army. In proving how easy it was to buy a young girl, Mr Stead had broken the law.

The trial, which lasted twelve days, ended in the shocking imprisonment of Stead, Rebecca Jarrett and three other accused people although Bramwell Booth was acquitted.

'The Armstrong case will crush The Salvation Army!' pronounced a prominent person. However the opposite happened. The Army became known as the champion of the oppressed, a terror to evildoers and a national defence against the attack of vice.



WEBQUEST

Check out The Salvation Army's International website www.salvationarmy.org for more current information on issues the Army is involved with today.

2. Arrange (at least a week or so beforehand) for two or three older group members or leaders each to read one of the following and report to the group.

COUTTS, F., *The Weapons of Goodwill – The History of The Salvation Army*, Volume VII, pages 124 - 126. (The work of Alida Bosshardt in The Netherlands.)

LARSSON, Flora, *My Best Men are Women*, Chapter Thirteen, Hodder and Stoughton, 1974. (The Army's work among prostitutes and drug addicts.)

COUTTS, F., *No discharge in this war*, Hodder and Stoughton, pages 102 - 112. (Bramwell Booth, William Thomas Stead and the age of consent.)

COLLIER, Richard, *The General Next to God*, Chapter Five, 'It doesn't even raise the neighbours'.

SANDALL, Robert, *The History of The Salvation Army*, Volume III, Chapter Six.

Any of the books listed in the 'further reading'.

3. Arrange a visit from an officer who has been involved in rehabilitation work and listen to their story.

Or

Here are a few examples of what is being done right now by Salvationists who work to help correct social injustices.

Addiction & Supportive Accommodation Services:

The problems of alcoholism, drug dependence, gambling and other addictions affect people of all ages, sexes, and educational and family backgrounds.

The Salvation Army provides facilities throughout the Territory to help people face and recover from drug, alcohol and gambling addictions. The Army runs Bridge Centres for people with addictions and Oasis Centres for people with gambling problems. The aim is to provide a comprehensive, integrated and flexible range of addiction treatment services capable of responding to the diverse needs of the people who come to the Army for help.

In the past these services have been predominantly residentially based. In more recent times a move has been made toward community-centred programmes with the emphasis on harm reduction and day treatment or outpatient programmes. After-care programmes are also being established and services tailored to the needs of women and younger persons are being developed.

Training & Employment Programmes (Employment Plus)

The Salvation Army runs a nation-wide network of centres that provide educational training and support for the less advantaged. Known as Employment Plus, the network helps people to enter employment and develop careers. Employment Plus programmes provide a diverse range of quality education and employment focused initiatives. Their aim is to bring about a sustained change in the lifestyle and attitude of individuals, thus benefiting both themselves and the community.

Employment Plus:

- ◆ Provides a standard of education that matches national standards
- ◆ Educates individuals in vocational and life skills
- ◆ Assists individuals in developing sound attitudes to life experiences
- ◆ Assists individuals into employment
- ◆ Provides education and job-oriented training that is culturally supported for all learners

Court & Prison Services

Many of those appearing at court or confined within the prison system desperately need a friend. Salvation Army Court Officers and Prison Chaplains seek to provide this service along with counselling and other practical support.

Family Tracing Services

Drawing on its extensive national and international networks, The Salvation Army traces missing people and helps put broken relationships back together.

In New Zealand, the Family Tracing Service successfully locates over 65 per cent of the people sought.

There are, of course, those who do not want to be found. Confidentiality and the right of the individual are maintained throughout and the whereabouts of 'missing' people who have been located is disclosed only with their consent. The essential purpose of this service is realised each time a reunion touches lives and renews relationships within families.

Community & Family Services

The Salvation Army operates 35 dedicated Community and Family Services (CFS) centres throughout New Zealand. Many Army churches also do CFS-type work. CFS provides a range of crisis assistance as well as self help/empowerment programmes that assist people to move away from dependency.

Traditionally, CFS programmes have provided crisis care and this orientation remains today because people will always need crisis assistance. Today, Army services increasingly emphasise programmes that enable people to set goals and leave behind the circumstances that led them to seek assistance.

Maori Ministries

The Salvation Army in New Zealand has a deliberate focus on work amongst Maori. A national base, named 'Horoweina', operates from Wanganui with Maori officers appointed to facilitate Maori ministries nation-wide. This ministry continues to develop and grow.

Whilst a focus on Maori work recognises the special position Maori people hold within our society, the Army acknowledges the multicultural nature of New Zealand society and the need to continue to engage all cultures.

4. Have each young person make a list of issues that confront our society today. Consider what we can do for those in such situations – victims, oppressors and those working to help. Think about some local issues.

TAKING IT HOME

The Salvation Army has always believed (and acted on the belief) that we ought to 'hate the sin but love the sinner.' There are still evils to be challenged. Indeed this very problem is again raising its ugly head as child prostitution occurs more and more in our world.

FOLLOW-THRU

Don't forget that any young person who prepared and gave a talk on a book has completed the 'Get Involved and Grow in Worship' challenge – speak on a given topic.

FURTHER READING

UNSWORTH, Madge, *Maiden Tribute*, (especially chapters 1 - 7), S.P.& S., 1954.

ENDERSBEE, Mary, *A Thoroughly Modern Martha*, Hodder and Stoughton, 1977.

THOMPSON, Phyllis, *The Midnight Patrol*, Hodder and Stoughton, 1974. (The story of Brigadier Mary Scott.)

COLLIER, Richard, *The General Next to God*, Fontana/Collins, 1965.

The Purity Campaign

1.

Different Ages

At 12 years – I can

– I can not

At 15 years - I can

– I can not

At 16 years - I can

– I can not

2.

What is one current issue that The Salvation Army is addressing today:
(check out latest Pipeline / On Fire)

Write out some of the facts you learned in this session that make you proud of the Salvation Army.

OR Choose one of the people who played a part in the 'Purity Campaign' in England and write about what they did.

HIGHLIGHTS

- Early day Salvationists tackled moral problems at great cost to themselves.
- People making money from social evils will always fight against any reform.
- When poverty is a harsh reality, people will do anything to get some money.
- There are social evils going on around us today and we should care enough to become involved.



The Purity Campaign

1.

In New Zealand kids have certain legal rights.

To raise the age of consent 393,000 signatures were obtained by The Salvation Army on a scroll that measured almost 5 km!

At 12 years – they can _____

At 15 years – they can _____

At 16 years – they can _____

2.

Do you think the current age of consent in New Zealand (16 years)

- too high
- too low
- just right

Discuss why and then write some comments.

Girls were being doped and shipped in coffins to Europe to be forced into prostitution.

3.

Should there be a different age of consent for males and females?
Should the age of consent be different for various activities eg: marriage; driving; voting; sexual relations?

Many country girls were trapped into prostitution by answering advertisements for servants..

4.

Write here Jesus' final words to the woman caught in adultery. (John 8:11):

'Fresh girls' or virgins were most 'valuable' in the trade, worth 7 pounds. (\$50.00)

What saying does the Army have about sin and the sinner?



5.

What have I learned in this session that has made me proud of the bravery of early day Salvationists.

6.

Why did thugs attack the offices of the 'Pall Mall Gazette'?

7.



STRAIGHT TALK

SESSION 10

AIM

To help the young people understand The Salvation Army's official attitude to AIDS and the dangers of the promiscuous attitude of society.

OBJECTIVES

As a result of this session the young people will have a clear understanding of:

- ❖ what AIDS is and how it is transmitted;
- ❖ The Salvation Army's statement regarding AIDS;
- ❖ the dangers to our whole society when people live promiscuous lives;
- ❖ how to debate these issues from a Christian standpoint.

INSIGHTS FOR THE LEADER

This session involves a sensitive topic. It is not easy to feel comfortable talking about condoms, homosexuality, IV drug users etc. You may feel that it should be someone else's responsibility to do so – such as parents, school teachers or the media. It is also a complex topic as it involves physical and sexual issues; sociological and moral issues; psychological aspects and Christian beliefs and attitudes.

It is a subject that is very topical, can create bitter debate, *and has an information base that is continually changing with new developments in the medical fields as a result of research and treatment.*

Like few other topics, AIDS challenges our Christian beliefs and our Salvationist ideals of dedicated service to others and love for the unlovable.

Despite all of these problems, AIDS will be with us for a long time and will inevitably affect, indirectly or directly, the lives of each young person and so needs to be dealt with from a Christian perspective, rather than that learned from society via schools and the media. Therefore it is essential to develop an informed opinion based on Christian doctrine and Salvationist beliefs and attitudes.

Leaders will need to be sensitive to the variation of sexual education and knowledge within the age groups of the young people. Some simple explanations may need to be given but avoid turning the session into a sex education lesson. Discussion groups will obviously need to be carefully supervised.

You may need to evaluate your own feelings and avoid imposing your own viewpoint on AIDS. Try to reinforce the factual information and Bible references and be supportive of Salvation Army Positional Statements. In particular continually refer to the **Aim** and **Objectives** emphasising:

FROM THE BIBLE

Homosexuality:
Leviticus 18:22; Romans 1:26 - 27;
1 Corinthians 6:9 - 10.

AIDS:
1 Corinthians 6:19 - 20 ('... your body is the temple of the Holy Spirit ...');
Romans 6:12 - 14 (sin is not your master); Matthew 25:36 ('I was sick and you took care of me');
Matthew 25:40 ('Inasmuch').
James 1:13, Matthew 7:34.

LEADER TIP

If you don't feel entirely comfortable teaching this session then ask someone else to lead. This session is too important to leave out.

DEFINITIONS

HIV: [Human Immunodeficiency Virus] A virus found in humans which causes the suppression of the body's defences against infections and cancers.

AIDS: [Acquired Immune Deficiency Syndrome] A collection of characteristic medical symptoms caused by HIV which is obtained from another human, and which causes an abnormality in the immune system.

Chastity: Refraining from sexual intercourse before marriage.

Infidelity: Adultery, unfaithfulness in marriage.

Homosexuality: Sexual feeling for a person of the same sex.

Safe sex : The words used by the government and the media to describe the use of condoms.

Safer sex: The words used to point out the Christian viewpoint that the only 'safe sex' is in the bond of a faithful marriage.



CHECKLIST

Preparation is obviously necessary for this session – both of factual information and evaluation of one’s own attitudes and feelings.

Before the session study the background notes, positional statements and definitions and be familiar with Bible references.

For the Getting Started activity make sure you have clippings, articles and advertisements to place around the room.

There are six approaches. You will need to be selective in the approaches you will use. You may even prefer to omit the Getting Started activities and go straight into the approaches.

Approach 1 is answering 20 questions. (You will need to make a chart or overhead transparency from the work sheets to use for this.)

If you feel your young people know most of the information presented in approach 1 then you may prefer to go straight to the discussion in approach 2. Photocopy the summary in approach 2 to give to the participants.

Allow time for the completion of approach 3.

Approaches 4 and 5 are extra alternatives for junior and senior groups and should only be used if you have sufficient time.

It is important to use approach 6 to relate the session to the young people’s lifestyle.

- a. that AIDS is **not** the wrath of God on homosexuals;
- b. prevention is by moral living as per Christian ethics – not via sex education and ‘safe sex’ using condoms as society would have us believe;
- c. the example of the compassionate response of Jesus to the suffering leper outcasts of His time, which suggests the Christians’ response to AIDS sufferers.

An Abbreviated Form of The Salvation Army Positional Statement on AIDS

The Salvation Army holds to the belief that every individual is important in the sight of God, and that there should be no discrimination at any level of society against persons who suffer from any illness.

We uphold the ideals of chastity before and fidelity within marriage and will continue to promote and educate to this goal. These persons are generally not at risk, whereas those in alternative lifestyles are at risk of AIDS.

We will participate in education programs for the prevention of AIDS transmission, but **will not** handle the distribution of needles or condoms. The latter would result in giving conflicting messages and be seen to contradict our beliefs. We believe that the answer to the AIDS crisis can be found in the adoption of a lifestyle with new values and practice, rather than in the finding of new ways to remain in the habits of an ‘at risk’ lifestyle.

We also believe that importance should be placed on the acknowledgement that innocent persons are victims of AIDS.

Salvationists have an individual responsibility to ensure that their personal lifestyle standards are such that HIV is not transmitted.

An Abbreviated Form of The Salvation Army Positional Statement on Homosexuality

The Scriptures affirm that healthy relationships between husband and wife, and parents and children are necessary to satisfactory family life. Both male and female homosexual behaviour, promoted and accepted as an alternative family lifestyle, present a serious threat to the integrity, quality and solidarity of society as a whole.

As Christians we should seek however, to understand and help the homosexual, differentiating between homosexual acts and the innate tendency which may or may not lead to that activity.

Quiz Questions and Answers for Approach 1

(Questions have been chosen to try and allow for future changes in AIDS development.) Discussion points in brackets.

1. **Q** What does AIDS stand for?
A Acquired Immune Deficiency Syndrome.
2. **Q** Which virus is responsible for AIDS?
A Human Immunodeficiency Virus (HIV).
3. **Q** True or False? HIV is only found in humans.
A True.
[Current evidence is that the virus only caused human infections. The origin of the virus is not clear.]
4. **Q** True or False?
The virus reproduces in a cell called the T4 helper cell, thus destroying a vital part of the immune process.
A True.



WEBQUEST

The Positional Statements and Guidelines for Salvationists are on the Army’s websites.

- [This cell performs a miraculous work in healthy persons defending us from infections and some cancers.]
5. **Q** List at least three body secretions in which HIV has been found.
A Any of: blood, semen, vaginal secretions, breast milk. HIV has been found in saliva but it has never been implicated as a cause of transmission.
 6. **Q** List three symptoms that may indicate infection with HIV.
A Usually a combination of: persistent night sweats, prolonged diarrhoea, weight loss, enlarged lymph glands, chronic fatigue.
 [Other illnesses can have similar symptoms e.g. glandular fever, however with HIV the symptoms usually last longer.]
 7. **Q** True or False? Everyone who is infected with HIV virus will develop AIDS immediately.
A False.
 [HIV is a 'slow' virus and can be present in the body for a number of years before it leads to damage. (i.e. AIDS) After being infected with HIV it usually takes approximately three months before a person produces antibodies (seroconversion).]
 8. **Q** True or False? AIDS is fatal.
A True.
 [AIDS so far, is invariably fatal. There have been no survivors as yet; early treatment can delay progression of the HIV virus. Untreated 50% of HIV positive patients will develop AIDS within 10 years.]
 9. **Q** Name two diseases that a person with AIDS may develop because of their damaged immune system.
A Any of: TB, pneumonia, cancer (or Kaposi's sarcoma), dementia (brain damage), skin infection (shingles, thrush etc), chronic diarrhoea, meningitis – virtually any infection.
 10. **Q** List three ways that AIDS can be spread.
A Any form of sexual intercourse; sharing unsterilised needles or instruments; blood transfusions; contaminated blood or body fluid into a cut; mother to baby (during pregnancy or breast feeding).
 11. **Q** List two of the possible innocent victims of AIDS.
A New born babies; those receiving blood transfusions or injections of blood products (e.g. haemophiliacs); doctors and other health workers; transplant patients; spouses of infected, unfaithful persons.
 12. **Q** Choose the commonest group in which AIDS has been transmitted:
 a) homosexuals, b) IV drug users, c) heterosexuals,
 d) blood transfusion recipients.
A a) Homosexuals.
 13. **Q** True or False? A genuinely homosexual person is someone (male or female) who has never known what it is to be attracted to somebody of the opposite sex.
A True.
 [No true homosexual has asked to be the way he/she is. Many are bitterly ashamed and search endlessly for ways to change or suppress their sex drive. It is important to differentiate between homosexual acts and the tendency to be a homosexual.]
 We should also be aware that a homosexual person (i.e. one who has these feelings towards others) doesn't necessarily indulge in homosexual behaviour. Many don't. Refer, if time allows, to The Salvation Army Positional Statement on homosexuality.
 14. **Q** True or False? Condoms are the ultimate for 'safe sex', there are never any failures.

- A** False.
[Condoms are not 100% safe. There are occasional failures, even if used correctly. Society would have us believe otherwise, but the safest approach is 'one partner for life' and don't use intravenous drugs.]
15. **Q** True or False? Transmission of AIDS is much more likely to occur with increasing number of sexual partners.
- A** True.
[However, **one** sexual relationship is sufficient to pass on the virus.]
16. **Q** True or False? We have no need to worry because a vaccine for AIDS is nearly ready and drugs for the treatment of AIDS are very successful.
- A** False.
[A vaccine is proving extremely difficult to develop and is many years away because HIV is a complex virus capable of apparently endless change into different forms. Even if discovered now, such a vaccine will not help those who already have AIDS or HIV infection. Although there is a lot of research in drugs, there is still no real success in this area, with only a few drugs, e.g., AZT (zidovudine) having been shown to alter the natural history of HIV infection and slow down the progression of AIDS, but it is not a cure: with palliative treatment it is too early to know the effective combination of therapy on the long term survival of AIDS patients.]
17. **Q** True or False? The AIDS epidemic has been over-exaggerated. There are not that many people infected or at risk.
- A** False.
[AIDS is the world's greatest health problem. Its implications and severity cannot be overestimated. With millions estimated to develop AIDS in the next few years and many millions more infected with HIV, the economic and social implications are tremendous e.g increased health costs and hospital bed usage; poorer countries cannot treat patients and developed countries are losing enormous manpower. Over 50% of new HIV infections occur among people aged under the age of 25.]
18. **Q** What are two methods that society is using in an endeavour to try to prevent the spread of AIDS?
- A** Any of:
- a) what is called the 'safe sex' approach using condoms. [The emphasis is on personal responsibility, but is still based on a liberal approach to sex];
 - b) screening blood transfusions. [The test is not totally reliable as it detects antibodies and usually these are not present in a person until three months after infection with HIV];
 - c) provision of free disposable syringes to drug users [probably necessary, but is still not facing the problem];
 - d) nationwide education programs and advertisements. [Some of these advertisements scare innocent people, and do not stop the spread of AIDS in high risk groups. Some encourage increased promiscuity because they are teaching that it is OK to jump into bed with many different partners provided that condoms are used.]
19. **Q** What is one method that a Christian could suggest to prevent the spread of AIDS?
- A** One of:
- a) leading moral lives – chastity before marriage and fidelity

during marriage, 'one partner for life';

b) avoid peer pressure to experiment with drugs and to share needles.

20. **Q** True or False? AIDS patients report that what they dread most is not dying, but dying alone.

A True.

[Surely this is a challenge to the Christian community. We need to take this opportunity of showing Christ and His love to AIDS sufferers by being helpful, friendly, caring and comforting.]

Background Notes for Discussion on AIDS for Approach 2

1. Is AIDS an example of God's wrath on a sinful world?

a. AIDS is not the wrath of God on a sinful world. You don't have to be promiscuous to catch AIDS. Many innocent people have been infected via blood transfusions, intravenous injections, through pregnancy to children and through organ transplantation etc. Why do the innocent suffer with the guilty – where is the justice here? God is **just**, so wherever AIDS comes from, it cannot come from Him. Yes, the wages of sin is death (Romans 6:23), but that is to say that **all** of us who sin – whether sexually or otherwise – will die if we don't repent, because the effect of sin on the soul is to deaden it slowly.

b. It is **not** the will of God that anyone should die of sin. God sent His only Son to die for the sins of the world so that all who accept His offer will be saved. (John 3:16) God does not manufacture diseases to bring people to an awareness of their wrongdoing.

c. God still loves the world

AIDS is evidence of what can happen when society rejects God's way, but God still loves the world and wants to see it turning to Him. There are opportunities for evangelism even when large portions of a population carry HIV or have AIDS.

2. Have we made our message clear enough?

We have not really done enough to promote the values of premarital chastity and fidelity within marriage. The Christian church, including The Salvation Army, should call people to live responsible and moral lives. This is the best way to help control the spread of the AIDS epidemic.

3. Must we love those who mock Christian values?

Although we have been attacked by a gay and permissive society, we must forgive 'our enemies' and seek ways of ministering to them even now.

4. Could Salvationists be affected by AIDS?

Although Salvationists **should** be protected by virtue of their lifestyle, this problem will affect **our** people. (Pre-conversion lifestyle, converts, children, transfusion recipients are all at risk. **Working** with people with AIDS does not constitute a significant risk.)

5. Does God direct us to care for AIDS victims?

The first requirement for any sick person is basic care. Health professionals often feel this is not something they need provide. We are specialists in this and should be involved in supportive programs for people with AIDS.

There are implications of the AIDS epidemic for Salvation Army health services and Salvationists should do what they can to try and help. The

WEBQUEST



'True Love Waits' is a youth focussed, non-denominational global movement whose members pledge to abstain from sex until marriage. Other TRIBE sessions deal with this topic but check out the web site.

www.lifeway.com/tlw/

'True Love Waits' magazines are available from Koorong.

Christian's first duty is always to act in mercy and friendship to people with AIDS, as with any other area of service. The Salvation Army is working in many countries, particularly in Africa where whole villages are being wiped out because of the AIDS virus. Care of the elderly and the children is a need as well as care of the AIDS victims.

POINT

- * **Normal** sexuality is **not** that seen in TV soapies or in magazines. God made us to have sexual feelings – but using them according to His plan for mankind is the best way to live.
- * Education from a Christian viewpoint emphasises that the only safe group is one which practises chastity before marriage and fidelity within marriage. (Define chastity and infidelity.)
- * Society and the media would have us believe that successful AIDS education and prevention is to emphasise 'safe sex' by the use of condoms BUT the Bible has more to say.

6. Isn't it risky?

Christianity is involved with the whole human being – not just the spiritual life. Caring for those who need help is part of Christ's command to His people.

7. What should we be saying to young people?

Sex education without a counterbalancing morality is not sufficient. We should therefore adopt an aggressive, but sensitive, approach to all people, upholding Salvationist principles of chastity before and fidelity within marriage. 'Safe sex' may be better than 'unsafe sex', but we need to promote the **ideal** of 'safer sex' as set out in the Bible.

GETTING STARTED

Collect a few newspaper or magazine ads that promote products through sexuality – e.g., food products, cars, clothes. The young people may know of billboards with such messages. Have the ads displayed and discuss how these represent society's view and attitudes towards promiscuity.

Talk about some of the current soapies or reality TV shows and how the views about promiscuity and homosexuality are encouraged.

Point out that society's attitudes are not biblically based. As Christians we need to think about how we 'can be transformed by the renewing of our mind' and not conform to the views of the world. (Romans 12:2).

GOING DEEPER

1. Clarifying the myths on AIDS

Hand out work sheets.

Have the young people discuss each question and give their honest opinion about the answers based on their knowledge of AIDS. Read out the factual answer as presented in the 'Insights for the leader' and get the young people to develop a group answer. This may be written on their work sheets or onto a chart or transparency. (Try to encourage seniors to write more than true or false.)

Remember, that we hear many ill-informed people speaking about AIDS. Knowing the facts helps us to make wiser decisions about what Christians can do about this issue.

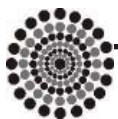
2. AIDS discussion

Work through the discussion points as set out on pages 85 to 86.

Give the young people the photocopy of the following summary and read it together.

A summary

AIDS is not the wrath of God on homosexuals. God is **not** the author of evil, (James 1:13) but rather a God of love to **all**. We are all sinners. Sin is sin – there are no degrees. Those who claim that homosexuals are more wicked deceive themselves. We need to remember Jesus' comments about who should cast stones at the adulterous woman brought to Him. Before we judge others, we must look at our own



FOR SENIORS

This is on the senior work sheet.

imperfections and sinfulness before God. (Matthew 7:3 - 4).

God sent His Son Jesus to conquer **all** sin and His forgiveness is available to everyone.

As far as judgement is concerned, we need to remember that God is the judge, not us. He judges you and me as to how we respond to people who are sick, hungry and lonely. His judgement will be on those who **do** and **do not** respond to the AIDS victims.

3. **AIDS – The latterday leprosy**

AIDS can be seen as the modern day equivalent of the disease of leprosy, as described in the Bible. Jesus had to face this epidemic of leprosy and deal with its sufferers, just as we, as Christians, are now having to face the AIDS epidemic.

Make lists and discuss the similarities of the two situations emphasising:

- reactions of others to the victims;
- how Jesus reacted, His attitude to people in need and how we should react;
- ways of helping AIDS victims as shown by Jesus.

Read together Mark 1:40, 41; Matthew 9:10 - 13. Comment on these points:

Reactions of others to the victims.

- a. Those with leprosy were seen as having the disease because of some special sin they had committed. AIDS victims are also wrongly believed by some to be spiritually unclean.
- b. People kept their distance from leprosy victims – no one would touch them. AIDS victims are also seen as untouchables yet touching AIDS victims is safe. (Gloves should be worn if handling body fluids e.g. blood.)
- c. Leprosy and AIDS victims are viewed as despicable – deserving to be isolated and run out of decent society.

Jesus' reaction

- a. Jesus reached out to lepers and touched the untouchables, He set an example for others.
- b. Jesus showed compassion and caring. He willingly laid hands on and loved those society deemed unclean. AIDS victims are often isolated and lonely, their greatest fear is to die alone. Christians need to be the people to reach out to those society has rejected.

4. **How should Christians respond to the AIDS problem?**

People react in very different ways to the problem of AIDS. When the disease was first diagnosed fear of what it could do and a natural desire to protect their own families drove people to many hysterical or irrational acts. (e.g. Some little children infected with the HIV virus were forced out of local schools.)

This was indeed terrible for the families of people or children who had contracted the disease through blood transfusions or by being scratched with infected needles.

Make a chart or overhead transparency divided into three with the headings 'Human Responses', 'Christian Responses' and 'Means of Helping'. Have the young people give suggestions of responses to AIDS patients and list them in the respective columns. See following sample.





LEADER TIP

If the young people do not think of the responses listed here, you could add them.

Human Responses

- * Hostility and anger.
- * Ridicule.
- * Rejection and avoidance.
- * Embarrassment.
- * Condemnation ('serve you right').
- * Scaremongering with untruths.

Christian Responses

- * Acceptance.
- * Understanding.
- * To hate the sin but love the sinner.
- * Opportunity for evangelism.
- * Opportunity to show love and service to others.

Means of Helping

- * Friendship and emotional support.
- * Proper caring.
- * Physical help.
- * Prayer – for healing and/or for ability to cope with their illness.
- * Comfort (i.e. to listen, and accept the person as he or she is).
- * Remind them there is a God who loves them.



FOR SENIORS

5. Read the Positional Statement (on page 82)

Is it fair, too conservative, clear and compassionate?

Consider each part of the statement.

Important points to raise:

- a. **Every** person is important to God, so there should be no discrimination against persons who suffer **any** illness.
- b. There are innocent victims who need love and care.
- c. Should The Salvation Army take part in supplying clean needles or distributing condoms?
- d. How is a return to Christian ethics and moral living the answer to this crisis?
- e. How can Salvationists ensure that their lifestyle does not allow a spread of HIV?

6. The Christian with AIDS

A member of your corps has just discovered that he/she has developed AIDS. Discuss how you should relate physically and spiritually to this member of your church, and how you may be able to help him/her.

NB: Refer to points made in other strategies.

Summary of issues that should be discussed

- a. It is quite safe to share meals, touch the person and visit him/her at home or in hospital.

- b. Show Christ's love through prayer with this person. Give friendship and emotional support. As well give practical help in the home, however use gloves if dealing with body fluids such as blood.
- c. When sick or in hospital visit regularly and show you care. Remember the deepest need of **any** AIDS victim is for caring and friendship and the greatest fear is to die **alone**.

TAKING IT HOME

The AIDS epidemic:

1. gives new opportunities and added urgency to the task of evangelism;
2. provides us with an opportunity to show Christ's love as a fundamental human requirement, especially when there seems little else to offer;
3. strengthens our longstanding convictions on premarital chastity and fidelity within marriage.

Christians have always claimed to 'hate the sin and love the sinner' – here is our chance to **show** that we mean it, and we do love them.

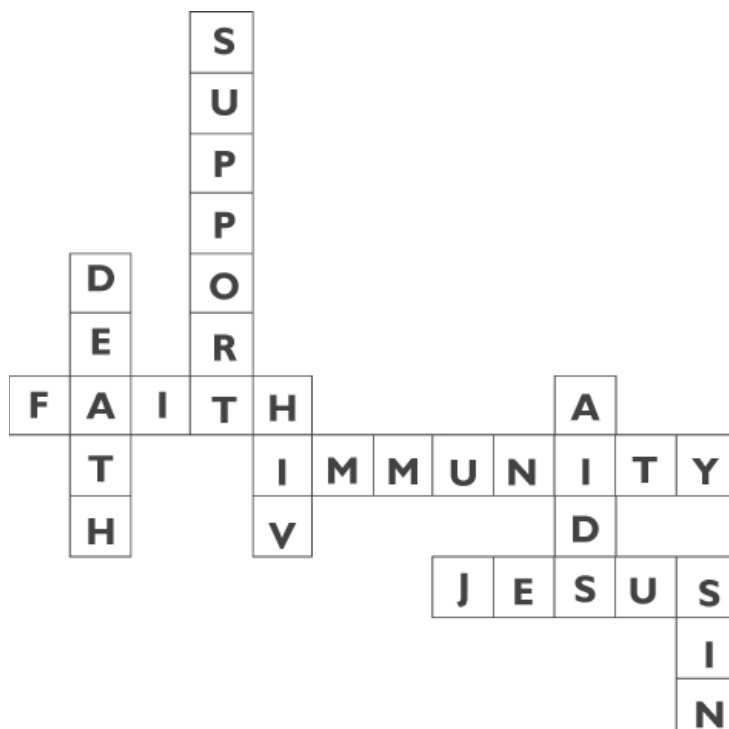
In many countries The Salvation Army runs homes for AIDS babies. These show Christian love by giving practical help to babies often abandoned by their families.

What are some ways we can love the unlovable?

FOLLOW-THRU

You may like to challenge your young people to help raise money for work done amongst AIDS victims.

Solution to crossword from work sheet:



STRAIGHT TALK

Complete these sentences correctly and then place the words in the crossword.

Our _____ (7 across) protects us against diseases and is a God-given miracle.

When this is destroyed by _____ (3 down) the condition known as _____ (4 down) occurs.

Our _____ (6 across) in Jesus is also a God-given miracle and makes us Christians. This gives us a purpose for living and a hope of eternal life. When this is destroyed by _____ (5 down) it leads to unhappiness, suffering and spiritual _____ (1 down).

When _____ (8 across) was here on earth He loved and cared for the sick and suffering of His time, especially the lepers. He left us a clear example of how we, as Christians, should help and _____ (2 down) AIDS victims.

AIDS

sin

Jesus

immunity

support

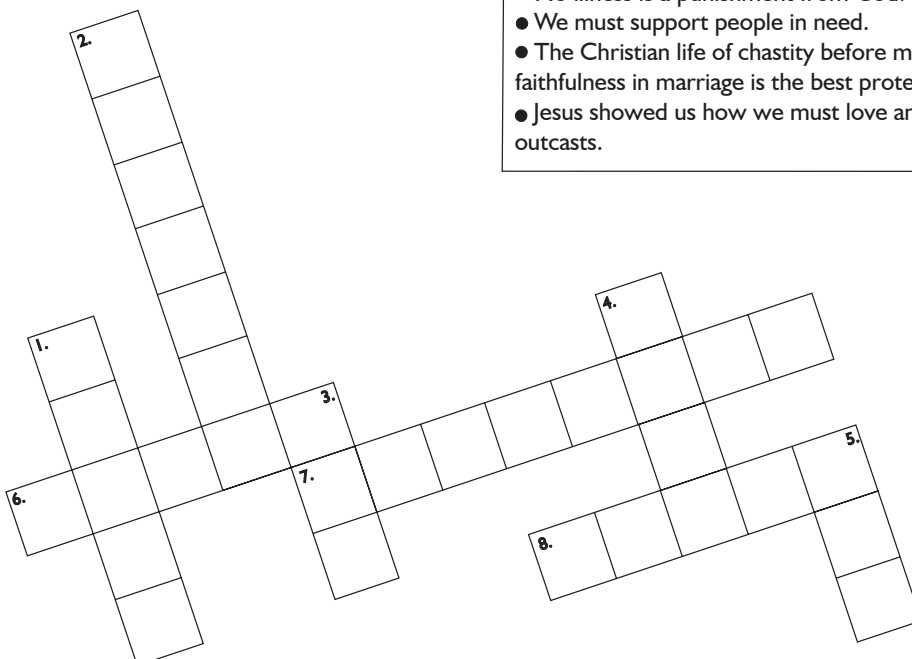
HIV

faith

death

HIGHLIGHTS

- AIDS is caused by HIV which suppresses the body's defences against infections and cancers.
- No illness is a punishment from God.
- We must support people in need.
- The Christian life of chastity before marriage and faithfulness in marriage is the best protection against AIDS.
- Jesus showed us how we must love and care for social outcasts.



STRAIGHT TALK

The problem of HIV/AIDS continues to affect Africa and Asia in a frightening way.

Society invented condoms to prevent birth – now they are needed to prevent death.

AIDS is not the wrath of God on homosexuals. God is not the author of evil, (James 1:13) but rather a God of love to all. We are all sinners. Sin is sin – there are no degrees. Those who claim that homosexuals are more wicked than the rest of us deceive themselves. We need to remember Jesus' comments about who should cast stones at the adulterous woman brought to Him. Before we judge others, we must look at our own imperfections and sinfulness before God. (Matthew 7:3, 4).

God sent His Son Jesus to conquer all sin and His forgiveness is available to everyone.

As far as judgement is concerned, we need to remember that God is the judge, not us. He judges you and me as to how we respond to people who are sick, hungry and lonely. His judgement will be on those who do and do not respond to the AIDS victims.

God's judgement will be on those who do and do not respond to AIDS victims.

To comfort is to listen and accept the person as he or she is, then to remind them there is a God.

JUNIOR & SENIOR WORKSHEET

1. What does AIDS stand for?

2. Which virus is responsible for AIDS?

3. Is it true or false that HIV is only found in humans?

4. Is it true or false that the virus reproduces in a cell called the T4 helper cell, thus destroying a vital part of the immune process?

5. List at least 3 body secretions in which HIV has been found.

6. List 3 symptoms that may indicate infection with HIV.

7. Is it true or false that everyone who is infected with HIV will immediately develop AIDS?

8. Is it true or false that AIDS is fatal?

9. Name two diseases that people with AIDS may develop because of their damaged immune systems.

10. List 3 ways that AIDS can spread.

11. List two of the possible innocent victims of AIDS.

12. Underline the commonest group in which AIDS has been transmitted:
(a) Homosexuals; (b) IV drug users; (c) heterosexuals;
(d) blood transfusion recipients.
13. Is it true or false that a genuinely homosexual person has never been attracted to somebody of the opposite sex?

14. Is it true or false that condoms are the ultimate for 'safe sex' – with no failures?

15. Is it true or false that transmission of AIDS is much more likely to occur with increasing numbers of sexual partners?

16. Is it true or false that a vaccine for AIDS is nearly ready and that drugs are treating AIDS very successfully?

17. Is it true or false that the AIDS epidemic has been overexaggerated?

18. What are two methods that society is using to try to prevent the spread of AIDS?

19. What is one way a Christian could suggest to prevent the spread of AIDS?

20. Is it true or false that AIDS patients dread dying alone?



RE-FORMING THE CHURCH

AIM

To explain to the young people that Salvation Army beliefs are based on a heritage of Christian thought.

OBJECTIVES

As a result of this session, the young people will:

- ❖ have some idea why the Reformation occurred;
- ❖ have a basic understanding of the Protestant doctrines that resulted from the Reformation;
- ❖ see that Salvation Army beliefs have their roots in the thinking and theology of the Reformation.

INSIGHTS FOR THE LEADER

Be careful that this session doesn't become a Protestant versus Catholic session. It is to give the young people an understanding of our roots in the Christian Church.

This session is not meant to be a long, boring history lesson. It is not necessary for the young people to know the full details of the Reformation although this would be a good topic for personal study.

The 16th century Reformation in western Christianity was not so much a single event as the culmination of countless movements in which discontent was registered, usually with an appeal to Scripture, against beliefs and practices of the medieval Roman Catholic Church. It was made possible by the peculiar social and educational conditions of the age, the commanding leadership and spiritual devotion of Martin Luther and the dedicated services of many other gifted and competent scholars and preachers.

These reformers sought to reform a medieval church which had not only lost the true gospel of the Kingdom, but in the process had allowed itself to become a secularized and often corrupt institution.

Because of wars and other expenses the church had been forced to look for further funds and so had begun the raising of money by charging believers for 'indulgences', i.e. the selling of forgiveness for sins by the Catholic Church.

Martin Luther was born in Germany in 1483. He gained a brilliant degree in law but then chose to enter an Augustinian monastery. Here he sought peace with God. But he longed for, closer experience with God did not come. It turned out to be a desperate spiritual struggle. Whilst a professor at the University of Wittenberg, Luther pursued with great diligence all the ways a monk was taught to find God: the spiritual way of prayer, the practical discipline of good works and the intellectual search for reason.

SESSION 11

FROM THE BIBLE

2 Timothy 3:14 - 17; Romans 1:
16 - 17; Romans 3:21 - 31.

CHECKLIST

Although the Scripture references are not used in the session, it is important that you read them carefully and know to refer to them should your young people raise issues requiring biblical evidence.

There are two suggestions for the Getting Started activity. Choose the one you feel will be most suitable for your group and prepare accordingly.

There is really only one teaching approach in the session. This involves teaching the young people that our doctrines are grounded in the Christian Church. Do not spend a long time on discussing the right or wrongs of the factions in the Reformation unless the young people ask questions.

The most important points to be taught are **'the three great principles of the Reformation'** so do not allow yourself to be so sidetracked that you do not even reach this part of the session.

You will need copies of the doctrines from page 100 for each young person.

For juniors a simpler version of Martin Luther's stand is given on page 99.

DEFINITION

Penances: – were tasks or punishments given by the priest to be done as a sign that the one confessing was sorry for the sins committed.

Luther went through agonies of stress when he found that the harder he pursued the known methods of spiritual growth, the further God seemed from him. Indeed, his superiors grew weary of his confessions and penances.

It was in these desperate moments that the great truth of Christianity was shown to him. It was not God who was far off and mankind who had to do everything to attain His favour at all. Mankind was far off because of self-centredness and sin and God had come all the way in Christ to find us and continues to come to the penitent, believing heart.

With this rediscovery of the original gospel and meditation upon the truth of Romans 1:17, 'the just shall live by faith' (Authorised Version), Martin Luther could no longer accept the distorted beliefs and practices of the medieval Roman Catholic Church.

His belief in the 'priesthood of all believers' changed the Catholic system of worship. Indulgences and belief in purgatory were exposed by the fact of free forgiveness through faith in Christ alone. The Mass and transubstantiation whereby the bread and wine were believed to actually become the body and blood of Christ, were replaced by communion. Prayer to Mary and the saints rather than directly to God was seen as unnecessary. The claims of the Pope to infallibility and universal authority were seen as the claims of a worldly prince and not 'the vicar of Christ' on earth as the Pope was meant to be.

When Luther tried to discuss these beliefs with the leaders of the Catholic Church, he touched the exposed nerve of both the hierarchy of the church and the everyday practices of Christianity.

Luther was excommunicated by the Pope in 1521. This meant he was considered an outlaw and denied the ministry of the church. Luther wrote many books in support of his stand, including a translation of the Bible into his native language, German, which enabled ordinary Christians to see for themselves the truth of his arguments.

This stand taken by Luther caused widespread divisions within the church and the nation with a war between the opposing factions resulting in a Lutheran and Catholic Germany, and the beginnings of the Protestant Church.

Martin Luther died in 1546, but it was not until 1555 that the Lutheran Church became a legitimate religion and Protestantism a recognised Christian Church.

GETTING STARTED

1. Use the True/False questions on the work sheet. Have the young people read a statement together then move to one side of the room marked 'True' if they consider it is true – or the other side if they consider it false.

Remember that this is only a starter activity, but if any young people are absolutely convinced in their mind with an incorrect idea, the following verses will help to show the biblical basis for the truth or otherwise of the statement. There will not be time to look at each reference.

- a. False – John 3:16.
- b. False – Romans 3:23.
- c. False – Ephesians 2:8 - 9.
- d. True – John 3:16.
- e. True – 2 Corinthians 13:13.



VIDEO CLIP

There is a video available entitled 'Luther Legacy' by Bill Whitney available from Christian Multimedia. www.arfs.org.au/videos/history.html. There are also other videos/DVDs available on Luther's life from normal video shops that you could show segments from to add to this session.

Check out your local Christian bookstore as some have borrowing libraries attached.



LEADER TIP

Have the verses marked in your Bible beforehand just in case you need to 'prove' a correct statement.

- f. True – Romans 10:10.
- g. True – 1 Thessalonians 5:23.
- h. True – Hebrews 10:19 - 20.
- i. True – 1 John 1:9.

Or

2. Write down as many similarities and as many differences as you can think of between The Salvation Army and other churches. Use the similarities to point out that The Salvation Army belongs to the Christian Church.

GOING DEEPER

Introduction

The Salvation Army has only been in existence as a part of the Christian Church for about 130 years. In that time there has always been a definite creed to which its members have been and still are required to subscribe.

These doctrines were not just a set of beliefs drawn up by William Booth. The beginnings of the 11 Doctrines of The Salvation Army were biblically based and supported by the Scriptures of the Old and New Testaments and they include developments from the 16th century Reformation and its resultant creeds.

Salvation Army beliefs are based on this heritage of Christian thought that has come down to us as a result of the reformation of the medieval Christian Church and the subsequent breakaway and establishment of the Protestant Churches to which The Salvation Army firmly belongs.

Therefore, as Salvationists and as Protestant Christians, it is important that we know not only **what** we believe but why we believe and where that belief finds its basis and origin.

Why a Reformation?

The older any institution becomes the more chance there is that it will become bogged down in rituals for their own sake. It is a human weakness to hang on to tradition.

Various branches of the Christian Church have arisen when the need for 'a going back to the basics' was so great that the Holy Spirit chose people to do just that.


We have already considered in some sessions in *TRIBE* how we as Salvationists need to think about our aims so that we do not get side tracked into anything that is not true to the main teaching of the gospel.

In medieval times the need to reform or re-form the church was so great that many fine thinkers and churchmen were involved in this movement of the Holy Spirit.

There was no plan to destroy the church. There was not even an intention to begin a new church. Men such as Martin Luther, as they agonised about their own relationship with God, saw that the church needed to reform some of its practices and especially that it needed to return to the faithful teaching of the Bible.

Martin Luther's stand

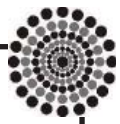
Martin Luther was a monk who was also a professor of biblical studies at Wittenberg University in Germany. The teaching in his monastery denied that 'all men were sinners' and refused to believe that the sinner was helpless to save himself. Along with many other seeking, sincere men and women, Luther believed that the more penances he performed, the



Although The Salvation Army was only formed about 130 years ago, what we believe is firmly based on Christian beliefs especially those that were reformed during the Middle Ages and this is what we are going to learn about in this session.

DEFINITION

Creed: – a set of beliefs summarising the Christian doctrines.




LEADER TIP

Have different leaders or special guests tell the different parts of this explanation so that it is not just being read out by one voice.

If you are the only leader then allow time for questions and discussion at the end of each segment.

One leader may like to dress as Luther and tell the story in the first person.



LEADER TIP

At this point, especially for juniors you may prefer to use the information on page 99 to tell about Martin Luther and then continue from 'Results of the Reformation'.

more he treated his body harshly than the closer he would come to God. Sadly, he found that this was not so.

DEFINITION

Purgatory: – this was the period of punishment that the soul of the dead was said to endure until it had been cleansed of every sin.

Medieval people also had a dreadful fear of purgatory.

Ordinary people were spending money that they could not afford, to buy indulgences both for the dead and themselves. Indulgences were a payment to the Roman Catholic Church to cancel the punishment of sin.

Luther in his studies of the Scriptures came to see more clearly that such payments never put a man 'right' before God. While reading the book of Romans he rediscovered the great truth that men are saved by God through Jesus Christ and not by their own good works. Salvation, he joyfully realised, depends on God's grace alone.

Sadly, at this time the Pope needed great sums of money to continue the building of St. Peter's Church and for his own extravagant tastes. To secure the money, he extended the sale of indulgences. Such sales had produced grave abuses in the past and the new drive for money brought matters to a climax. In Wittenberg a famous seller of indulgences, a Dominican monk, named Tetzl, shamefully offered forgiveness at a price. He declared that 'no sooner will the money chink in the box, than the soul of the departed will be free' from purgatory.

Martin Luther was stirred to action. In 1517, he nailed his statements about serious problems within the church at that time to the church door at Wittenberg where vast crowds congregated. (Church doors were frequently used as notice boards.) In this famous document, which became known as Martin Luther's Ninety Five Theses, he laid down, among other things:

- a. that an indulgence can never remove guilt. Only God can do that.
- b. it cannot alter divine punishment for sin. This was also God's work.
- c. it has no effect on souls in purgatory;
- d. the person who has truly repented has already received pardon from God, and needs no indulgence.

Copies were made in German of the Latin Theses and printed off by friends for circulation all over Germany. So the Reformation began.

Luther only wanted the church to examine its basic beliefs. Sadly prestige and money were of more concern to the church leaders than theology and the salvation of man.

At a meeting of princes, dukes and important church leaders at a place in Germany called Worms, Luther again refused to withdraw anything he had said. He was questioned about his writings but said he would not take back anything unless it proved to be contrary to Scripture. The meeting (called a 'Diet') dismissed Luther and for his own safety he was taken to Wartburg Castle where he continued his writing.

After lengthy debates with the Roman Catholic hierarchy that lasted for four years, Luther was finally excommunicated in 1521. But this stand taken by Luther, and continued in his many books, prompted division within the church and the State resulting in a Lutheran and a Catholic Church and State.

DEFINITION

Excommunicated: – not allowed to be part of the church.

This was the beginning of the Protestant Church in Europe. Not long after this, dissatisfaction and the need to reform the Roman Catholic Church in England caused the church there to break away and become the Church of England – now known as the Anglican Church. And so the Protestant Church movement was firmly established in the then known world.

Results of the Reformation

Although there were many lasting social, political and economic changes following the Reformation, what we need to remember most is that the Reformation was primarily a rediscovery of the gospel of God's saving work in Christ. Such a great truth being boldly proclaimed triumphed over any practice or custom that was corrupting the church.

The great principles of the Reformation

From Luther's rediscovery of the direct and personal relationship between Christ and the believer came three of the great principles of the Reformation and doctrines of the Protestant Church.

1. The Scripture is God's word of authority

Luther, and all the reformers, believed that God had spoken to humankind, and acted on behalf of them, throughout history. The account of how God had dealt with humankind was given in Scripture. They believed that God continued to speak to them through the words spoken to prophets and apostles. In this personal revelation, God Himself spoke in love to His creation, and the saved, heard and answered in faith.

They believed that the Scriptures were God's word of authority on Christian faith and practice and as such were the ultimate source of appeal in all their arguments.

Read the first doctrine of The Salvation Army and compare it with this.

2. We are saved by grace alone

The second great principle of the Reformation was that salvation came by the free and undeserved grace of Christ.

This came to be known as 'justification by faith only'. The Protestant believed that by the action of God alone, in the death and resurrection of Christ, he was called from his sin to a new life in Christ.

The Catholic equally believed he was saved by Christ. But he made good works parallel faith, and stressed the merit of good works. The Protestant was 'justified' made acceptable to God – solely by Christ. The Catholic modified this, by placing his own good works alongside. The Protestants emphasised that good works did not save us. They did not disapprove of good works or think that Christians should not do them. Luther said, 'Good works do not make a man good, but a good man does good works.'

Compare this with doctrines 6, 7, 8, 9, 10 of The Salvation Army.

3. Every believer a priest

The third great principle of the Reformation was termed the 'priesthood of all believers'. There was one gospel, one justification by faith, one status before God, common to all men and women, clergy and laity. God expected obedience and loving service from all his followers – not just those who took the vows of priesthood. The reformers held that God called people to different occupations – father or farmer, scholar or pastor, servant or soldier. In and through his calling, the Christian served God and the church consisted of all those called by God to salvation.

Think about the opportunities for involvement in your corps and the part that all people play in the life of your corps.



LEADER TIP

This is activity 2 on the work sheet.



LEADER TIP

Have copies of the doctrines ready to hand out with key parts highlighted. You don't need to read all of the doctrines – just quickly point out that our doctrines are built on Martin Luther's teaching.

TAKING IT HOME

Martin Luther was a man who was willing to stand up for what he believed. As a result of his spiritual experience and commitment to the truth of Scripture, we have the Protestant Church of which The Salvation Army is a part.

Many people in the community do not recognise The Salvation Army as a church. They see The Salvation Army only as a 'charitable organisation'. But we know The Salvation Army is not just a welfare agency that helps people. First and foremost, The Salvation Army is a part of the Christian Church and our beliefs and doctrines stem from the beginnings of the Protestant Church in the Reformation. The Salvation Army is a part of the Body of Christ on earth, that is the Christian Church.

REFERENCES

DOWLEY, T. (ed.), *The History of Christianity*, Lion Publishing, 1977.

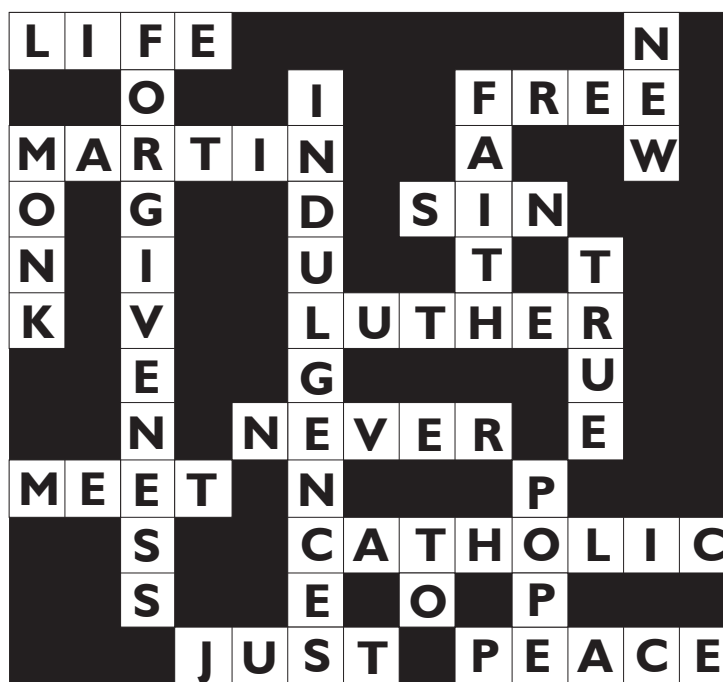
RICHARDSON, A., *New Dictionary of Christian Theology*, SCM Press.

RENWICK, A. and HARMAN, A., *The Story of the Church*, Inter-Varsity Press, 1958.

FOLLOW-THRU

This session would be a good one to talk to the young people about the Get Involved and Grow in Training for Leadership challenges. This will allow them to see that The Salvation Army uses committed lay people to work for God.

Solution to crossword:



road to FAITH

MARTIN LUTHER was scared of God. He grew up believing that God was an angry judge, who kept count of all the wrong things people did, so that he could sentence sinners to hell for ever and ever. Most people living in Germany at Luther's time (500 years ago) had the same idea about God.

☐ Luther was tortured by the thought: 'How can I escape from God's punishment?' But he could find no answer.

☐ One day Luther was caught in a severe thunderstorm. A bolt of lightning threw him to the ground. Was God going to kill him? In terror Luther called out to one of the saints: 'Save me, and I'll become a monk!'

☐ Luther kept his promise. Being a monk was no fun, though. He slept in a small, bare, unheated cell. Noise and conversation were forbidden. No-one was allowed to laugh. Seven times a day the monks would say their prayers, beginning at 2 am. They had two meals a day, and only one on a hundred or more 'fast' days. When they weren't reading the Bible or praying, they would be doing other 'good works'. I kept the rule of my order so strictly that I may say that if even a monk got to heaven by his monkery, it was I.'

☐ But still Luther's big question would not go away: 'Is God pleased with me? Have I done enough good works?' He still could not get rid of his fear of God. His superior told him just to concentrate on loving God. Martin found that impossible. Later he wrote: 'Love God? I hated him.'

☐ But then everything changed. Luther studied the Bible. Eventually it dawned on him that he had the wrong idea about God. True, God expects people to obey him and he is angry over sin. But God is also kind and forgiving. Jesus paid for the sins of the world by giving up his own innocent life. We don't have to do anything to make God like us and accept us. Jesus has done that for us. If we believe in Jesus, we have forgiveness of all sins, we are saved from hell, we can live with God forever.

☐ What a difference this good news made to Luther! He said: 'I felt that I was born again and had entered Paradise itself through open gates'. Now he was not scared of God any more. Now he had peace.

☐ Luther began to teach and preach the good news he found in the Bible. Church leaders did not agree with him. He challenged and criticised them. In the end they put him out of the church. But many people believed that he was teaching God's word truthfully.

☐ Luther wanted young and old to discover the truth about God. So he wrote two catechisms, or teaching books, which explained the main teachings of the Bible.

☐ Martin Luther was one of the people God used to reform the church – to bring the church back to the good news that Jesus died for our sins, and that God's forgiveness does not have to be earned but is a free gift to everyone who believes in Jesus.



I believe that Jesus Christ is my Lord ...

Jesus rescued me when I was lost and condemned.

**He set me free from all my sins,
from death, and from the power of the devil.
It cost him more than gold or silver;
it cost him his life.**

**Even though he was holy and innocent,
he suffered and died for me.**

**Jesus did this so that I can belong to him,
and he can be my king.**

**I can live under him and serve him,
innocent and happy forever.**

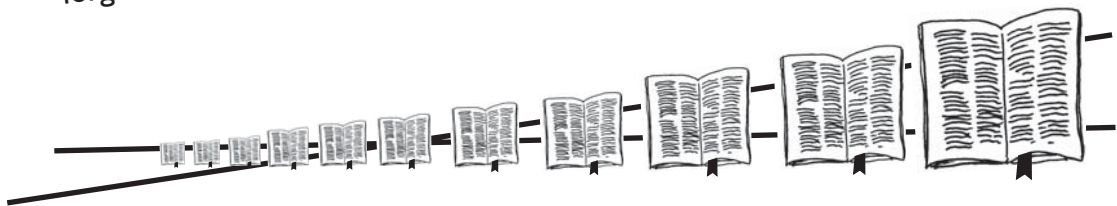
Martin Luther

From 'On the Road' – The Map Magazine, published by Open Book Publishers. Used with permission.

RE-FORMING THE CHURCH

1. True or False

- (a) We believe that only a chosen few will be saved.
- (b) We believe that William Booth was infallible.
- (c) We believe that we can earn our salvation.
- (d) We believe that 'whoever wants to' may be saved.
- (e) We believe that there are three persons in the Godhead.
- (f) We believe that we must have faith in God.
- (g) We believe that all believers may be sanctified.
- (h) We believe that we may approach God directly because of Jesus' death.
- (i) We believe that once we confess our sins God forgives and forgets.



2. There were three great principles to come out of the Reformation. Although this happened more than 400 years ago, are they still true today? Answer 'yes' or 'no' and explain why you answered like you did!

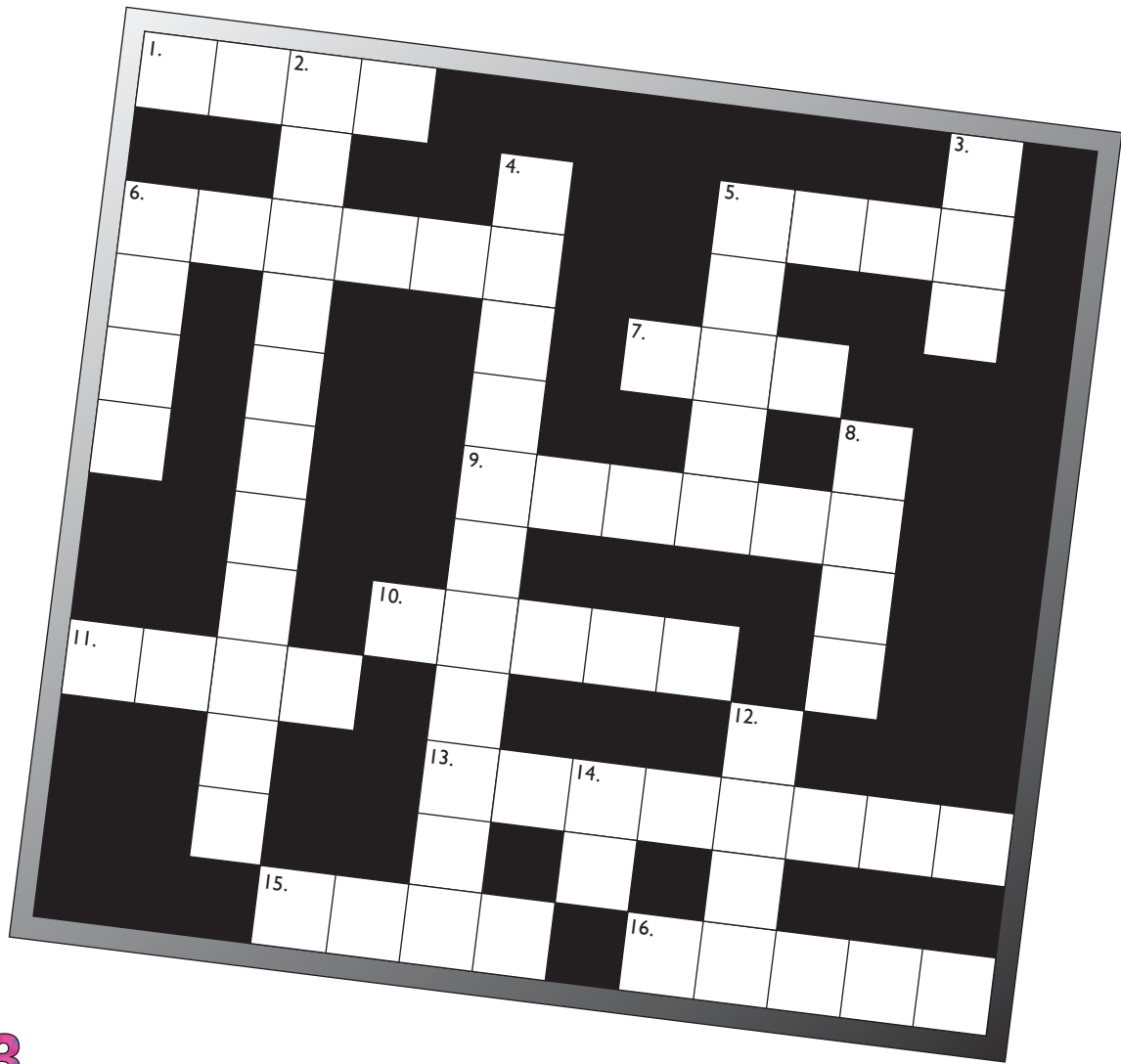
HIGHLIGHTS

- The Salvation Army is part of the Christian Church.
- The Reformation was needed so that the Church could return to the original gospel truths.
- We believe that salvation is a free gift from God because Jesus died for us.
- We believe that all believers can have fellowship with God and serve Him in whatever work they are doing.
- The Protestant Church is based on the protests made about the corruption in the medieval church.

Principle 1 – God's word is the authority on which all Christian beliefs should be based.

Principle 2 – We are saved by grace not by works.

Principle 3 – All believers can be workers for God no matter what occupation they have.



3.

Clues Down

2. We cannot earn _____ for our sins.
3. Martin Luther's ideas were not _____. They had been in the Bible all the time.
4. The sale of _____ was not based on the Scripture.
5. We must show repentance, confession and _____ to be saved.
6. Martin Luther was a _____ of the church.
8. He fought to have the _____ facts of the gospel presented to the people.
12. When excommunicated by the _____ Martin Luther spent his life writing books in support of his beliefs.
14. Martin Luther knew that we can only come _____ God through faith.

Clues Across

1. Martin Luther spent his _____ fighting for the great gospel truths to be the basis of the church.
5. Salvation is a _____ gift from God. We cannot earn it.
6. The Christian name of Luther.
7. Forgiveness of _____ has been paid for by Jesus Christ.
9. Martin _____ was a great reformer.
- 10 We can _____ be saved by the good works we do.
11. Martin Luther tried to _____ with church leaders but they refused.
13. The _____ Church had become involved in raising money for secular power.
15. 'The _____ shall live by faith' was a very important text for Luther.
16. Luther tried many ways to find _____ with God.

RE-FORMING THE CHURCH

Martin Luther said 'I did nothing ...
The Word did it all.'

1. True or False (Be prepared to back up your answer with a verse of Scripture or doctrine.)

- (a) We believe that only a chosen few will be saved. _____
- (b) We believe that William Booth was infallible. _____
- (c) We believe that we can earn our salvation. _____
- (d) We believe that 'whoever wants to' may be saved. _____
- (e) We believe that there are three persons in the Godhead. _____
- (f) We believe that we must have faith in God. _____
- (g) We believe that all believers may be sanctified. _____
- (h) We believe that we may approach God directly because of Jesus' death. _____
- (i) We believe that once we confess our sins God forgives and forgets. _____

In 25 years Martin Luther wrote a book every fortnight.

The Diet of Worms was not what Martin Luther ate.

2.

'My conscience is fast bound to the Word of God.
Here I stand. I can do no other'.

There were three great principles that Martin Luther rediscovered in the Reformation. In 1 or 2 sentences, explain what each of these great truths of the Reformation of the 16th century means for you today in the 21st Century!

a. God's word of authority _____

b. By grace alone _____

c. The priesthood of all believers _____

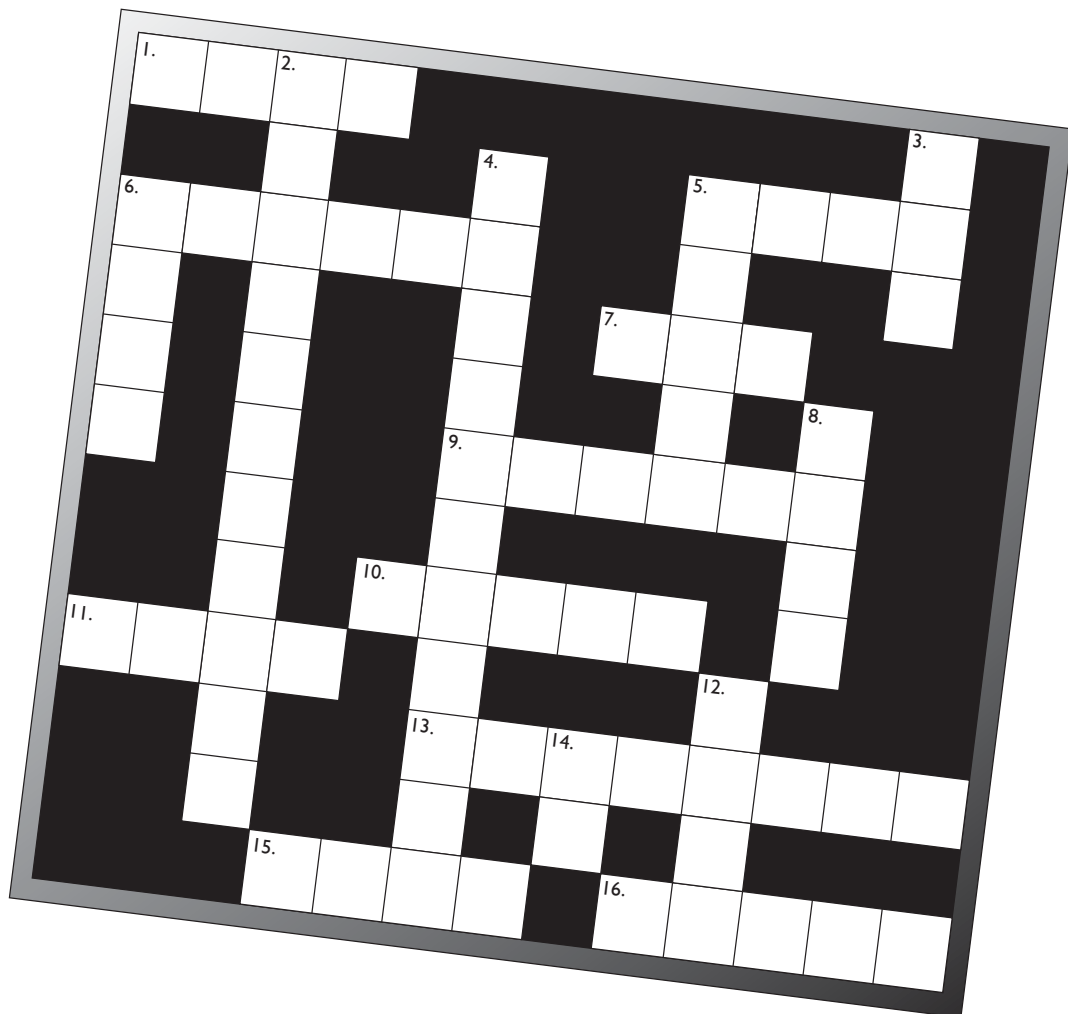
Martin Luther fostered schools for girls as well as boys.

Martin Luther wrote many hymns
It is believed that he wrote 'Away in a manger'.

Martin Luther translated the Bible into German.

3. Write in the missing words in this story then use them to complete the crossword.

In 1517, a ___ ___ ___ [6 down] called ___ ___ ___ ___ [6 across] ___ ___ ___ ___ [9 across] who had been trying ___ [14 down] find ___ ___ ___ [16 across] with God by following all the rules of the ___ ___ ___ ___ [13 across] Church had a very real personal experience after meditating upon Romans 1:17 'the ___ ___ ___ [15 across] shall live by ___ ___ ___ [5 down]'. He realised that God's ___ ___ ___ [5 across] gift of ___ ___ ___ ___ [2 down] of ___ ___ [7 across] could ___ ___ ___ [10 across] be sold as the church was doing with its sale of ___ ___ ___ ___ [4 down]. Luther did not see this truth as something ___ ___ [3 down] but as a rediscovery of the ___ ___ ___ [8 down] message of the Bible. He tried to ___ ___ ___ [11 across] with the leaders of the church to discuss this but they refused and he was eventually excommunicated by the ___ ___ ___ [12 down] and spent the rest of his ___ ___ ___ [1 across] writing books in support of his beliefs.





THE FAITHFUL SOLDIER

AIM

To challenge the young people to be faithful soldiers of God and of The Salvation Army.

OBJECTIVES

As a result of this session young people will:

- ❖ understand the biblical concept of being a soldier of Christ;
- ❖ be encouraged by the example of faithful soldiers;
- ❖ examine the promises in the Articles of War;
- ❖ think about the next step in their relationship with God;
- ❖ determine to be faithful.

INSIGHTS FOR THE LEADER

Adolescence is a time of great idealism but it is also a time of swinging emotions and passing 'fads'. Teenagers need to be helped to a mature stability that enables them to stick to the job. They may be keen to become a soldier. However, becoming a Salvation Army soldier requires more commitment from a young person than does membership in many other churches. The pressures to conform to the behaviour and attitudes of others their age in high school/university/or just beginning work and they can be in a position of conflict that they find too hard to resolve.

Some of your group may be thinking about becoming soldiers while others may never have considered it. This session provides a good opportunity for you to find out where your young people 'are at' in their relationship with God in terms of serving Him as soldiers of The Salvation Army.

GETTING STARTED

1. Game

Have the young people stand on one leg with their hands on their head and a coin balanced on their knee. How long can they do it?

Or

2. Discuss experiences on 'athons', 40 hour famines, diets, study plans and so on. Was it easy or difficult to keep going to the end? Good intentions are severely tested as the hours and days go by. Unless we have a very firm commitment to the task in hand we can grow weary, discouraged or simply find something different to do.

SESSION 12

FROM THE BIBLE

Hebrews 3:1 - 2, 14; Hebrews 12:1 - 6; 2 Timothy 2:1 - 4.

FURTHER READING

Chosen to be a Soldier, Campfield Press, St. Albans, 1977.

BEGBIE, H., *Life of William Booth*, Macmillan and Co., London, 1920.

CHECKLIST ✓

This session should be made as practical and positive as possible.

Choose one of the Getting Started activities to do as a combined group.

You could invite a 'visitor' (dressed as William Booth) to read William Booth's last message, this should come while you have your whole group together.

Approach 3 looks at 2 Timothy 2:1 - 4.

Approach 4 looks at the Articles of War. Have a copy ready for young people to look at. It would be good if you have your Articles of War to show them.

If you plan to use one of the songs in Taking it Home you may want to write out the words.



Some things in life are difficult to do for long periods of time. This session is about remaining faithful as a soldier of Christ.

GOING DEEPER

1. Video presentation

Brainstorm what your group thinks a 'good Salvation Army soldier' should be like / look like / act like. List their suggestions without commenting on any of their ideas and then show the video segment.

If any of the points mentioned in the video are similar to your group's ideas, you could highlight these as they are mentioned.

(A good soldier (1) is a good man or woman; (2) makes war his/her business; (3) understands his/her business; (4) understands how to act in combination with others; (5) is a fighting person; (6) endures hardship and (7) has a personal and honest relationship with Jesus.)

2. What a lifetime I have lived!

Have a 'visitor' (dressed, if possible, in an old style uniform and beard) to speak as the Founder remembering past times and urging soldiers to keep fighting. (The final paragraph is a direct quote from William Booth's last message.)

'How many wonderful soldiers and officers I have seen fight for God in this salvation war against sin – fight until the Master called them to lay down their swords.

I remember way back when we were preparing the annual report for the Christian Mission, as we were known in those days.

My faithful assistant, George Railton was reading it aloud.

"The Christian Mission is a volunteer army recruited from amongst the multitudes who are without God and without hope in the world."

Bramwell interrupted him. He didn't like that word volunteer. Sounded like he could turn up when he felt like it and rest when he was a bit weary.

"Volunteer!" he cried. "I'm no volunteer! I'm a regular or nothing!"

I remember how he stopped me in my tracks. It was true. We weren't playing games pretending to be soldiers – we were real soldiers fighting a real battle for the Lord.

I seized the pen – crossed out the word 'volunteer' and wrote in 'salvation'.

We can only win the war against sin if every soldier is a real soldier, determined to fight to the end ...

And now, comrades and friends, I must say goodbye. I am going into dry-dock for repairs, but the Army will not be allowed to suffer, either financially or spiritually, or in any other way by my absence; and in the long future I think it will be seen – I shall not be here to see, but you will – that the Army will answer every doubt and banish every fear and strangle every slander, and by its marvellous success show to the world that it is the work of God and that the General has been His servant ... While women weep, as they do now, I'll fight; while little children go hungry, as they do now, I'll fight; while men go to prison, in and out, in and out, as they do now, I'll fight; while there is a drunkard left, while there is a poor lost girl upon the streets, while there remains one dark soul without the light of God, I'll fight – I'll fight to the very end!

3. Soldiers of Christ

The Salvation Army's concept of a soldier comes from a military background, but the idea of being a soldier of Jesus Christ is purely biblical. Read 2 Timothy 2:1 - 4.

When the apostle Paul wrote letters of encouragement to Timothy, he spoke of the hardships of Christian living and recognised how difficult it was to endure and 'stick at it'. He encouraged Timothy to 'Endure hardships with us as a good soldier of Christ Jesus'. (v.3 NIV.)

Paul says that we who follow Christ are soldiers of His. He then goes on to say, 'No one serving as a soldier gets involved in civilian affairs – he wants to please his commanding officer'. (v.4 NIV.)

A soldier is involved in warfare, a battle. For us as soldiers of Christ it is the battle between good and evil, God and Satan. The war a Christian is involved in begins the moment we accept Jesus as our Lord and Saviour!

Often though, we get distracted from the battle. Paul calls these things 'civilian affairs'. They distract us from God's calling and his 'battle orders' for us. It is these civilian affairs that test our faithfulness to Christ as our 'Commanding Officer'.

In the military, a soldier looks to his commanding officer as a leader who commands, guides, gives wisdom and instruction and protects. Christ is that sort of commanding officer to his soldiers. Being a faithful soldier of Christ is all about trusting and pleasing Christ our commanding officer in all situations.

4. Articles of War

Show a copy of the Articles of War (The Soldier's Covenant) and read from it the last paragraph especially the words:

'do here declare my full determination, by God's help, to be a true soldier of The Salvation Army.'

Write up this sentence and then ask the young people to read this declaration and change one word in the way a half-hearted soldier might like it to be:

- 'declare' to 'keep secret';
- 'full' to 'partial';
- 'determination' to 'hope';
- 'by God's help' to 'that I will be strong enough';
- 'true' to 'wishy-washy';

If each word was then changed it would read:

'I keep secret my partial hope, that I will be strong enough, to be a wishy-washy soldier of The Salvation Army.'

Discuss the effects of these changes and the temptation to say the right word but to live halfheartedly.

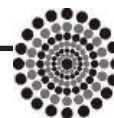
TAKING IT HOME

Read Hebrews 12:1 - 6. Who should we look to when we feel like giving up? How will this help us? **OR** read Hebrews 3:1 - 2, 14. What are these verses saying to us?

The words of the songs 'Find us Faithful' or 'I'll not turn back' could be looked at as a final challenge. They are on the junior work sheet. Encourage your group to pray for each other in pairs.

LEADER TIP

You will need several copies of the Articles of War to pass around. Show your group your own copy! The last phrase is on the senior work sheet.



FOLLOW-THRU

As a follow-up to this session the young people could be encouraged to find out more of the role and responsibility of a local officer as suggested in Get Involved and Grow in training for leadership.

Faithful Soldiers



I think that a Salvation Soldier ought to make a promise like this:

HIGHLIGHTS

- Promises are made to be kept.
- Salvation Army soldiers should try, by God's help, to be faithful to the end.
- Salvation Army soldiers should keep on going even when things get tough.
- Faithfulness is a characteristic that should be seen in all Christian's lives.

Match up these verses with these statements:

Keeping our eyes fixed on Jesus helps us to be faithful soldiers.

Our salvation depends on standing firm to the end.

Jesus was faithful unto death and we should follow His example.

If you start a job, you should keep going until it is finished.

If we stick to it, we will receive a reward from God Himself.

Others should see that we are being faithful to the promise we have made to God.

Psalm 116:18 - 19

Hebrews 12:2

Luke 9:62

Matthew 24:12 - 13

Hebrews 12:3

James 1:12

Put a * in front of the ones you think are important for you to remember.

Highlight or underline the words on this page that you think tie into today's session.

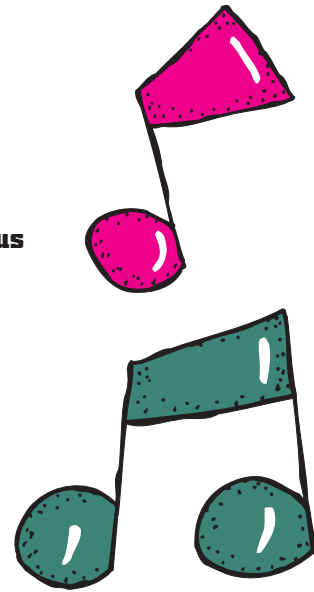
Find us Faithful

**We're pilgrims on the journey of the narrow road
and those who've gone before us line the way.
Cheering on the faithful, encouraging the weary
their lives a stirring testament to God's sustaining grace.
Surrounded by so great a cloud of witnesses,
Let us run the race not only for the prize,
But as those who've gone before us let us leave to those behind us
the heritage of faithfulness past on through godly lives.**

*Oh, may all who come behind us find us faithful.
May the fire of our devotion light their way.
May the footprints that we leave lead them to believe
and the lives we live inspire them to obey.
Oh, may all who come behind us find us faithful.*

**After all our hopes and dreams have come and gone,
And our children sift through all we've left behind.
May the clues that they discover and the memories they uncover
become the light that leads them to the road we each must find.**

Words and music Jon Mohr
©1987 Birdwing Music (a division of Sparrow Corp.)
Jonathan Mark Music (Admin. Gaither Copyright Management)



William Booth said:
... 'While women weep, as they do now, I'll fight;
while little children go hungry, as they do now, I'll fight;
while men go to prison, in and out, as they do now, I'll fight;
while there is a drunkard left, while there is a poor lost girl upon the streets,
while there remains one dark soul without the light of God, I'll fight
— I'll fight to the very end!'

I'll Not Turn Back

**If crosses come, if it should cost me dearly
To be the servant of my Servant Lord;
If darkness falls around the path of duty,
And men despise the Saviour I've adored.**

*I'll not turn back, whatever it may cost;
I'm called to live, to love and save the lost.
I'll not turn back, whatever it may cost,
I'm called to live, to love and save the lost.*

**If doors should close, then other doors will open,
The word of God can never be contained.
His love cannot be finally frustrated,
By narrow minds or prison bars restrained.**

**If tears should fall, if I am called to suffer,
If all I love men should deface, defame;
I'll not deny the One that I have followed
Nor be ashamed to bear my Master's name.**

The Musical Salvationist, January 1988.
SP & S Ltd.

2 Timothy 2:1 - 4 (CEV)

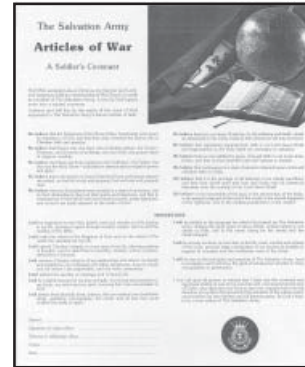
*Timothy, my child, Christ Jesus is kind, and you must let him make you strong.
You have often heard me teach. Now I want you to tell these same things to followers
who can be trusted to tell others.*

*As a good soldier of Christ Jesus you must endure your share of suffering. Soldiers
on duty don't work at outside jobs. They try only to please their commanding officer.*

Faithful Soldiers

Read this declaration:

'I now call upon all present to witness that I enter into this covenant and sign these articles of war of my own free will, convinced that the love of Christ, who died and now lives to save me, requires from me this devotion of my life to His service for the salvation of the whole world, and therefore do here declare my full determination, by God's help, to be a true soldier of The Salvation Army.'



Now circle the hardest part to keep.

Underline the words you think should remain unchanged.

Highlight the words which make the promise possible to keep.

**Discuss with your friends the various answers.
(You might have different answers and both be right.)**

2. Read through Doctrine 9 and write it here: _____

From this doctrine what will help you to remain faithful?



Read this passage from 'Chosen to be a Soldier', p.78.

SECTION 5. LIFELONG COMMITMENT

1. No person will wish to be enrolled as a soldier unless he has come to the conclusion that 'The Salvation Army has been raised up by God and is sustained and directed by Him'. He will take time to acquaint himself thoroughly with the Movement before applying for soldiership on the conditions outlined in the Articles of War.
2. The junior soldier, preparing for transfer to the senior corps, will have studied the Articles of War. Especially in his case it will be necessary to emphasize the declaration contained in the last paragraph of the Articles that enrolment as a soldier is arranged as the result of his free-will decision. No one must be subject to undue pressure to become a salvation soldier. Parental wish, family traditions, the desire to join a musical section of the corps, etc., are not legitimate motives for becoming a soldier. The salvation soldier must volunteer for service, compelled only by the redemptive love of Christ.
3. No one must become a soldier as an experiment or with mental reservations as to the length of his 'service for the salvation of the whole world'. Only those who are fully determined, by God's help, to be true soldiers of The Salvation Army till they die can rightly take the holy vows involved in the swearing-in ceremony.



Comment about the passage with your group.
Answer these questions and then write beside your answer whether you agree with it.

1. What should a person do before applying for soldiership?

2. Why does it say all decisions to be enrolled should be free-will decisions?

3. Why does a soldier volunteer for service?

4. How committed should a person be before being enrolled?



SESSION 13

GOD'S GREAT CREATION

FROM THE BIBLE

Genesis chapter 1 and 2:1 - 4; John 1:1 - 3; Psalm 148:1 - 12; Psalm 150; Ephesians 1:9 - 10.



CHECKLIST

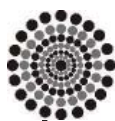
If you are going to use activity 1 in Getting Started, prepare what you need. Either have the photographic display ready or the video or the Powerpoint presentation set up ready to show. You will need play-doh or modelling clay for each young person for Getting Started 2.

There are four suggested approaches for Going Deeper. Approach 1 is important. It deals with the seeming disparity between some scientific theories and the accuracy of the Bible.

Approach 2 is a more detailed reading of Genesis 1:1 - 2:4 and has a listing of the theological truths we can draw from this passage.

Approach 3 is especially for seniors and room for their answers is on their work sheet.

Approach 4 can be done in the time set aside for the work sheet. If it is done make sure that the resulting devotional segment is used.



LEADER TIP

This is the first part of a three part series.

AIM

To further the young people's appreciation of God's work in creation.

OBJECTIVES

As a result of this session the young people will:

- ❖ understand that we believe that God is the Creator of all good things;
- ❖ understand and appreciate the Genesis account of creation;
- ❖ have some knowledge of how to handle the 'creation' debate.

INSIGHTS FOR THE LEADER

A helpful resource is *The New Lion Handbook to the Bible* edited by D. & P. Alexander, Lion Publishing 1999, pages 115 - 118.

Myth and the Bible

There are various mythical accounts of creation that were popular in ancient Babylonian and Egyptian religions. For example the Babylonian creation story tells of a time when nothing existed except Apsu, the sweet-water ocean and Tiamat, the saltwater ocean. From a union of these two the gods were brought into existence, and they represented such things as the fertile silt deposited in rivers, the sky and the earth.

Tiamat is killed by the god Marduk, and her corpse is formed into the world as we know it. Man is created to relieve the gods of the toil of keeping the earth in order, so that the gods can rest.

When the Genesis accounts are read alongside these myths, one notices how vastly superior the biblical stories are. It could be that the inspired biblical writer was aware of these myths and consciously wrote to refute the false ideas that they contain about God, creation and man.

This line of thought suggests a helpful approach to understanding Genesis chapters 1, 2 and 3. It would be possible to teach these passages on the basis of a 'creation creed' set out as:

We believe ...

We reject ...

See Going Deeper 3 for presentation.

Biblical faith versus science debate

This debate will certainly be raised by young people and **if** it is a concern to them you must spend time in discussing it. The third session in this series, session 15, looks at coming to an understanding of God through both faith and science so don't spend too much time on this issue if it arises now.

The most fruitful approach is to stress that the Genesis account provides some fundamental answers to questions about the origin and purpose of this world and mankind, and our relationship to God, but it is not a treatise on geology, biology or any other science. We are not told when or how God brought this world into being – but the Bible writers take time to explain **why** God created the world and us.

The following statement from Robert Jastrow, (an agnostic) of NASA's Goddard Institute for Space Studies may help. Speaking on scientific efforts to find out 'how it all began' he said,

'We scientists did not expect to find evidence for an abrupt beginning, because we have had until recently, such extraordinary success in tracing the chain of cause and effect backward in time.

Now we would like to pursue that enquiry further back in time, but the barrier to progress seems insurmountable. It is not a matter of another year, another decade of work, another measurement, or another theory. Now it seems as though science will never be able to raise the curtain of mystery on creation.

For the scientist who has lived by his faith in the power of reason, the story ends like a bad dream. He has scaled the mountains of ignorance: he is about to conquer the highest peak, as he pulls himself over the final rock, he is greeted by a band of theologians who have been sitting there for centuries.'

Of course the theologians have an advantage. They have the revelation of Scripture. Christians reject accounts of creation that leave God out and believe that why creation took place is far more important.

GETTING STARTED

1. Present a short photographic/video show/Powerpoint presentation of various aspects of God's creation, e.g.: magazine or calendar pictures; graphics of sunrise, animals, ocean, storm, mountains, baby, sunset.

Discussion could take the following line: ask the group if they can remember an experience when a great feeling of wonder came over them. (They may recount some awesome marvel of nature or their first sight of a newly-born baby.) Some views, the intricacies of a tiny plant, the sheer beauty of a lone tree can stop us in our tracks and make us consider the beauty of the world.

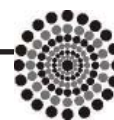
Or

2. Hand each young person some play-doh or modelling clay and ask them to imagine that God has just handed them this formless material. Ask them to use it to shape something from nature that impresses them. For example, they could shape a flower, a bird or animal. Allow a few minutes for the creativity to progress. Then have the young people take turns to explain their creation and why they chose it.

Talk about the difficulty of creating without a model; deciding what to create.

Ask is there anything special about the object now that they have created it?

Is it possible that God felt like this after creating the world?



LEADER TIP

- A leader or young person with good computer skills could put together a Powerpoint presentation using graphics from the net.
- An alternative is that there are devotional/inspirational videos available to use.
- Show a segment from a nature program.



Sometimes we wonder how our world and all its beauty got here. Through looking at the first two chapters in Genesis we will find some answers.

GOING DEEPER

I. Teaching about creation

a. The Bible says

- Read Genesis 1:1 - 2.

The word 'genesis' simply means 'beginning', and the first book of Genesis makes the clear claim, 'In the beginning, God created the heavens and earth. The earth was barren, with no form of life.' (CEV)

- Read John 1:1 - 3.

We see that John's gospel has much the same opening sentence, and soon goes on, 'nothing was made without the word.' (John 1:3 CEV).

If we look at the other Bible writings that took place in the centuries between the writing of Genesis and John, we find that this theme is echoed many times. Their expression came to a kind of peak in the Psalms.

- Read Psalm 148:1 - 12.

Did you notice how the writer calls upon everything – sun, moon, star, fire, hail, snow, wind, mountains, trees, beasts, fowl, kings, children – to praise their Maker, 'they were created at his command.' (verse 5 CEV)

- b. There is one clear fact that we can learn from such verses. **The writers never doubted that God existed, nor that He was the Creator of all that existed.** They knew that all manmade things had a beginning and a maker, and that man could not make the things of nature for himself, or make anything at all without using what already existed as the basis. So they could only assume that all substance, visible or invisible, had a beginning – and that beginning was in God.

c. Is such belief unscientific?

Many explanations are put forward about the beginning of everything. Some thinkers, unwilling to accept that creation could begin with a self-existent personality such as we believe God to be, have preferred to talk about a First Cause, or a Force, or a Prime Mover. Each of these descriptions, however, suggests something which is neither living nor dead, and so even more beyond our comprehension than a living God. Others are still hopeful of proving that something can in fact be created out of nothing; this would suggest that creation could have created itself. However, it is difficult to set up laboratory conditions in which there is literally and unmistakably **nothing**. In the meantime, Christians, including many reputable scientists, believe that creation, with all its processes and patterns, cries out for a Creator, though they will happily and seriously take part in any research which will enlighten men concerning the mysteries of that creation. **After all, if God is, He can never be eliminated by any number of facts which science may bring to light.**

d. What about evolution?

There was a time when many churchmen felt that the 'theory of evolution' threatened the very foundations of their beliefs. This was sad, for Darwin had a belief in God and did not ever set out to prove His nonexistence or the inaccuracy of the Bible. But agnostics said, 'If it could be shown that the development of

the universe and the maturing of man himself, took eons of years longer than the Genesis account, taken literally, seems to suggest, then surely the Bible was inaccurate!

With time, we have come to see that the theory itself has limitations (it dealt with many more things than the questions of the beginnings of creation), and that the biblical use of the word 'day' is often clearly non-literal. It is not unbiblical or heretical to believe that the word means 'era' or 'period of time, nor does it take away from God's majesty and power. Christians therefore can accept the principle of evolution and even use the idea creatively, as for example when thinking about the **moral** evolution of humanity.

Our Handbook of Doctrine, *Salvation Story*, says: 'The universe and all it contains possess dignity and meaning because it is not the result of chance or accident. It is the expression of divine intent and authority, which gives delight to its creator. The creation account in the first chapter of the Bible portrays a progression from dark chaos to luminous harmony and an ordered procession of events which culminated in the creation of human beings, male and female, made in the image of God.' (p. 27)

e. **The evidence before our eyes**

Make reference to the Getting Started activity you used to reinforce this teaching.

The universe has so many wonders in it, and they are being uncovered so rapidly and explained to us so many times through the media, that there is a danger of becoming immune to them. Television programs about the stars and the planets, the incredible organization of insect life, the intricate structure of the tiniest plant, the myriad ways in which creatures adapt themselves to their environment, the never-ending cycle of rock formation and erosion – such precious information should not be allowed to drug our minds, but should stir them into increasing praise of God: God is proclaimed by Scripture as the undisputed source of all that is good in the world.

2. **Read Genesis chapter 1 and 2:1 - 4**

Ask your group to look at the passage again and to tell you the truths that can be drawn from this passage. List them so you can refer to them again. You may need to add to their ideas so that you have the following seven truths written up:

- a. **In the beginning God created** (Everything is dependent on God for its existence and purpose.)
- b. **God made everything that there is**
- c. **All that God created is good**
- d. **God is distinct from His creation and Lord over it**
- e. **The high point of all God's creation** is the making of humankind (male and female)
- f. **Mankind is distinguished from all other creatures:**
He alone is made in the image of God;
He is given charge over all the rest. Mankind is God's agent.
- g. **God's six 'days' of creative activity followed by a 'day' of rest, sets the pattern for our working life.**

The purpose of Genesis chapter 1 and 2:1 - 4 is to teach these truths.



**FOR
SENIORS**



**LEADER
TIP**

This is activity 5 on the senior work sheet.

3. Prepare an illustrated 'Creation Creed'

From the information written up in approach 2, the group could prepare an illustrated creation creed.

The following is a guide only. Encourage them to use their imagination.

'We believe that in the beginning God created everything that exists.

We reject that ... (here the young people could compose something like 'the existence of the universe is an accident').

We believe that everything that God creates is good.

We reject ... that God has created anything that is evil.

We believe that God is distinct from his creation.

We reject ... that God is just a name for all that exists (Pantheism).

We believe that mankind is the highest of God's creation.

We reject ... that the creating of mankind was a mistake.'

4. If Getting Started activity 1 was used the young people could work on producing a devotional segment for a youth group or senior meeting or a banner for primary/kids club by selecting photos/graphics to place in the order that would illustrate Genesis chapter 1 and 2:1 - 4 OR Psalm 148:1 - 12. Suitable music/songs should be selected to use as a backing tape.

Or

Create a Powerpoint presentation to accompany either some Scripture read in this session or a song about God's great creation.

TAKING IT HOME

We believe that God created us and the world we live in. **How** He created it may never be known. The important fact the Bible teaches us is why He created us.

The Word of God provides answers to the big questions. There is a Creator. He is still in control of this world. We ought to show our gratitude to Him in worship and commitment by looking after the world He created ... if we don't do it, who will?

Finish by reading together Psalm 150.

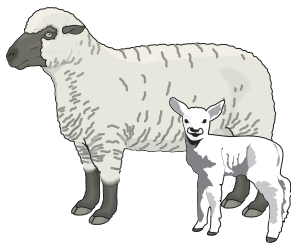
FOLLOW-THRU

Those young people who prepare the devotional segment will have completed a Get Involved and Grow in worship challenge.



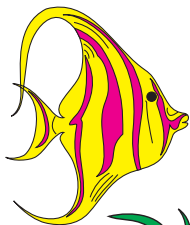
GOD'S GREAT CREATION

1. Think of something in creation that amazes you. Tell what it was.

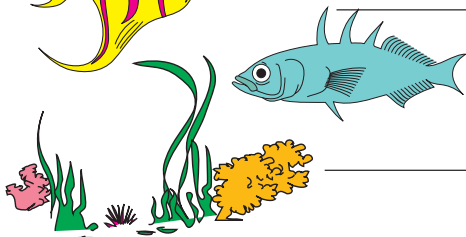


HIGHLIGHTS

- The word 'genesis' means beginning.
- The book of Genesis tells us that God created the world and us.
- The word 'day' does not necessarily mean 24 hours.
- All that God creates is good.
- God is in control of the world.
- The creature should praise his creator.



2. Why do you think it's important to know that God created everything?



How should we take care of creation?

3.

Read Genesis chapter 1 and 2:1 - 4.
Then list the events as described for the seven periods of time.



On 'Day' 1 _____

On 'Day' 2 _____

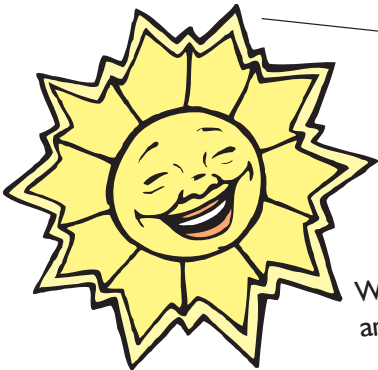
On 'Day' 3' _____

On 'Day' 4 _____

On 'Day' 5 _____

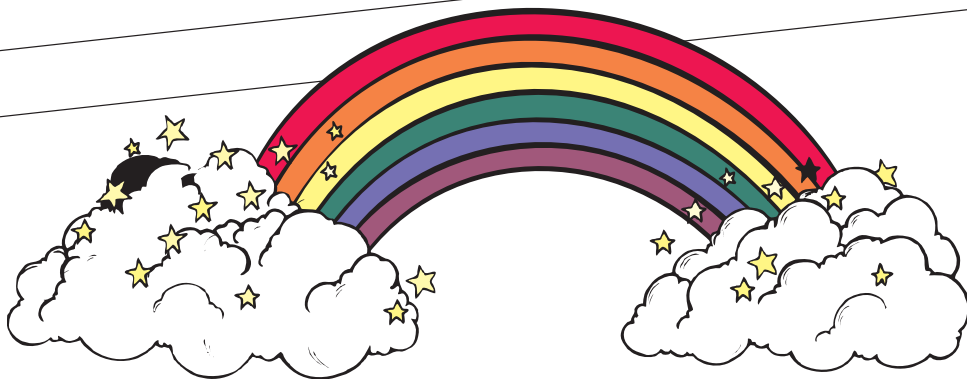
On 'Day' 6 _____

On 'Day' 7 _____



4.

What would you say to somebody who said that it is unscientific and ignorant to believe in a Creator?





GOD'S GREAT CREATION

If we considered that the world is 12 'hours' old, mankind arrived at one minute to 12.

A rare gas mass spectrometer is used in the study of the age of meteorites.

1.

Prepare a devotional segment

Make a backing tape to go with the graphics / photos you put into a collection.

Choose the person who will read the Scripture and decide whether you will have a song or just music for the tape.



2.

Make a chart to hang in primary / kids club that illustrates a verse of Scripture that you have read today.

Or create a Powerpoint presentation to accompany either some Scripture read in this session or a song about God's great creation.



3.

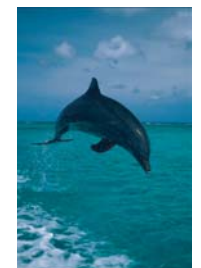
What would you say to somebody who said that it is unscientific and ignorant to believe in a Creator?

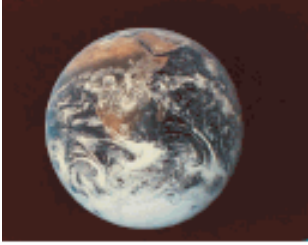


4.

Think of something in creation that left you with a feeling of wonder. Tell what it was – how you identified your feeling and how you responded to it.

On a clear night you can only see as much of the universe as an amoeba can see in the ocean.





Our Creation Creed

5.

Every sunrise is a message from God and every sunset his signature.

We believe _____

We reject _____

We believe _____

We reject _____

We believe _____

We reject _____

Our galaxy contains 100 billion stars besides the sun.

We believe _____

We reject _____





GOD'S GREATEST CREATION

SESSION 14

AIM

To encourage the young people to see humankind as God's greatest creation and to acknowledge our dependence on Him.

OBJECTIVES

As a result of this session the young people will have a better understanding of:

- ❖ the various beliefs about humankind's importance;
- ❖ the biblical view of humankind;
- ❖ the responsibilities humankind has to God and to His creation.

INSIGHTS FOR THE LEADER

This session is aimed at giving the young people an overall view of humankind as God's greatest creation and our need to acknowledge that we depend on Him and that we also have responsibilities to care for the 'good earth' on which He has placed us.

In session 13 we considered creation. The wonderful, intricate interdependence living things have on each other and the destruction by a greedy people of so much of this ecology is now causing worldwide concern. One of the saddest things about this concern is that many 'greenies' see that the 'church' has taught that people were given 'dominion' by God (Genesis 1:28) over the rest of creation and this is what has led to such destruction.

Yet the Hebrew interpretation of this was very different. God's laws had clearly set out that the land was to be rested every seven years (Leviticus 25:1 - 7) but humans push for more and more production.

Humankind's view of nature determines how it is used. The Israelites' knowledge of God, their Creator, gave them a very different attitude to nature and the management of the land. 'The land that you are about to occupy is not like the land of Egypt, where you lived before. There, when you planted grain, you had to work hard to irrigate the land; but the land that you are about to enter is a land of mountains and valleys, a land watered by rain. The Lord your God takes care of this land and watches over it throughout the year.' (Deuteronomy 11:10 - 12, GNB)

Thus the Hebrews had no word for nature other than the idea of the activity of God Himself. It was God who spoke in the thunderstorm. He blessed in the rainfall; He cursed in the drought. God breathed in the wind as He judged in the earthquake and manifested His glory in the heavens.

Conserving land and resources

If God cared for their land, His people, as good stewards of His gifts, should also have this sense of ecological responsibility. The Mediterranean climate, its flora and soils are delicately balanced. War places this whole

FROM THE BIBLE

Genesis 1:26 - 31 and 2:1 - 25; Psalm 8.

CHECKLIST ✓

For the Getting Started activities the young people will need their work sheet and pen. You will need a large mirror if you use the first suggestion.

Try to use all Going Deeper approaches – but you may find your young people wish to spend longer in discussing some points than others. For approach 3 you may like to collect articles on pollution, food production etc. especially if there have been articles of concern in local papers.

Go through the attitudes in activity 3 on the work sheets beforehand so that you are prepared to consider them each in the light of our role as God's stewards of the earth.

LEADER TIP

There are two further sessions on 'mankind' in other *TRIBE* units. They are based on the teaching of Doctrine 5 and will deal with the 'Fall' and spoiling of God's plan as humankind lost its 'state of innocency'.

LEADER TIP

In session 15 the topic of biblical faith versus science is covered in depth. Don't get too caught up in this topic in this session.

balance in jeopardy. So at the conquest of the land God told the Israelites: 'I won't do all this in the first year, because the land would become poor, and wild animals would be everywhere. Instead, I will force out your enemies little by little and give your nation time to grow strong enough to take over the land.' (Exodus 23:29 - 30, CEV)

Deforestation and removal of plant cover leads to soil erosion, possibly alluded to in Job 14:18 - 19; and the 'slippery paths' so frequently mentioned in the Old Testament testify to the rapid erosion of the semi-arid highlands. By the first centuries AD there were Jewish laws against the raising of sheep and goats because of overgrazing and soil erosion. For example, Rabbi Akiba said, 'Those who raise small cattle and cut down good trees ... will see no sign of blessing.' The oppressor of the poor is likened in Proverbs 28:3 to 'a driving rain that destroys the crops' and the destruction of the mountain terraces which offset erosion is described by Ezekiel as a terrible calamity. 'The mountains shall be thrown down and the cliffs (terraces) shall fall, and every wall shall tumble to the ground'.

Alongside careful use of the land went the democratic community of small landowners. The Jubilee Year was intended to preserve the system. The prophets resisted the formation of big estates, although even in David's time there were crown-domains and forced labour. Conquest by powers such as the Assyrians was disastrous to the delicate balance of Israel's environment.

Reference books

ALEXANDER, D. and P., *The New Lion Handbook to the Bible*, Lion Publishing, 1999.

TAYLOR, John, *Enough is enough*, SCM Press, 1975.

GETTING STARTED

1. You will need a large mirror with a 'You are made in the image of God' sign attached to the front of it. Hand out the work sheet. Have the young people each look at their image in the mirror.

Ask: 'What does it mean to be made in God's image?' (Even though they are looking in a mirror, direct your group to thinking about spiritual likeness, e.g. God made me with the ability to show compassion.) Give them time to write their answers in the middle of the mirror on activity 1 on the work sheet.

(Adapted from 'The Human Journey' in 'The 13 most important Bible lessons for teenagers', Group Publishing, 1993.)

And/or

2. Have the young people complete the second activity on the work sheet called 'Did you know?'

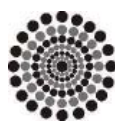
Order of answers for this activity are:

Fat	Phosphorus
Iron	Magnesium
Sugar	Potash
Lime	Sulphur

GOING DEEPER

1. **Why did God create us?**

Beliefs about the role of humankind make an enormous difference to the way we live. Different societies over the years have taken very



LEADER TIP

Both Getting Started activities are on the work sheets.

POINT

In this session we are going to think about what we mean by saying we are made in God's image.

POINT

We believe that God had a purpose for humankind to fulfil. Although we selfishly spoil this plan, all those who acknowledge God as their Creator seek to fulfil that purpose in all they do.

different views. Discuss these with your group.

a. *The individual is only there for the good of his/her state.*

Some governments and states have sincerely believed that the individual is quite unimportant. As long as the right policies are in place, and group aims are realized, it does not matter if a generation of individuals have to suffer poverty, hardship or death in the process. They will have done their part in helping the state.

b. *Our life is just one of many we will live.*

Individual life is relatively unimportant. A Hindu is guided by a strong sense of fatalism and believes that each individual has a number of successive lives on this earth, which makes what happens in any one of them quite incidental.

c. *Every person is important and must be cared for.*

Societies influenced by the West consider living very important, and will go to all lengths to keep people alive. For example, they are willing to spend large sums of money and resources on rescuing one person threatened by danger, or on research which will help people to live to old age.

d. *Life is pointless.*

Many young people view the world with deep, pessimistic feelings.

They present these arguments:

- Why work hard at school? You probably won't get a job anyway!
- Terrorists will blow the world up before I've had a chance to live!
- The world is so polluted it isn't going to last much longer;
- Get your 'highs' on drugs or alcohol to forget about the whole messy, pointless situation.

e. *Life is just a continuous struggle* – I'm not sure why I'm here. Such thinkers face these questions:

- Am I here simply to keep the race going, to provide for the next generation, to have children and prepare them for their adult lives?
- Do people work simply to make more money and have more possessions which they can pass on to someone else when they die?
- Are they alive to look to their own interests, or other people's; for their own sake, or society's?

We need to be aware of and work our way through such questioning. They are all real questions, and people have to come up with real answers. They must discover the purpose for all people to be alive before they can be sure why **they** individually are alive. We must know **why** we are born.

2. What does the Bible say?

Look at the following passages from Genesis. Different readers could read each passage.

Genesis 1:26 - 29

Genesis 2:7 - 9

Genesis 2:15 - 18

Genesis 2:21 - 25

a. **Humans were created** (Genesis 1:26)

Whether humans evolved from some strain of the rest of living



LEADER TIP

List the following points from the Bible verses.

creation around them is a matter for researchers (including Christians themselves) to study and establish. Whatever the answer, if it is found, Christianity maintains that human existence came about by an act of will on the part of God the Creator. Humankind is not an accident but a deliberate creation, intended to fulfil a special purpose.

b. **Humans were created in the image of God** (Genesis 1:27)

We know from our study of God that this could not mean a physical image, so the likeness must be one of character.

Have the young people call out some of God's characteristics and list them on a board or chart.

E.g., loving
kind
compassionate
fair
good.

Discuss

- Do they know people who show these characteristics?
- Is the capacity there in all people?
- Is this what we mean when we say we were made in God's image?

Whatever we have to say about humankind as it now is after centuries of development, the Bible declares that the real, basic nature of humankind was **good**. Otherwise, we would scarcely have been made in God's image. We were created, as one of the church's teachings says, to 'serve God, and enjoy Him for ever', and we have the spiritual capacity to carry out all the functions for which we were created.

The 'likeness' is so basic to the human structure that the Fall did not destroy it. Sin has certainly spoiled and blurred it, but humans are reasoning, moral and creative. We are still intended to be in control of our environment. The Bible teaches us that God made us special and gave us special responsibilities.

c. **Humans were to be in charge of the animals** (Genesis 1:28)

Humans were set apart from the animals. God gave them control over the newly made world and all its creatures.

Their function was to be stewards of that part of creation allotted to them. To carry out this function properly, they needed some of the qualities of their Creator, and they were therefore created 'in the image of God'.

d. **Man needs a companion** – God's plan is a wife. (Genesis 2:18)

3. **How do people rate as 'the ruler over everything God made' (Psalm 8:6)**

Your young people will probably know a great deal about the pollution of the world from studies at school and can play an active part in this discussion.

We have seen that the Bible presents humans as stewards of the earth's resources. They bear the image of God and are God's agent to care for the creation. (Genesis 2:15) Sadly, power corrupts. People are very quick to grasp power and forget who gave it to them in the first place. Dictators and tyrants easily rise up forgetting they were elected and grasping for more authority than they were ever meant to have. As a part of the human race we must take seriously that God's creation is good and that we have a responsibility in its conservation. Environmental issues should be among our concerns as Christians.

Discuss such issues as **pollution, over-population, food production**, etc. and what we are doing about it.

4. Do I have any personal responsibility?

Does this mean that I, too, am made in the image of God and given the responsibility of caring for this world?

Use the questions on the work sheet. Ask the young people to read each statement and quickly rate the attitudes they represent by using the initial of each word to write in the boxes:

R – responsible; I – irresponsible; U – unimportant.

On your copy put the three initials beside each attitude and record each group member's opinions. Those young people who disagreed with the others may like to explain why they chose the answer they did. This could lead to alteration of some opinions! The young people could then be asked to consider which of their attitudes may need changing and/or to highlight those ones they have never really considered but now feel that they should and can do something about.

TAKING IT HOME

It was God's plan that we would live on earth in fellowship with Him, loving and caring for His creation.

Because God made us as freewill agents, people spoil this plan and continue to spoil the 'Good Earth'.

We need to remember in all the things we do that we are made 'in the image of God' and daily seek His help to play a responsible role in the world.

Read together Psalm 8. Ask the young people to pray a short prayer praising/thanking God for His creation and/or seeking His help to be responsible stewards of the earth.

FOLLOW-THRU

The real evaluation of this session is whether the young people (and maybe the leaders) are prepared to change attitudes about their responsibility in caring for the world.

Why not organise a 'Clean up our part of New Zealand' day and go with the young people to clean up a park, beach or other public place? Be sure to have gloves for everyone. This could then be counted as a 'Your choice' activity for the Get Involved and Grow in mission challenges.



LEADER TIP

The environmental issue needs to be mentioned but don't spend too much time on it. There are other *TRIBE* sessions that go into more detail on sharing the world's resources and on the Christian's responsibility to look after God's world.

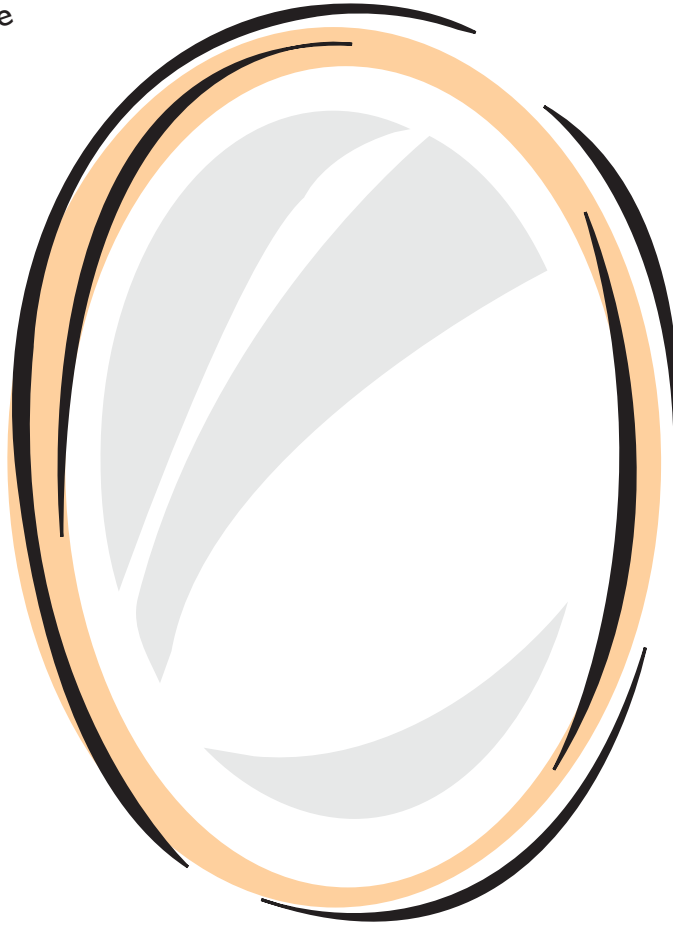


LEADER TIP

This is activity 3 on the work sheet. Make an overhead transparency of the questions if you have a large group so you can discuss the collated responses from one ticksheet.

GOD'S GREATEST CREATION

1. Made in God's image.
What does it mean to be made in God's image?



2. Did you know that each person is made up of ...

Potash

Sulphur

Lime

Sulphuric acid

Magnesium

Iron

- _____ enough for seven bars of soap
- _____ enough for one medium sized nail
- _____ enough for seven cups of tea
- _____ enough to white wash one chicken coop
- _____ enough to tip two thousand two hundred matches
- _____ enough for one dose of salts
- _____ enough to explode one toy
- _____ enough to rid one dog of fleas

Sugar

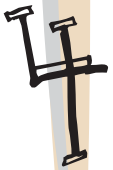
Fat



Responsible, Irresponsible or Unimportant?

- I keep my body clean.
- I respect all living things as part of God's creation.
- I throw rubbish down wherever I am.
- I think I am the master of my own fate.
- I eat nutritious foods.
- We need a television for every room in our house.
- I believe God is my Creator and I should love and worship Him.
- The biggest, fastest and shiniest is always best.
- We often order more food than we need and waste most of it.
- Factories should pour their waste products into rivers.
- Forests must all be cut down to make more room for people to live.
- Just because I have an infectious disease doesn't mean I should stay at home.
- Some people are only fit to be treated as animals.
- I'm a vegetarian.

I'm a child of the Creator of this world. I can help make it a better place by:



Write out Genesis 1:26 - 27a.

HIGHLIGHTS

- The Bible says that humans were created by God in His own image.
- We need to know the purpose of life.
- God gave humans power over the animals and earth.
- We all have a part to play in keeping the world beautiful.
- We, the created, need to love and worship our Creator.

SENIOR WORK SHEET



Responsible, Irresponsible or Unimportant?

- I keep my body clean.
- I respect all living things as part of God's creation.
- I throw rubbish down wherever I am.
- I think I am the master of my own fate.
- I eat nutritious foods.
- We need a television for every room in our house.
- I believe God is my Creator and I should love and worship Him.
- The biggest, fastest and shiniest is always best.
- We often order more food than we need and waste most of it.
- Factories should pour their waste products into rivers.
- Forests must all be cut down to make more room for people to live.
- Just because I have an infectious disease doesn't mean I should stay at home.
- Some people are only fit to be treated as animals.
- I'm a vegetarian.

'Live simply that others may simply live'

Discuss this statement and write down what YOU can do to make the world a better place.



Write out the verses from Psalm 8 that best tie into this session.



CREATION EXAMINING GOD

Aim

To help group members understand that they can come to an understanding of God through both science and faith.

OBJECTIVES

As a result of this session the group members will:

- ❖ be reminded that God is the creator, preserver and governor of all things and as such is too big for finite minds to fully explain or understand;
- ❖ understand that God has revealed and continues to reveal Himself in a variety of ways;
- ❖ appreciate that some experiences of God are beyond reason;
- ❖ appreciate that both our hearts and our minds are legitimate means to seek to understand God and His work.

INSIGHTS FOR THE LEADER

Faith versus science. Why do these two things seem opposed? Why do people try to use science to prove or disprove God?

For a long time now, the developed world has looked to science to give us answers. Unfortunately it can't give us all the answers. Science deals with the natural world, faith deals with the spiritual aspects of life. Faith or theology is not a science. Theology was not regarded as science for the first 1,200 years of the church's existence. Augustine (one of the great theologians of the 5th century church) preferred to use the term 'wisdom' as opposed to 'science' or 'knowledge'. Science dealt with the non-eternal things of this world, wisdom related to eternal matters. Then another great theologian in the thirteenth century, Thomas Aquinas, labelled theology as the 'queen of sciences'. For him, sacred doctrine was a science coming from principles revealed by God. However, the meaning of science began to change over the next few hundred years and by the time of Isaac Newton and the apple, science came to mean things that could be examined by scientific method. That is, observation, experimentation and inductive logic.

By these standards theology is not a science but that's OK because in fact most disciplines that relate to people aren't either. Psychiatry, psychology and philosophy aren't natural sciences. You can't measure an 'ego' or 'lack of self esteem' or quantify 'existentialism'. However that is not to say religion or God or even psychology does not exist. Psychologists can observe and survey human behaviour and come up with conclusions that

SESSION 15

FROM THE BIBLE

.Psalm 8:3 - 5; 1 Corinthians 13: 8 - 13, Philippians 1:9 - 11.

CHECKLIST

The first Getting Started activity corresponds with activity 1 on both work sheets. If you choose to do Getting Started 3, you will need to find an experiment to do, gather the equipment beforehand and practise. There are some websites listed if you are unable to find one through other sources.

Both the Going Deeper approaches should be completed. Note that you will need to make cards for approach 1 and activity 3 on both work sheets. Approach 2 uses activities 4 and 5 on both work sheets.

LEADER TIP

This is the third session in a three week series on creation. Don't get caught up on issues that were covered in the previous weeks.

DEFINITION

Existentialism: – a philosophical theory emphasising that each individual is a free and responsible agent determining his/her own development.

are obviously true and very helpful for us. Theology needs observation of history and of individual actions – it uses logic. We can examine the assertions of theologians. The study of God is not some weird thing invented by Christians and unrelated to anything else. It shares a great deal with the human sciences from history to philosophy.

So where does the faith bit come in? Because the study of God is not a natural science, we cannot prove God or even completely understand God. And that's OK as well. If we could understand God, He wouldn't be God. God is bigger than our finite minds. It takes faith to accept that God is the creator and sustainer of the whole universe. One of the problems for us is that the western world has looked to scientists for answers for several hundred years. Lots of times the statements that they make are faith statements. The big bang theory and the Darwinian evolutionary theory are statements of faith. They are not completely provable by scientific methods of observation. In fact many scientists today who don't believe in God are saying that we are part of an 'intelligent universe'. That's the only way to explain the mystery and wonder and miracle of the created world.

We can't prove God scientifically, nor can science disprove God scientifically. There is a growing realisation in Christians and non-Christians that science has limits. We live in a world that is beginning to turn away from science as something that has all the answers. This is seen in the new age movement and people's search for 'spiritual values'. Christians shouldn't feel threatened by people who say, 'science proves God doesn't exist' or that 'we can't prove that He does exist'. There are lots of very important parts of our lives that are unprovable. Remember that trying to explain and understand God is a big job and we may not know all the answers. In fact the Christian's task is much harder than the scientists. They seek to understand God's created order, Christians seek to understand the creator God.

Ultimately we cannot prove God to other people. But we can use our intelligence and reason to seek to understand Him better. We cannot prove that He is in our hearts but our lives can show His love in action.

Reference

Millard J. Erickson, *Christian Theology*, Baker Book House, Grand Rapids Michigan, pp. 33 - 36.

GETTING STARTED

1. Ask your group to complete the first activity on the work sheet.

Or

2. Ask them to tell you a favourite experiment they have done at school and what it was designed to prove.

Or

3. Practise an experiment of your own, even something as simple as putting your finger on the end of the straw in your drink and lifting it up to see that the liquid stays inside, proving air pressure exerts force in all directions. Get everybody to try to fill a glass of water higher than the top of the glass to prove that there is surface tension in water.

Or

4. Discuss how subjects like history differ from science.

History relies on the authority of the book or people who tell us. We can't prove that Captain James Cook was the first white man to land in New Zealand. We trust the authority of all the books and teachers that tell us that he was. We also see evidence in the way we live and



WEBQUEST

Check out the following websites which have some simple experiments you can do and links to other sites if you don't find one you like:

www.west.net/~science/expindx.htm
www.chias.org/www/edu/activities/index.h

where we live.

GOING DEEPER

1. a. **Discussion:** What is more important for Christians? What they feel and experience or what they have learned and can explain?

In fact both are important. While some people tend towards being feelers and some people tend towards being thinkers, a balanced Christian life needs aspects of both. We need to understand what our faith is about as well as live it out and experience a relationship with God. The balance will not be the same for everybody but we all need some sort of balance.

Apologetics is a reasoned defence of the Christian faith. Probably the most famous and influential of these is a book by C.S. Lewis called '*Mere Christianity*'. While Lewis was a brilliant scholar and a professor at Oxford, he also experienced and felt the love of God in his life.

John Wesley, the theologian who most influenced The Salvation Army said that there are four important aspects to our Christianity – Scripture, experience, reason and tradition.

- b. Not all the things that are important to humanity are part of the natural world. They exist as abstract ideas or concepts. What are some of the most important?

Write these abstract ideas on to the cards you have ready as the young people call them out.

e.g. – justice, freedom, love, honour. (See activity 3 for more words.)

These ideals are not measurable by any scientific method yet they are important to Christians and non-Christians alike. Ask the group to write the five most important down and rank them. While we can't measure these, we can see them in action in people's lives.

Discuss when you have seen some of these ideals demonstrated. (In individuals, churches, communities.)

Are these important concepts some of the characteristics of God?

In fact love, truth, mercy, forgiveness, justice are all characteristics of God. For all people and for Christians in particular, lots of very important parts of our lives have very little to do with science. The characteristics of God and the way He requires us to live our lives include concepts that science cannot measure or explain.

(You may like to relate this back to what we thought about in the last session as we considered how we were 'made in God's image'.)


2. What does the Bible say?

- a. **Read Psalm 8 together**

What does it tell us about who we are in relation to God? (Activity 4 on the work sheet could be done now.)

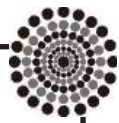
- b. **Read Philippians 1: 9 - 11**

Are there thinking words or feeling words or both in these verses? Take time with the group to identify which are which and allow them time to write them into the correct columns in activity 5.



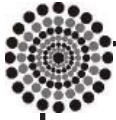
POINT

Is this session we want to consider how the Christian faith rests on the authority of the Bible as well as our experience of God and the evidence we see in people's lives.



LEADER TIP

Use the cards to have the young people rank them in the order they think they should go. Then get them to complete activity 3 on the work sheet.



**FOR
SENIORS**

What can these verses tell us about how we should live as Christians? Allow them to summarise their thoughts in activity 5.

c. **Read I Corinthians 13: 8 - 13**

What does this passage tell us about the eternally important things? Did Paul know it all? Should we know it all?

TAKING IT HOME

It is important that Christians have a holistic view of their faith. We need to both experience it and try to understand it. We should not feel bad because we can't answer all the questions about our faith and who God is. Nor should we feel bad if we have questions in our own minds about our faith. This is a very natural way of making faith your own experience and not that of your parents. Seeking to understand God and what that means for how we live as Christians is an exciting adventure with lots of mysteries that require faith. That's OK, it's what makes the journey so exciting.

Read Psalm 8 together. Share some prayer points about issues of everyday Christian living. Remember that we are the created and God is the creator and pray some prayers of faith and worship.

FOLLOW-THRU

This would be a good session to consider the words that have been written over the centuries about God's awesome power.

Some of your young people might like to accept the challenge in Get Involved and Grow in Worship to memorise a song such as:

Song 37 - *O Lord my God*

or Song 854 - *You can't stop rain from falling down.*

CREATION EXAMINING



1. Explain an experiment that allows you to prove that:

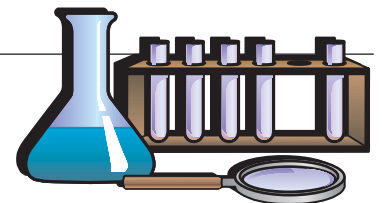
* Gravity exists

* Water expands when it freezes

* in 1066 the Normans invaded England

* Jesus died on the Cross

* God is alive



2. In your own words, define the difference between science and faith:



HIGHLIGHTS

- We shouldn't see our faith as something separate from our reason or knowledge.
- We cannot explain or understand God completely, if we could He wouldn't be God.
- Science cannot prove or disprove God. But that's OK, there are lots of important parts of life that cannot be proved or disproved scientifically.

CREATION EXAMINING



1. Explain an experiment that allows you to prove that:

* Gravity exists

* Water expands when it freezes

* in 1066 the Normans invaded England

* Jesus died on the Cross

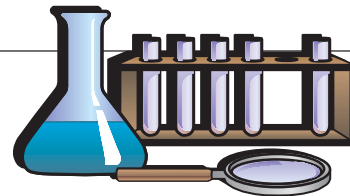
* God is alive

Butterflies have taste buds on their feet.

Tigers have striped skin not just fur.

Snowflakes are always six-sided.

A cat has 32 muscles controlling each ear.



2. In your own words, define the difference between science and faith:



A bird has 14 vertebrae - twice the number of a giraffe.

When I look at a sunset I know that there must be a God.



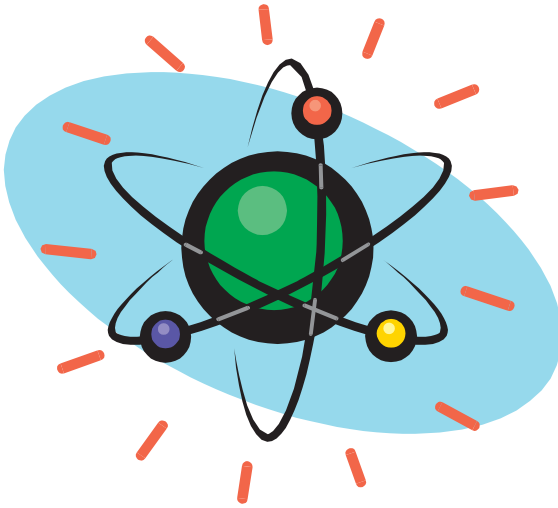
The giant squid has the largest eyes in the world: they're the size of a dinner plate.

JUNIOR & SENIOR WORK SHEET

3. Write down what you consider to be the 5 most important of these concepts. (There are no right or wrong answers.)

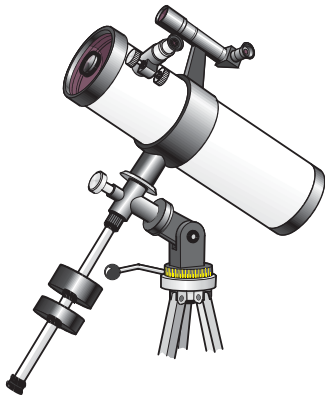
1. _____
2. _____
3. _____
4. _____
5. _____

Respect
 Commitment
 Freedom
 Tolerance
 Honesty
 Fairness
 Generosity
 Peace
 Loyalty
 Love
 Honour

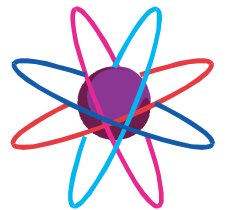


4. What encouragement can we receive from Psalm 8?

5. Look at Philippians 1:9 - 11. It contains a mixture of 'feeling' or 'heart' type words as well as 'intellectual' or 'head' words.



'Feeling' or 'Heart' Words



'Intellectual' or 'Head' Words

What might that mean for us in our living as Christians?

SESSION 16

STEWARDSHIP – THE TRUST TEST

FROM THE BIBLE

Romans 12:1 - 3,6; Ephesians 5:15 - 16; Matthew 6:33, Malachi 3:10.

✓ CHECKLIST

Choose the Getting Started activity best suited for your group and prepare what you will need.

Print out the required Scripture passages so that you have them ready to show. The four T words also need to be printed out on separate cards – Talents, Time, Treasure and Testimony.

There is only one teaching approach with four parts. Make sure that you allow time for each one.

For 'Taking it Home' you will need an enlarged copy of the words of 'All that I am' and if possible a recording of someone singing it to play as the group consider the words.

AIM

To encourage the young people to adopt the principle of responsible stewardship in every area of their lives.

OBJECTIVES

As a result of this session the young people should :

- ❖ consider that if God owns everything – then what am I doing with it matters.
- ❖ recognise that we are merely stewards/trustees of every aspect of life – our talents (self), time (service) and treasure (money);
- ❖ realise that the Trust Test helps us to work out how willing we are to give God a meaningful part of every aspect of our life.

INSIGHTS FOR THE LEADER

This session aims to give the young people a balanced view of their responsibility to be faithful stewards of those things God has entrusted to them. This is why the session is called 'The Trust Test'. Everything we are or have is His gift to us – we are stewards rather than owners of our lives.

We are entrusted by God to carry out His purpose by fulfilling the roles that He wants us to play to build His kingdom here on earth. We want them to see the real benefit of stewardship as a lifestyle. It truly enhances our relationship with God, ensures our spiritual growth and allows us to become the recipients of God's blessings in a way that we have never experienced before.

Time needs to be spent in developing each of the key areas. Your own experience and commitment will greatly help you teach this session. Draw on your own personal experiences and the blessings you have received so that you give the young people first hand information. There will be no more challenging message in this session than your own personal testimony.

There are other sessions in later units specifically teaching tithing and planned giving so keep to the aims and objectives of this session.

GETTING STARTED

1. If your group is large, play 'Priest of the Parish'. Have ready 4 rows of seats and divide the group into 4 teams to sit on these rows. Number them 1, 2, 3, and 4. They must remember their number and must shout their responses.

They sit with arms linked and must stand and sit as a team.

Leader then says, 'The priest of the parish has lost his thinking cap, some say this and some say that but I say it was Number 3.'

That team has to stand together and say, 'Not I sir!' and then sit down.

Leader: 'Then who sir?'

Team 3 stands and mentions another team, and sits quickly.

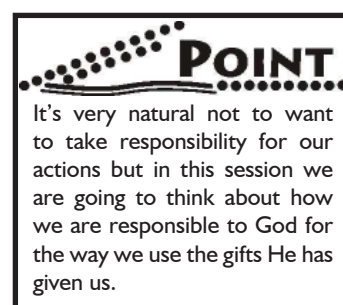
They in turn stand quickly and say: 'Not I sir.' And so it continues. **Every team member** must stand together, accuse the same team, say the correct line and sit down together. If this does not happen, they go to the back row and the other teams move forward. Play for a few minutes until one team shows up as the winner by staying in the front row the longest.

2. Who's responsible?

Have slips of paper ready with the name of one person from the group (include leaders) written at the top.

Hand out the papers making sure nobody gets his/her own name and ask the group to write down one good/funny point about the person on the paper.

Collect the papers and ask the group to guess who was responsible for each comment. The writer may wish to remain anonymous and not agree that it was him/her and that's OK.



GOING DEEPER

Definition of stewardship

Briefly discuss the role of a steward – whether it be for an airline or a race official during a major athletic event.

The Webster dictionary uses such terms as: 'a keeper, one who takes charge, a manager of ..., an agent who takes care of.'

Christians often use the word 'stewardship'. They are saying that we don't really own ourselves. God, our Creator owns us and we are managers who are accountable to Him for how we live our life. Do you agree with that?

Key Bible passage

Put up for all to see the prepared sheet with the following verses. Romans 12:1 - 2 (The Message):

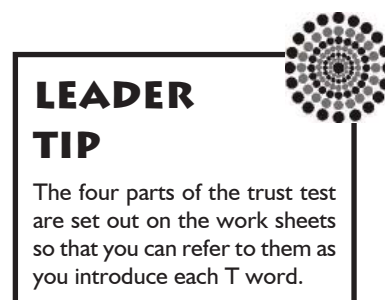
'Take your everyday, ordinary life – your sleeping, eating, going-to-work, and walking-around life – and place it before God as an offering. Embracing what God does for you is the best thing you can do for him.'

Have the group read it through silently and then out loud and ask them what they think it is saying to them. Do they think this is an impossible request or hard but possible with God's help?

I. The Trust Test – Our Talents

Romans 12:6 'We are to use our different gifts in accordance with the grace that God has given us.' (GNB)

It's important for us to remember that God has given **all** of us special gifts. No matter how insignificant or inferior you feel as you are growing up,



this is an important truth to remember – God has given me a special gift that I can use for Him.

Each is uniquely designed to accomplish His plan for our lives and to contribute to the work of His church.

Paul encouraged us to make the most of our gifts by linking them with the talents of others to help the church be all that God planned it to be. Any church or corps is rich when the members develop the ‘gift mix’.

It is important as Christians to spend time looking at our responsibility to develop and use the talents God has given. We also need to understand that God entrusts each believer with these certain gifts so that above all, His work can be accomplished. This is where the ‘trust test’ comes in, we have been ‘entrusted’ by God to carry out his purpose.

You could pause here and do activity 1 on the work sheets.

2. The Trust Test – Our Time

Ephesians 5:15 - 16 says: ‘Live life with a due sense of responsibility, not as ones who do not know the meaning of life, but as those who do.’ (J.B. Phillips)

In writing this, the apostle Paul is reminding us to make the best use of our time, despite the difficulties of these days and the many demands upon our time. He wants us to remember the true meaning and purpose of life. Each one needs to look at what are the priorities and what are the ‘valuable’ things in life. This may be different for each of us, but that’s OK!

Now complete activity 2 on the work sheets. Encourage the group to look at their allocation of time and decide whether they should re-arrange some things. Urge them to ask God’s help in correcting this.

Paul goes on to say we need to ‘make every minute count’ (Ephesians 5:16). This means making sure any wasted time becomes a useful opportunity to do something for God.

This isn’t saying we don’t need ‘time off’. In fact, the opposite is true. We do need time to relax and be refreshed. As good stewards we just don’t waste time.

Above all we make sure that we give enough time each day to ensure we do God’s will.

3. The Trust Test – Our Treasure

Use activity 3 on the work sheet here.

It is the responsibility of every Christian to tithe. This is not simply a ‘requirement’ that the church or corps sets down. It is a scriptural directive.

In the Old Testament, it is clearly spelt out that not only a tenth of money was required by the Lord as a gift, but this was also relevant to the first and best – fruits, grain, sons, wine, oil and animals. (Deuteronomy 14: 22, Exodus 22: 29)

Genesis 14:20 tells us that Abraham tithed even before the Law was given by Moses at Sinai.

Read Malachi 3:10. The Israelites were cheating God in what they gave to Him. Malachi tells them that if they are true to God and faithful in giving Him what is rightfully His, then He will bless them abundantly.



LEADER TIP

It would be wise to briefly cover the aspect of ‘giving our treasure’ from both the Old and New Testament point of view. Remember there are other sessions that deal fully with the principle of tithing – but it still needs to be touched on in the context of the totality of stewardship.



LEADER TIP

You may not be able to read each of these verses so choose which ones you will look at.

Matthew 23:23 shows that our Lord Jesus recommended that everyone should tithe.

1 Corinthians 16:2 indicates that we should put aside our offering for God on a regular basis.

Martin Luther understood the words of Jesus and he said: 'I have held many things in my hands and have lost them all ..., but whatever I have placed in God's hands, that I still possess.'

In Matthew 6:21 Jesus speaks of an investment we can make that is not subject to recessions or depressions or devaluation of the dollar.

When we invest our money in something, we will do our best to protect and prosper it. If we see ourselves as stewards of what we earn and we give faithfully to God, then our heart will be where our treasure is – under God's control.

Further discussion points

What does Deuteronomy 8:17, 18 indicate about our possessions?

What does Hebrews 13:5 say about our attitude to money and material possessions?

4. The Trust Test – Our Testimony

There is another scriptural directive about our responsibility to God. It is sharing what Jesus means to us.

1 Peter 3:15 reminds us to 'Be ready always to give an answer to everyone who asks you for a reason of the hope that is in you.'

More people become Christians through the simple testimony of a friend than in any other way.

God doesn't say your testimony must be dramatic. He simply says you must 'be ready' to give'. When we commit our lives to Him, receive His salvation, know His forgiveness and know what it is to be truly saved, He then entrusts us with a testimony of what He has done and is doing in our lives.

We must be ready and like all other areas of 'stewardship', be willing to share it.

God will bless your willingness to be a steward of His Good News. He relies on each one of us to pass the Good News on to others.

Think of *your* friends. If you don't tell them, who will?

There are many different ways of testifying – this could be through your word, by your actions and re-actions, a listening ear or responding in love and care to a situation.

TAKING IT HOME

It is God's desire to be part of every area of our life.

Reinforce what has been learned by looking once again at the verses used at the commencement of the session.

Romans 12:1, 2 (The Message).

Do you want God to be able to use 'all of you'?

Can He use you and your testimony?



**FOR
SENIORS**



**LEADER
TIP**

Sharing your testimony is also covered in greater detail in other sessions, don't get too side tracked here, but again, make sure it is part of the total look at stewardship.

Do you use your gifts and talents to bring him pleasure?

Are you passing the test of being trusted to give him the best part of your time and possession?

There should be no corner in our life that isn't offered to God for Him to use as He chooses.

Have the words of '*All that I am*' (by William Himes) appear for the group to watch while you play the recording of someone singing this song.

All that I am, all I can be, all that I have, all that is me,
Accept and use, Lord, as you would choose, Lord, right now today.
Take every passion, every skill, take all my dreams
and bend them to your will.

My all I give, Lord, for you I'll live, Lord come what may.

Often I come with my problems and cares,
Running to you when distressed;
But I must bring you the whole of my life,
Lord, I must give you my best.

Life has no purpose unless it is yours,
Life without you has no goal;
All that fulfils me is doing your will,
Lord, I must give you my best.

FOLLOW-THRU

This session ties in well with the Get Involved and Grow in Training for Leadership challenges to 'assist a local officer' or 'report on how our offering is used.'

FOR FURTHER READING

Chosen to be a Soldier, The Campfield Press, Chapter XI, section 3, 'Willing Worker and Glad Giver'.

Stewardship – The Trust Test



Making people laugh

Willing to share

Explaining things well

Encouraging others

*Stewardship is not a question of giving
Although it includes this
It is a question of accountability
And takes in both what we have
And what we are!*

1. Trust Test – My Talents

Write down the talents you possess.

Listening well

Musical ability

Ask a friend if they see any further talents in you and add them to your list.

Romans 12:6 says, _____

How could you use these talents for God? _____

OF

2. The Trust Test – My Time

In 24 hours: I sleep for: _____ hours

I eat for: _____

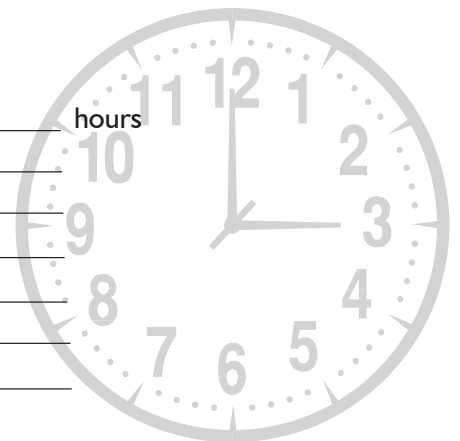
I exercise for: _____

I watch TV/video: _____

I do homework for: _____

I talk to friends for: _____

I pray/read my Bible for: _____

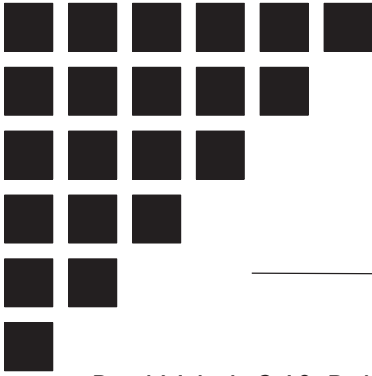


ME

Finish this prayer:

Dear God,

I could do with help in managing my time better



3.

The Trust Test – My Treasure

Write out Matthew 6:21

Read Malachi 3:10. Pick out the following:-

THE REQUIREMENT _____

MY RESPONSE _____

THE REWARD _____

Who do you think is the real winner? _____



4. The Trust Test – My Testimony

We don't often include this in our stewardship discussion. However when we commit our lives to the Lord Jesus Christ, He entrusts us with a testimony of what He has done for us and in us. In 1 Peter 3:13 - 15, Peter gives us two directions concerning the sharing of our faith. They are: _____

HIGHLIGHTS

- God owns everything on earth including my possessions.
- Being a 'steward' means I have a responsibility to manage well what God gives me.
- God wants me to give Him control over every aspect of my life.
- I am accountable to God for how I use my gifts, talents and possessions.

5.

God o _____ everything on earth including our possessions.

Being a s _____ means I have a responsibility to m _____ well what God gives me.

God wants me to give Him c _____ over every aspect of my l _____.

I am a _____ to God for how I use my gifts, talents and possessions.

manage

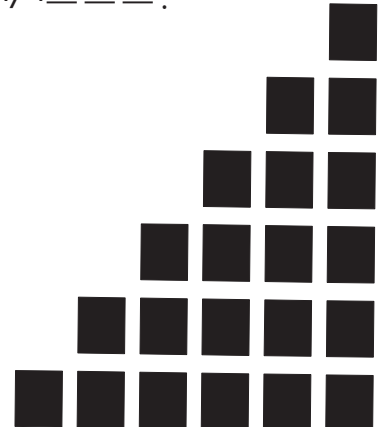
charge

owns

life

accountable

steward





FOR REFLECTION AND RESPONSE – Words written many years ago by David Livingstone. ‘I will place no value on anything I may possess except in relation to the Kingdom of Christ. If anything I have will advance the interests of that Kingdom, it shall be given away or kept only as by giving it or keeping it, I may promote the glory of Him, to whom I owe all my hopes in time and eternity.’

ALL

How do you think Livingstone’s view contrasts with the view of the world today? Is it too idealistic? Discuss and write down some points. References could be made also to Psalm 24:1,2.

1. **Trust Test – My Talents**
Write down the talents you possess.

*Encouraging others
Making people laugh*

Listening well

Explaining things well

Musical ability

Willing to share

Ask a friend if they see any further talents in you and add them to your list.

What would you say to someone who says they have no gifts/talents?

How could you use these talents for God? _____

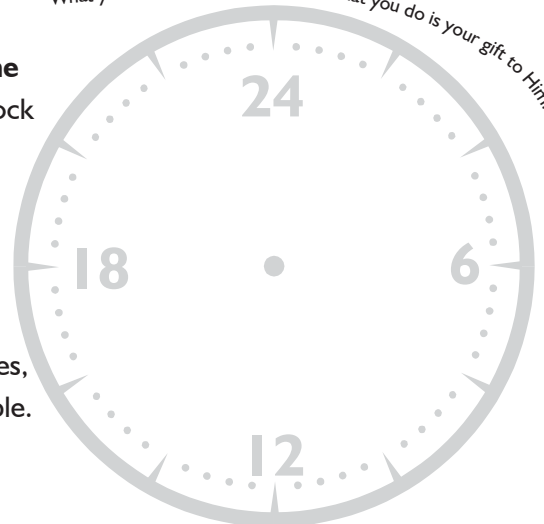
Faith will not work unless you do.

What you are is God's gift to you. What you do is your gift to Him.

OF

2. **The Trust Test – My Time**

Indicate on this 24 hour clock the hours spent in one day sleeping, eating, exercising, watching TV/ video, studying, yakking to friends on phone or internet, doing home chores, praying and reading my Bible.



ME

God tends to use the one nearest Him.

Finish this prayer:

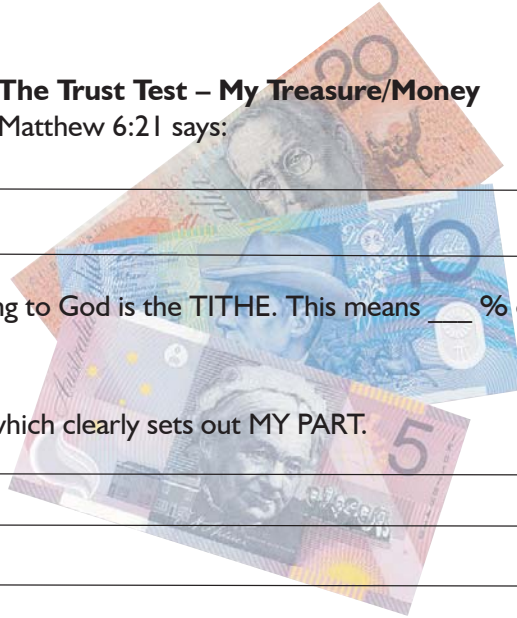
O God I need help to be more responsible for the time I use



3.

The Trust Test – My Treasure/Money

Matthew 6:21 says:



The biblical standard for giving to God is the TITHE. This means _____ % of what we have.

Read Malachi 3:10.

Write out the part of the verse which clearly sets out MY PART.

GOD'S PART _____

SO IT BECOMES A P _____ WITH GOD

Discussion points: Should we tithe on our pocket money or other money we earn or wait till we leave school and receive a wage?

4. The Trust Test – My Testimony

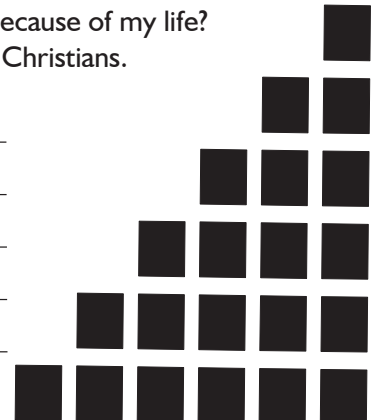
This is not normally included as part of the stewardship package. When God gives us His salvation and we are truly saved He also gives to us a testimony. He entrusts the gospel to us. He relies on us then to pass it on. Look at 1 Peter 3:15 and write down some points.

“The problem with most of us is that our net income doesn't keep up with our gross habits!” (Pat Meham)

Some are better at speaking than others. However there are other ways that are just as telling as the spoken word. There must be at least 6 or 8 – discuss them – write some of them down.

The big challenge – Would anyone want to become a Christian because of my life?

Read 1 Peter 3:8 - 13. See if you can pick out ten characteristics of Christians.



In this world it is not what we take up, but what we give up, that makes us rich. (Henry Ward Beecher.)



GIVE IT YOUR BEST SHOT!

AIM

To show the young people through the example of the young Saul how faithfulness in small things matters.

OBJECTIVES

As a result of this session the young people will learn:

- ❖ something about the kind of person the young Saul was;
- ❖ that Saul's faithfulness in carrying out a small task led to a greater task; for he set out to search for his father's donkeys but he found a kingdom;
- ❖ that the smallest of tasks can be done for God.

INSIGHTS FOR THE LEADER

This is the first of four sessions on the early kings of Israel. It would be wise to keep them as a series.

For minimum background to this story you will need to read 1 Samuel chapter 8. Then read 1 Samuel 9:1 - 21.

For seniors you will also need to read Deuteronomy 17:14 - 20.

For an application of the story in our own lives read Luke 19:12 - 26.

For further reading

ANDERSON, B.W., *The Living World of the Old Testament*, 3rd ed., Longman, London, chapter 5: 'The Struggle between Faith and Culture', pp. 159 - 164.

RATTEY, B.K., *A Short History of the Hebrews*, Oxford University Press, chapters 6 and 7.

GETTING STARTED

- I. Ask your young people to relate incidents in which an authority figure (father, mother, teacher, leader, etc.) asked them to carry out a specific task.

Then ask them to reflect on the following:

- a. Did you 'stick at' the job even when the going was tough; when you were tired, hungry or bored? Did you simply give up?
- b. If you gave up and never completed the task, how did you feel about it? What effect did giving up have on you, on the person who asked you to do the task, and on others?
- c. If you completed the task successfully, how did you feel about it? What effect did that have on you, on your authority figure and on others?

SESSION 17

FROM THE BIBLE

Background: 1 Samuel chapter 8 – The people ask for a king.
 The story: 1 Samuel chapter 9 – Saul meets Samuel.
 For seniors: Deuteronomy 17: 14 - 20.
 For application: Luke 18:12 - 26.

CHECKLIST ✓

Getting Started activity 1 mainly involves discussion. If your young people join in discussions well, you may only have time for one of them.

There are five approaches suggested. **Juniors** should do approach 1. This involves the use of the work sheet. Note: do not go on to the wonderword during the actual lesson time.

Seniors should do approaches 2 and 3. Their work sheet is to be used in conjunction with these.

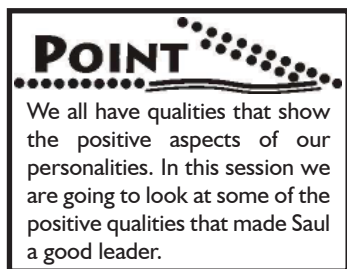
Approach 4 can be used for either groups if you think you have the time. If you decide to play the board game, enlarge it to A3 size.

Approach 5 considers the importance of perseverance.

You could decide to omit the starters and have more time to play the game with your group. If you do use the game, make sure that you give yourself sufficient time for 'Taking it Home'.



It's often hard to be willing to do jobs we feel are 'small' or 'beneath us'. But faithfulness in small things is what we are going to consider in this session.



2. Acrostic game

(Taken from Dan McGill, *No Supplies Required*, Group Publishing, 1995.)

An acrostic is an arrangement of words in which the first letter in each line, when taken in order, spells out a word or motto. Ask group members to introduce themselves to each other by using words or phrases that describe them to create acrostics of their own names (or nicknames). For example:

DIANE	TODD
Dynamic	Tried and true
Independent	Oh boy, oh boy
Able	Diamond in the rough
No-nonsense	Destined for glory
Enthusiastic	

GOING DEEPER

I. Portrait of young Saul

Read I Samuel chapter 9 and 10:1, 9 with the group and complete activity I on the work sheet 'Portrait of Young Saul' as they re-read the passage. **Note:** as these words are then to be used in the wonderword, you will need to check that the young people write the correct word. **You may need to help them with the words that have to be inferred from the verses.**

- a. Saul's father was wealthy and influential. His name was _____. (9:1) [Kish]
- b. He came from the tribe of _____. (9:1) [Benjamin]
- c. Young Saul was very _____ and he was a head _____ than everyone else. (9:2) [handsome, taller]
- d. When Kish asked Saul to look for the _____, Saul was _____. (9:3, 4) [donkeys, obedient]
- e. Saul was _____ in his efforts to find the donkeys. (9:4,) [determined]
- f. After he had searched for a long while, Saul thought his father might be _____ about him. (9:5) [worried]
- g. Young Saul was _____ enough to listen to his servant's advice (9:6) as well as to some girls who were on their way to the well. (9:9 - 14) [wise]
- h. He showed _____ in his attitude to the holy man of God. (9:7 - 9) [respect]
- i. Saul was _____ by the Lord to Samuel, the man of God. (9:15 - 18) [led]
- j. Saul displayed a _____ attitude towards himself, _____ family and his tribe. (9:21) [humble, his]
- k. Saul was _____ among Samuel's dinner guests by being seated at the head of the table and by receiving the best piece of meat. (9:22 - 24) [honoured]
- l. Saul was _____ as ruler of his people Israel by Samuel who poured olive oil upon his head. (10:1) [anointed]
- m. Samuel told Saul that certain events would take place which would prove that the Lord had _____ him to be _____ of Israel. (10:1) [chosen, King]

NB: The following two answers are not required for the wonderword.

- n. Something remarkable happened to young Saul when he turned to leave Samuel. What was it? (10:9)
- o. Something else remarkable happened to Saul that day. What was it? (10:9)

2. Home page of young Saul

Read together in small groups the story in I Samuel 9.

Produce your own 'Home Page of Young Saul' by searching these verses for everything that tells you something about him, e.g: his family, background, appearance, character traits and the outcome of his search for the donkeys.

Write your findings on your work sheet.

Now read (in small groups) Deuteronomy 17:14 - 20.

Discuss the parallels you find between young Saul and this description of the first King of Israel.

From the information provided by these Scripture passages, discuss the ways in which the young Saul appears to be a promising choice for Israel's first King. Write your findings on your work sheet.

3. My character traits

From your 'Home Page of Young Saul' choose some of his character traits, e.g: obedient, humble, etc, and share with your small group your thoughts about which of these traits you would like to see becoming more evident in your character.

What can you do about developing these traits?

Who can help you?

What will you commit yourself to do about it?

4. Searching for Donkeys – Finding a Kingdom

A boardgame – 'Searching for Donkeys – Finding a Kingdom' is set out on the last page of this session. Enlarge it and paste it onto cardboard if you plan to use it.

It shows Saul's search path. Saul sets out to find his father's donkeys but his obedience, faithfulness and untiring persistence lead him to a greater task.

You will need to have ready a different coloured disc (or button) for each player and a dice and shaker for each group.

Rules:

Throw a six to start (do not move 6 spaces).

Throw again immediately and move only that number of spaces.

Take turns around the group in a clockwise direction.

5. Staying on task

Saul travelled much further than 50 km as he searched among trees and bushes; in ravines and behind rocks for his father's donkeys.

Think of a place which is about 50 km from where you are now. About how long would it take you to walk there carrying a backpack (9:7) if you were searching for something or someone? Remember, too, that for Saul, at least some of the journey was through 'hill-country'. (9:4)

Do you think you would have kept going, as young Saul did, until either you found the donkeys or learned that they were safe?

Make a list of the answers the young people give to the following questions:



- What sorts of things usually tempt you to 'give up' a task?
- What sorts of things usually help you to be faithful in completing a task well?

TAKING IT HOME

Young Saul's faithfulness in carrying out a small task led him to a much greater task. His search for donkeys led him to find a Kingdom.

Is there an eternal principle here? Jesus once said that if we were faithful in small things, we will be entrusted with larger responsibilities. (Luke 19: 17)

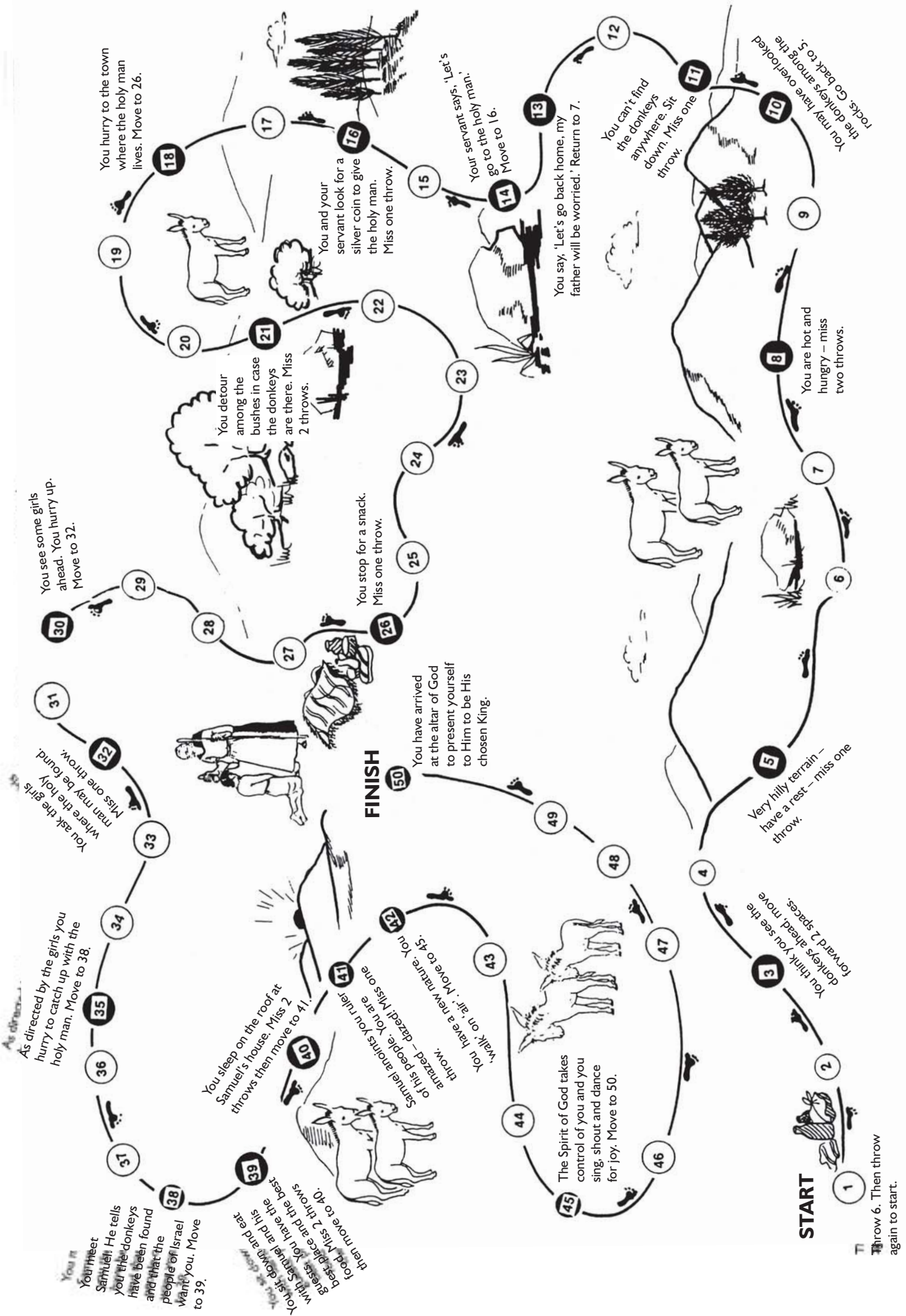
Do you think faithfulness in small things leads to promotion to greater responsibilities? Write these words onto the board: **Never - Sometimes - Usually - Always.**

Circle the word which answers the question for most of your group. Discuss the response together. Should we continue doing the small tasks well, even if we are not being noticed or rewarded?

FOLLOW-THRU

Getting Involved and Grow challenges could be looked at generally in this session. Are there some challenges young people have begun and not completed?... ('Give it your best shot!')

Are there some they felt were 'beneath' them? ... (Faithfulness in the small jobs.)



1 You meet Samuel! He tells you the donkeys have been found and that the people of Israel want you. Move to 39.

2 You sit down and eat with Samuel and his guests. You have the best place and the best food. Miss 2 throws then move to 40.

3 Samuel anoints you ruler of his people. You are amazed - dazzled! Miss one throw. You have a new nature. You walk on air. Move to 45.

4 You sleep on the roof at Samuel's house. Miss 2 throws then move to 41.

5 Very hilly terrain - have a rest - miss one throw.

6 The Spirit of God takes control of you and you sing, shout and dance for joy. Move to 50.

7 You think you see the donkeys ahead. Move forward 2 spaces.

8 You are hot and hungry - miss two throws.

9 You see some girls ahead. You hurry up. Move to 32.

10 You ask the girls where the holy man may be found. Miss one throw.

11 You detour among the bushes in case the donkeys are there. Miss 2 throws.

12 You stop for a snack. Miss one throw.

13 You have arrived at the altar of God to present yourself to Him to be His chosen King.

14 You say, 'Let's go back home, my father will be worried.' Return to 7.

15 You and your servant look for a silver coin to give the holy man. Miss one throw.

16 You may have overlooked the donkeys among the rocks. Go back to 5.

17 You hurry to the town where the holy man lives. Move to 26.

18 Your servant says, 'Let's go to the holy man.' Move to 16.

19 You can't find the donkeys anywhere. Sit down. Miss one throw.

20 As directed by the girls you hurry to catch up with the holy man. Move to 38.

21 You sit down and eat with Samuel and his guests. You have the best place and the best food. Miss 2 throws then move to 40.

22 Samuel anoints you ruler of his people. You are amazed - dazzled! Miss one throw. You have a new nature. You walk on air. Move to 45.

23 You sleep on the roof at Samuel's house. Miss 2 throws then move to 41.

24 The Spirit of God takes control of you and you sing, shout and dance for joy. Move to 50.

25 You think you see the donkeys ahead. Move forward 2 spaces.

26 You are hot and hungry - miss two throws.

27 You ask the girls where the holy man may be found. Miss one throw.

28 You detour among the bushes in case the donkeys are there. Miss 2 throws.

29 You stop for a snack. Miss one throw.

30 You have arrived at the altar of God to present yourself to Him to be His chosen King.

31 You say, 'Let's go back home, my father will be worried.' Return to 7.

32 You and your servant look for a silver coin to give the holy man. Miss one throw.

33 You may have overlooked the donkeys among the rocks. Go back to 5.

34 You hurry to the town where the holy man lives. Move to 26.

35 Your servant says, 'Let's go to the holy man.' Move to 16.

36 You can't find the donkeys anywhere. Sit down. Miss one throw.

37 You detour among the bushes in case the donkeys are there. Miss 2 throws.

38 You stop for a snack. Miss one throw.

39 You have arrived at the altar of God to present yourself to Him to be His chosen King.

40 You say, 'Let's go back home, my father will be worried.' Return to 7.

41 You and your servant look for a silver coin to give the holy man. Miss one throw.

42 You may have overlooked the donkeys among the rocks. Go back to 5.

43 You hurry to the town where the holy man lives. Move to 26.

44 Your servant says, 'Let's go to the holy man.' Move to 16.

45 You can't find the donkeys anywhere. Sit down. Miss one throw.

46 You detour among the bushes in case the donkeys are there. Miss 2 throws.

47 You stop for a snack. Miss one throw.

48 You have arrived at the altar of God to present yourself to Him to be His chosen King.

49 You say, 'Let's go back home, my father will be worried.' Return to 7.

50 You and your servant look for a silver coin to give the holy man. Miss one throw.

51 You may have overlooked the donkeys among the rocks. Go back to 5.

GIVE IT YOUR BEST



Read 1 Samuel 9; 10:1, 9 then fill in the missing words.

- a. Saul's father was wealthy and influential. His name was _____. (9:1)
- b. He came from the tribe of _____. (9:1)
- c. Young Saul was very _____ and he was a head _____ than everyone else. (9:2)
- d. When Kish asked Saul to look for the _____, Saul was _____. (9:3, 4)
- e. Saul was _____ in his efforts to find the donkeys. (9:4)
- f. After he had searched for a long while, Saul thought his father might be _____ about him. (9:5)
- g. Young Saul was w_____ enough to listen to his servant's advice (9:6) as well as to some girls who were on their way to the well. (9:9 - 14)
- h. He showed r_____ in his attitude to the holy man of God. (9:7 - 9)
- i. Saul was _____ by the Lord to Samuel, the man of God. (9:15 - 18)
- j. Saul displayed a _____ attitude towards himself, _____ family and his tribe. (9:21)
- k. Saul was _____ among Samuel's dinner guests by being seated at the head of the table and by receiving the best piece of meat. (9:22 - 24)
- l. Saul was _____ as ruler of his people Israel by Samuel who poured olive oil upon his head. (10:1)
- m. Samuel told Saul that certain events would take place which would prove that the Lord had _____ him to be _____ of Israel. (10:1)

All the words you have written can be found in the wonderword.

NB: The following two answers are not required for the wonderword.

- n. Something remarkable happened to young Saul when he turned to leave Samuel. What was it? (10:9)

- o. Something else remarkable happened to Saul that day. What was it? (10:9)

HIGHLIGHTS

- The young Saul had all the right traits for a good king.
- Saul was faithful in carrying out a small task.
- Faithfulness in small tasks fits us for bigger tasks.
- We need to be faithful in the small tasks we are asked to do.
- No task is ever too small to be done for God.

The words from your Bible Search are all in this wonderword. Can you find them? Highlight the letters left over (they are in a different font) and then write them on the lines provided. They tell us something very important about young Saul. What is it?

YOUNG SAUL - WHAT'S HE LIKE?

G	O	D	G	A	N	V	E	S	A	U	L	B
A	N	O	I	N	T	E	D	A	N	E	W	E
N	A	T	U	R	A	E	S	W	H	E	N	N
H	E	T	U	R	L	N	E	O	D	A	J	
N	D	L	T	D	L	E	F	E	H	T	S	A
A	M	U	N	E	E	L	N	U	A	C	A	M
N	D	E	E	V	R	I	M	E	N	R	D	I
K	Y	T	I	H	M	B	R	I	D	E	O	N
I	N	G	D	R	L	H	A	R	S	S	N	P
N	P	E	E	E	N	E	E	D	O	I	K	H
G	A	T	B	S	H	E	D	S	M	W	E	S
A	E	I	O	T	C	E	P	S	E	R	Y	I
D	E	R	U	O	N	O	H	D	H	I	S	K

Find these words:

- LED
- KISH
- WISE
- WORRIED
- TALLER
- RESPECT
- BENJAMIN
- HUMBLE
- HONOURED
- ANOINTED
- DETERMINED
- HANDSOME
- OBEDIENT
- CHOSEN
- HIS
- KING
- DONKEYS

Some of the little tasks I'm expected to do really bug me.
 'Help me O Lord

GIVE IT YOUR BEST SHOT

1. (a) Read I Samuel 9 then complete the homepage for Saul.

People in Saul's time asked a prophet to speak to God for them.

The dangers of having a King were pointed out by God 300 years before Saul was anointed.

Saul was a member of the smallest, least important tribe of Israel.

The books of Samuel were so named because Samuel was the dominant figure and the one used by God to be the King-maker.

Underline the traits you would like to develop.

(b) Now read Deuteronomy 17:14 - 20 and write out God's requirements.

(c) Discuss
How many of these descriptions fitted the young man, Saul?

2. Highlight the character traits Saul showed and discuss with your group how they would help you to serve God better.

3. A wonderword

Find these words in the wonderword:

- LED
- KISH
- WISE
- WORRIED
- TALLER
- RESPECT
- BENJAMIN
- HUMBLE
- HONOURED
- ANOINTED
- DETERMINED
- HANDSOME
- OBEDIENT
- CHOSEN
- HIS
- KING
- DONKEYS

G	O	D	G	A	N	U	E	S	A	U	L	B
A	N	O	I	N	T	E	D	A	N	E	W	E
N	A	T	U	R	A	E	S	W	H	E	N	N
H	E	T	U	R	L	N	E	O	D	D	A	J
N	D	L	T	D	L	E	F	E	H	T	S	A
A	M	U	N	E	E	L	N	U	A	C	A	M
N	D	E	E	V	R	I	M	E	N	R	D	I
K	Y	T	I	H	M	B	R	I	D	E	O	N
I	N	G	D	R	L	H	A	R	S	S	N	P
N	P	E	E	E	N	E	E	D	O	I	K	H
G	A	T	B	S	H	E	D	S	M	W	E	S
A	E	I	O	T	C	E	P	S	E	R	Y	I
D	E	R	U	O	N	O	H	D	H	I	S	K

(b) Then highlight the letters not used (they are in a different font) and write them on these lines:

They are found in 1 Samuel 10: —

4. Give it your best shot

Read this through then cross out the words that would not help you to keep going.

I find it { 'the pits' / 'a cinch' } to keep on doing small tasks.

I { couldn't care less / believe / don't believe } that it is { pleasing / disappointing to God when / a surprise }

we { keep going / quit / grumble but keep going } I { should / will / won't ever } try to do what

I'm asked to do { quickly / properly / slowly } Signed: _____

SESSION 18

GOD'S WARRIOR

FROM THE BIBLE

1 Samuel chapters 18 - 24 and 26.

Psalm 119:81 - 88, 145 - 152.

AIM

To help the young people better understand how to respond to anger and mistrust by using the example of David and Saul.

OBJECTIVES

As a result of this session, the young people will develop an understanding of:

- ❖ the reason for Saul's hatred and mistrust of David;
- ❖ the level of persecution David suffered at the hands of Saul;
- ❖ David's willingness to forgive when he had the chance to take his revenge;
- ❖ how they should respond in persecution.



CHECKLIST

There is a lot of reading to be done before this session so that you are aware of the background for this story and can quickly tell some incidents.

In the first Getting Started activity if the young people are slow to respond be prepared to discuss your own feelings when you are in a losing or winning situation and how you have used God's help to overcome wrong feelings. Getting Started activity 2 is a discussion based on a video clip from *The Fugitive*.

There is a lot of ground to be covered and you will almost certainly not be able to cover all the material presented in the approaches. For **juniors** the choice would be Going Deeper 1, 3 and 5. **Seniors** would likewise do Going Deeper 2, 4 and 5. (Do allow enough time to include approach 5.)

Approaches 1 and 2 tie in with the work sheet so these could be used during the session.

INSIGHTS FOR THE LEADER

As our young people grow older, they need to become aware that the Bible shows us people 'warts and all'. In this session we look at how the promising Saul who had been given a new nature by God (1 Samuel 10:9) forgot the need to rely on and be obedient to God. In his impatience to get going, he turned away from God and did what he thought best. (1 Samuel 15:10). The sheep Saul had kept to offer to God were not what God wanted. He wanted obedience. Samuel had to tell Saul, 'Rebellion against God is as bad as witchcraft and arrogance is as sinful as idolatry. Because you rejected the Lord's command, he has rejected you as king.' (1 Samuel 15:23, GNB)

This man who had showed such promise slowly became controlled by jealousy of David. How David handled that obsession is a useful example of how God can help us to respond in persecution. The emphasis of this session should be David's reaction to unfounded persecution and the respect he had for the king's position and his unwillingness to take revenge on Saul. He lived God's words from Deuteronomy 32:35: 'The Lord will take revenge and punish them.'

Read 1 Samuel chapters 18 - 24 and 26 at one sitting to gain an overview of the material required for this session. Read Psalm 119:81 - 88 and 145 - 152.

For further reading to provide you with background and insight into this session's topic:

KELLER, Phillip. W., *David: The Time of Saul's Tyranny*, Word Books Australia, Heathmont, Victoria, 1985.

HENTZBERG, H. W., *1 & 2 Samuel: A Commentary - Old Testament Library*, S.C.M. Press, London, 1964, pp. 164 - 168.

BRIGHT, John, *A History of Israel*, S.C.M. Press, London, 1972, pp. 186 - 190.

SWINDOLL, Charles, *David: Man of Passion and Destiny*, Thomas Nelson.

GETTING STARTED

1. In a small group, think about times when you have experienced any or all of the following and share together (i) how you felt and (ii) how you acted.

- when someone else in your group (at school, at home, etc.) was more successful at a task than you;
- when someone else seemed more popular than you;
- when someone else received more praise than you;
- when someone else was chosen for a place or position ahead of you.

What feelings are most likely to come to the fore when these kind of experiences occur?

The most **natural** feeling is jealousy and jealousy will naturally lead to resentment and often to a desire to avenge our hurt feelings. The other person may have no idea that we feel like this.

What if you were in the opposite position – share how you would feel when:

- you are the successful person;
- you are acclaimed as the ‘person of the year’;
- you are praised lavishly for a task well done;
- you are given a position you know someone else wanted badly.

The most natural feeling is elation and can often lead to bragging about our accomplishments. Is there another way we can respond? Do you know generous people who can do this?

Or

2. Discuss with your group movies they have seen such as ‘*The Fugitive*’ where a good person is being relentlessly hunted. E.g. the scene where he has been hunted to the edge of the stormwater drain and jumps.

How did you feel as you watched?

What feelings did the hunted person have?


Did he/she want to get even?

GOING DEEPER

1. **Story telling and discussion of feelings and reactions**

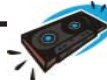
Do you remember how Saul was anointed as Israel’s first king? He had so much going for him! He was shy and modest. He had been out looking for missing donkeys when Samuel anointed him and he had to be brought forward from hiding when the time came for him to be acclaimed as king. (1 Samuel 10:14 and 22 - 23.)

But Saul grew impatient about the need to wait for the Lord’s direction when he was in tight situations and instead did what he thought best. God therefore rejected Saul and instructed Samuel to anoint the young David.




POINT

In this session we are going to consider how David’s success and popularity so angered Saul that he was consumed by a jealousy that bordered on madness. We can learn a great deal from the generous and loyal way David reacted to Saul’s anger and mistrust.



VIDEO CLIP

Show a clip from the movie ‘*The Fugitive*’ or another similar one.




POINT

Today we will look at how David was pursued and how he handled having the opportunity to take revenge on an enemy.



FOR JUNIORS



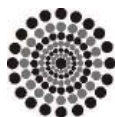
LEADER TIP

As you tell the story of Saul and David, give the young people time to find the selected verses and complete activity 1.

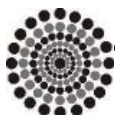
Jealousy soon reared its ugly head as Saul realised that David was attracting people's attention. David's slaying of Goliath naturally made him a hero to the whole nation and although Saul kept him at his court and made him an officer in his army, he continued to see David's existence as a real threat and terrible moods of anger and jealousy started him on a maniacal pursuit of David.

Use the Bible readings on the work sheet with your group and help them see how jealousy led Saul to anger and resentment and to a desire to murder David. Consider how quickly Saul went from one bad feeling to the next.

When the work sheet is completed, ask your group to compare the changes in Saul's feelings. (They had developed from 'did not like' to murderous intentions.)



FOR SENIORS



LEADER TIP

If your group is small and works with the juniors or you feel this open search will be too long, use the passages specified on the work sheet.



FOR JUNIORS

Or

2. In small groups, search I Samuel chapters 18 and 19 and make comments under the headings:

'Circumstances', 'Saul's Emotional Response' and 'Saul's Reaction':

- a. The circumstances which led Saul to become very angry with David and to mistrust him so deeply.
- b. Saul's emotional response in each situation, e.g. jealousy, anger, etc. (Where this is not explicit, imagine it from his actions.)
- c. Saul's reaction, either physical or verbal (or both) in each situation.

3. **Facing persecution**

We have already seen something of Saul's persecution of David in our first approach but things got much worse. David had to flee from Saul. Read these verses together then briefly explain the reason for David's actions.

I Samuel 20:1 Then David fled from Naioth in Ramah and went to Jonathan. (Suggested reason: Saul had tried three times to arrest and kill David at Naioth.)

I Samuel 21:1 David went to the priest Ahimelech in Nob. (Suggested reason: Jonathan had proved that his father was in deadly earnest about killing David (20:31) and David needed food and weapons.)

I Samuel 21:10 So David left, fleeing from Saul, and went to King Achish of Gath. (Suggested reason: David fled in panic to the land of the Philistines because he was afraid of Saul. He probably believed that Saul would not hurt him there because of his own fear of the Philistine warriors.)

I Samuel 22:1 David fled from the city of Gath and went to a cave near the town of Adullam. (Suggested reason: David became afraid of King Achish of Gath and pretended to be insane with the result that the Philistines refused to allow him to enter the city.)

I Samuel 23:26, 28 David and his men were hurrying to get away from Saul and his men, who were closing in on them and about to capture them. (Suggested reason: Saul and his men were pursuing David and his men.)

I Samuel 23:29 David left and went to the region of Engedi, where he stayed in hiding. (Suggested reason: Though Saul had gone to fight the Philistines, David wanted to have a new hiding place for he knew Saul would come back and look for him again.)

Or

4. It is thought that some of David's most moving poems were written while at Naioth in Ramah where he was a fugitive from Saul's murderous intentions. One of these poems is believed to be Psalm 119.

Read I Samuel 19:8 - 20 (Note: v.18) and then Psalm 119:81 - 88 and 145 - 152. The former is the story of Saul's persecution of David at a particular point in time and the Psalms are prayers of David for deliverance from Saul's attacks.

Having read the passages, discuss:

- a. David's apparent physical state at this time of Saul's attacks;
 - b. the emotional undertones of David's prayers in Psalm 119 which provide insight into his feelings;
 - c. how his prayers reflect his spiritual and mental state;
 - d. how you might have felt – physically, emotionally, mentally and spiritually – if you had been David in this situation.
5. **David's 'Revenge'**

On two occasions David had King Saul's life in his hands. David must have been absolutely fed up with his fugitive existence; tired of forever fleeing from the relentless Saul and his soldiers. How he must have been tempted to kill Saul when he had the opportunity.

Certainly his followers thought he should! Quickly relate the following events from I Samuel 24:1 - 19 and chapter 26.

Saul came back from fighting the Philistines and set off with 3000 soldiers to chase David.

He went into a cave to relieve himself not knowing that David and his men were hiding in the back of the cave. David's men couldn't believe their good fortune. A wonderful chance for David to kill Saul. 'The Lord has put him in your power!' they exclaimed.

David actually cut a piece of Saul's robe but he realised he had no right to kill the king. Read together I Samuel 24:6.

When Saul left the cave, David called after him and showed him the piece of the robe. Saul realised how easily David could have killed him and was overcome with remorse. He wept and admitted how wrong he had been. Read I Samuel 24:19.

Yet the depth of Saul's bitterness and jealousy of David was so great that in a very short time he set out to pursue David once again. David's spies reported the exact site of Saul's camp so David, with just one of his men, Abishai, entered Saul's camp late at night.

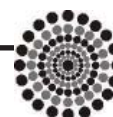
Not only was Saul asleep, so were all his troops! Read together I Samuel 26:8 and then David's response in verses 9 - 11.

So David took Saul's spear and water jar and once he was on the opposite hill, he called out to Saul's troops. Once again, Saul was overwhelmed by the fact that David had had a golden opportunity to kill him and had not taken his revenge.

What made David willing to forgive?

Would we have acted in the same way? The natural reaction – the one his men urged him to take – would have been to kill his enemy.

**FOR
SENIORS**



DEFINITIONS

Respect: means to treat with consideration and refrain from abuse.

Generosity: means nobleness of heart; a willingness to forgive and give liberally.

But David remembered that Saul was God's chosen king and that it should be God's decision when Saul's reign was over. With God's help David was able to rise above his natural feelings and treat Saul with respect and generosity. Write definitions of respect and generosity on a board or chart.

Discuss these 2 words and how David showed both respect and generosity.

Does God expect the same of us when we suffer persecution and harassment?

How should we handle anger, jealousy and resentment? Read Luke 6: 27, 28, Ephesians 4:26, 31 - 32 and Romans 12:19 - 21.

TAKING IT HOME

We have seen that as a result of Saul's deep anger and hatred, David was separated from loved ones, excluded from home and deprived of his position in the king's army.

We have seen that he was hunted and hounded like a wild animal. But we have also discovered that when he had the opportunity to strike the blow that would free him from this impossible situation, David refused to take it and instead said: 'The Lord forbid that I should try to harm the one whom the Lord has made king!'

David treated 'the Lord's anointed' with respect and generosity. We may never suffer as the result of the anger and mistrust of another in the way that David did, but we can, in our own particular circumstances, learn from his example.

When someone behaves negatively towards you, remember David who treated with respect and generosity one who had seriously wronged him. No wonder the Bible says he was a man after God's own heart!

In a time of silent prayer ask each young person to think of someone who makes life tough for them and pray as David did:

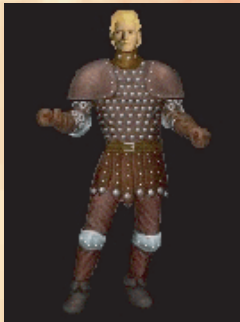
'The Lord forbid that I should try to harm . . . (fill in a name or names)'

'Lord, help me to treat . . . with respect and generosity'.

FOLLOW-THRU

This session could be used to talk with your group about praying for acquaintances who give them a hard time because of their Christian faith. This can be seen as the challenge in 'Get Involved and Grow in Mission' to pray for your friends.

GOD'S WARRIOR



The Circumstances

Saul's Feelings and Reactions

1 Samuel 18:6 - 9

David returns from killing Goliath.

Crowd cheered more for David, than their king, Saul.

1 Samuel 18:12 - 16

The Lord was helping David and no longer helping Saul.

David was successful in all he did.

1 Samuel 19:8 - 10

David and his army defeated the Philistines and forced them to retreat.

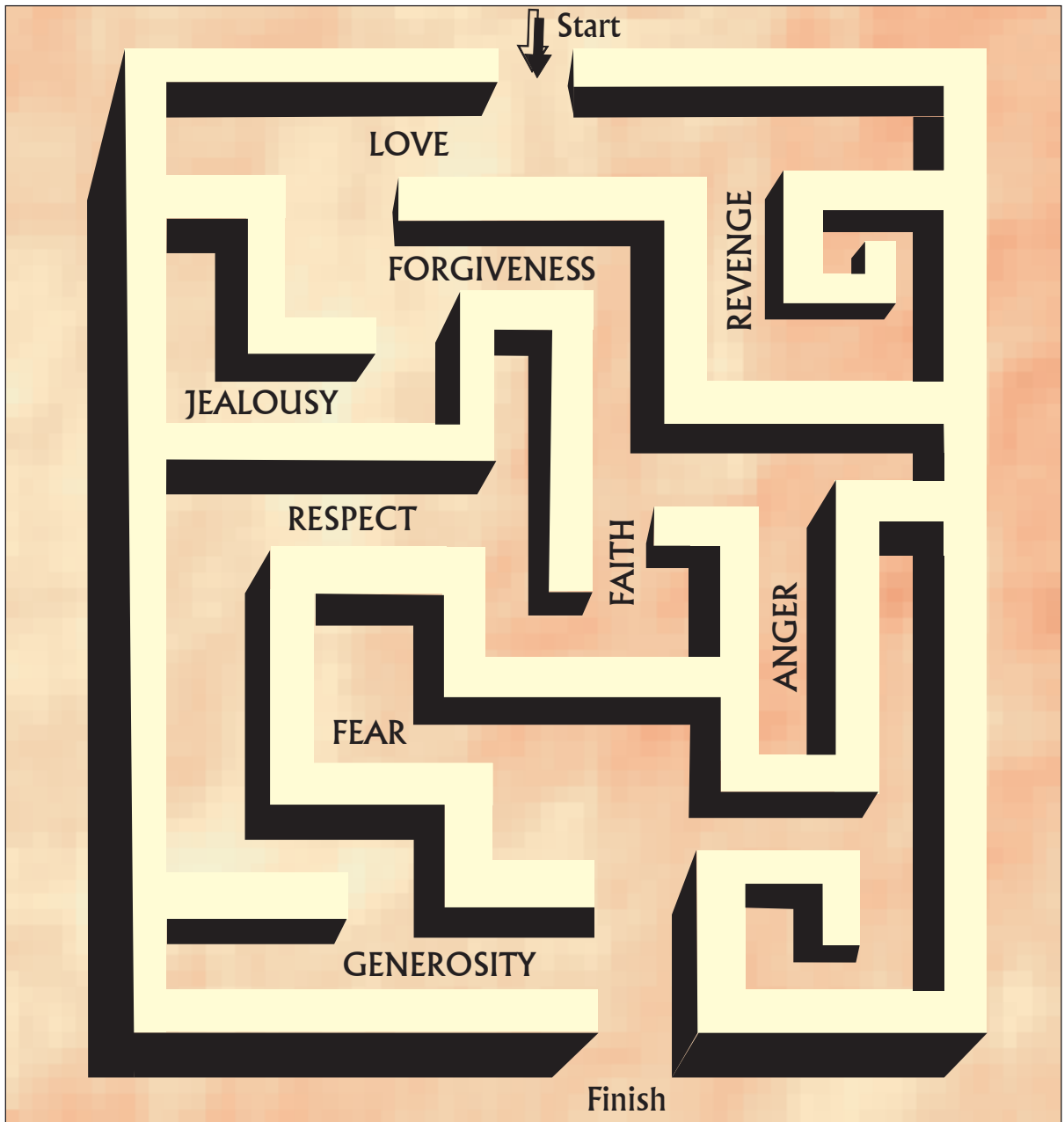
Later David was in Saul's house playing his harp.

1 Samuel 19:11 - 17

Saul sent men to watch David's house and try to kill him.

Michal let him down from a window and he escaped.

DAVID – GOD’S WARRIOR



Compose a prayer for someone who has hurt you and pray it now.

HIGHLIGHTS

- As Saul learned of David's accomplishments he began to be filled with anger and jealousy.
- David had to live as an outlaw for many years to escape from Saul's attempts to kill him.
- Through all of this David treated Saul with respect and generosity.
- With God's help I can forgive those who hurt me.



◦ GOD'S WARRIOR ◦

The Circumstances	Saul's emotional response	Saul's reaction
1 Samuel 18:6 - 9		
1 Samuel 18:12 - 16		
1 Samuel 19:8 - 10		
1 Samuel 19:11 - 17		

**How did David extend the hand of forgiveness and generosity to Saul?
Write your answers on the hand.**

When he was king, David looked after Jonathon's crippled son because of Jonathon's loyalty to him.

Though Saul hated David, his daughter Michal fell in love with him.



David wrote a beautiful lament when he heard of Saul and Jonathon's death.

David behaved with respect and generosity.

Respects means: _____

Generosity means: _____

Find two New Testament Scripture references which support David's decision to spare King Saul when he had the opportunity to kill him.

**Suggestions: Luke 6:27, 38, Romans 12:19 - 21.
Ephesians 4:26, 31 and 32.**

In your small groups, share a personal situation in which someone has been very negative towards you. How did you respond?

In retrospect, how would you respond if a similar situation presented itself now?

400 outlaws went out and joined with David.

David pretended to be insane so that he could safely escape from Gath.

David knew it would be God who would put him on the throne – not himself.



NOBODY'S PERFECT

AIM

Through the study of David's sin and repentance to show the young people that the human tendency to sin is more than matched by God's willingness to forgive.

OBJECTIVES

As a result of this session the young people will:

- ❖ through a study of David's sin, gain a greater understanding of the human tendency to sin;
- ❖ through a study of David's repentance, gain a greater understanding of what repentance includes;
- ❖ gain some understanding of God's willingness to forgive;
- ❖ know that we can be sure of God's forgiveness when we come to Him.

INSIGHTS FOR THE LEADER

One of the important facts about the Bible is that 'it tells it as it was'. David was king – but there is no effort made to cover up his wrongdoing. The whole ugly story of deception upon deception in an effort to cover up the first sin is written down for all to read. Yet we know that David is one of the most prominent figures in the history of the world.

Jesus is not known as the Son of Abraham or Jacob – but the Son of David.

It is hard to imagine that the man who could write the twenty third Psalm could commit the sin that David committed against one of his faithful subjects, Uriah, the Hittite. We need to remember that David was in a position of unlimited power and the temptation to take what he wanted was extremely great.

Why then does Paul remind us in Acts 13:22 that God had said: 'I have found David son of Jesse a man after my own heart; he will do everything I want him to do.' (NIV)?

It may be said to David's credit that he never became an idolater and that he was loyal to the Lord in his testimony and worship.

However, the most important thing to say about David is that he was 'big enough' to listen to the prophet Nathan when he was sent by God to point out the enormity of David's sin. He acknowledged his sin and repented. He sought and received God's forgiveness.

This is the greatest truth that we can learn from David's life. And God offers this same hope to us all. No matter how evil the wrongs we have done, God has promised that He can and will forgive all who come to Him in true sorrow for their sins.

SESSION 19

FROM THE BIBLE

2 Samuel 11; 2 Samuel 12:1 - 9,
13, 14; Psalm 51; Acts 13:22;
1 John 1:9.

CHECKLIST ✓

Choose the Getting Started activity you will use. For the second one you will need to write the questions for discussion onto the board or onto slips of paper. Make sure you allow sufficient time for the findings to be discussed.

There are three Going Deeper approaches. The first one requires two people to take the roles of David and Nathan. They should know the story well and be able to answer the questions put to them. A leader should check each group's questions to help them to work out more pointed, thought-provoking questions if this is necessary. You will need to check that your group has an overall picture from the questions and answers.

Approach 2 is an alternative to approach 1.

All groups should complete approach 3.

Have 1 John 1:9 written out for the young people to read in 'Taking it Home'.

LEADER TIP

This is the third session in the Old Testament stories of Saul and David. See that it is linked in the young people's minds.

Read the Scripture references carefully. Psalm 51 was written by David after the prophet Nathan had spoken to him about his adultery with Bathsheba. This Psalm gives us more detail than does 2 Samuel 12 of David's response to Nathan's accusation, 'You are that man'.

Psalm 51 tells us that David:

- made no excuses;
- recognised his sins (v.3);
- acknowledged God's right to judge him and to condemn him (v.4);
- acknowledged his own inability to be different (v.5);
- recognised his own inability to cleanse himself (v.7);
- recognised God's ability to forgive and cleanse from sin (verses 2, 7, 9);
- recognised God's constant love (v.1);
- recognised God's great mercy (v.7);
- recognised God's ability to make his heart pure (v.10);
- recognised God's ability to make him willing to obey (v.12).



LEADER TIP

These points will help with the answers on the reverse side of the junior work sheet.

POINT

It's so easy to make mistakes. Embarrassing moments can return to our minds again and again and make us feel uneasy. So long as we have not sinned, we need to learn to laugh and dismiss them as a part of growing up.

POINT

Our session is called 'Nobody's Perfect!' We are all tempted and there are times when we all know we have let God down. In this session we are going to look at how easily David fell into temptation and how sincerely he sorrowed over his sinning and how graciously God forgave him.

GETTING STARTED

1. Give the young people time to think about their most embarrassing moment. Go around the group sharing these (leaders included). There should be lots of laughter – but make sure it is with the person not directed at them.
2. If your group is large put them into small groups for discussion. (If your group is only small have each young person take one question.) Either put the following questions onto a board, OHPT etc. **or** put them on individual pieces of paper and place them in a container. The young people will then discuss the questions they select.

Allow only a few minutes for the discussion so that there is sufficient time for the findings to be presented and, if so desired, to be commented upon by the whole group.

- a. What sorts of situations make it easy for you to do the wrong thing e.g. having nothing to do; being very friendly with a rough group, etc.?
- b. Once you set out on a wrong course of action, what sorts of things make it hard to change? What sorts of things make it easier to change your direction and do the right thing?
- c. If a Christian friend shared with you his/her strong temptation to do something wrong, how would you help him/her?
- d. If a Christian friend shared with you that he/she had already done something wrong, e.g. copied another student's assignment and handed it in for the year's final assessments, and asked you for help, what would you say to him/her?

Do you believe your friend can receive God's forgiveness?
What would he/she need to do?

GOING DEEPER

1. Interviewing the main characters

Leader or seniors can be David and Nathan. They need to have studied the Bible passages in 2 Samuel 11 and 12 so they are familiar with the story and able to answer according to the scripture passage.

The young people, working in the groups used for the starter activity, can then be given the following passages to read. Ask them to make up at least three questions to ask David/Nathan based on the passage they read.

a. **David**

2 Samuel 11:1 - 5

e.g. How come you weren't at the battle, David?
Did you know Bathsheba was a married woman?

2 Samuel 11:6 - 13

e.g. Why did you want Uriah to go home to his wife?
What was your reaction when you learned Bathsheba was pregnant?

2 Samuel 11:14 - 24

e.g. What did you plan would happen to Uriah when you sent him back to battle?

2 Samuel 11:2, 4, 8, 13 - 15, 25 - 27

e.g. Just how many sins did you commit to try to cover up your first one, David?

b. **Nathan**

The young people read 2 Samuel 12:1 - 9, 13, 14 and again make up different questions for the prophet.

e.g. Were you scared when God told you to go and condemn David?

What was the illustration you used to convict David of his wrongdoing?

c. **Back to David**

Read Psalm 51. (Have one reader **or** 'David' read it out.)

Such questions as these can again be put to David.

- You're a very powerful man, David. Was it easy to say 'I was wrong'?
- Did you feel as you began this cry to God that you would be heard by Him? You knew what happened to Saul, didn't you?
- I particularly like v. ___ of this Psalm. Did you feel inspired as you wrote it?
- Did you really feel that God forgave you?

Juniors can put these events into sequence using activity 1 on their work sheet.

2. **Read 2 Samuel chapter 11 – A study of David's sin**

From the reading, it is evident that in David's case, one sin led to another and yet another. Trace the path of David's wrongdoing from his initial irresponsible attitude to the war, to the taking of Uriah's wife for himself, to the murder of Uriah. Write your findings on your work sheet. Here are some ideas:

- David not facing his responsibilities (v.1).
- David has 'time on his hands' (v.2).
- David experiences lust (v.2b).
- David experiences covetousness (verses 3,4).
- David uses his power for wrong purposes (v.4).
- David commits adultery (v.4).
- Repercussions follow: 'Be sure your sin will find you out' (v.5).
- David uses 'cover-up' tactics – deceit (verses 6 - 8).
- More 'cover-up' and deceit (verses 9 - 13).
- David carries out evil plans (verses 14 - 17).



- k. Others become involved, e.g. Joab – some innocently, e.g. other officers killed with Uriah (verses 17 - 21).
- l. More deceit (v.25).
- m. God's displeasure (v.27).

For discussion:

Why do you think David's first sin led to another and another?
 Do you think that in your own life sometimes one wrong action leads to another? If so, why does this happen?
 What could David have done to prevent this cycle of sin occurring?
 What can we do to prevent the cycle of sin continuing in our lives?
 What should we do after we have sinned?

Nathan's message and David's repentance

Read 2 Samuel 12:1 - 9, 13, 14.

David probably thought that Joab was the only other person who knew about his evil plan to get rid of Uriah and take his wife. But **God knew**, so He sent His prophet to deal with David.

The prophet, Nathan, told David a parable. (See verses 1 - 4.) David's response to the parable was quick and his judgement firm:

'... the man who did this ought to die!' (v.5)

'... he must pay back four times as much as he took'. (v.6)

Nathan was courageous in his reply: (v.7)

'You are that man' – David had judged himself – 'the man . . . ought to die!' (Question 2 on the work sheet can be done now.)

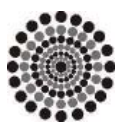
Then followed a summary of God's ample provision for David (verses 7 - 8) and the question: 'Why then have you disobeyed my commands?' (v.9)

For discussion:

How do you think David felt when he heard the prophet of God spelling out the evil things he had planned and carried out? (v.9)

David's confession is then recorded. (v.13): 'I have sinned against the Lord'.

David's response is given in more detail for us in Psalm 51. Read this Psalm and see how David responded to Nathan's accusation. (Question 3 on the work sheet can be done now.)



**FOR ALL
GROUPS**

3. What does repentance involve?

The word 'repent' comes from the Latin root 'pento' meaning 'I turn' and the preposition 're' means 'back', hence the word 'repent' means, literally, 'to turn back'. In the context of this study, it means to turn back from the path of sin to the ways of God.

Not only is **the mind** changed but **the emotions** and **the will** are also involved. My mind accepts that I have done wrong in God's sight; my emotions become involved and I am deeply sorry for my sin; then my will is involved in decisive action to change. It is possible to be sorry **about** sin because of private or public disgrace, i.e: sorry about being 'found out' without really repenting. Was it this feeling that led David into the deception of trying to cover his sin?

List the choices David had when confronted by Nathan

David could have easily:

- a. killed Nathan for daring to reprimand him;
- b. sent him away to mind his own business;
- c. made a law to say kings could take other men's wives;
- d. said that the king can do as he pleases.

Do you think these thoughts may have run through David's mind? Because David was human some of them almost certainly did. But David was 'big enough' to repent. He humbled himself before God and admitted he was wrong. It was this 'strength' in David – the strength to acknowledge that God ruled over him, that pleased God. **Read** Acts 13:22 (preferably from NIV or AV).

We can be encouraged in our failures to remember that David was not perfect – he sinned – but 'he was a man after God's heart' because he did what God wanted him to do.

TAKING IT HOME

God forgave David because he repented of his sin and put his trust in God. But what about us? Is God willing to forgive us?

We have been given some very clear guidelines in the New Testament concerning God's willingness to forgive. Here are three you can try to remember:

Have the young people read together 1 John 1:9. (You could put it onto a chart or OHPT.)

'But if we confess our sins to God, he can always be trusted to forgive us and take our sins away'. (CEV)

Encourage them to memorise the verse as one that assures us that God will do His part if we do ours. Have a few minutes of silent prayer in which the young people are asked to consider each aspect of their lives. Ask them to invite Jesus Christ to look at each part allowing Him, in His own loving way, to show them things that may need to be confessed. Allow enough time for silent confession.

FOLLOW-THRU

Psalm 51:6 - 12 would be a suitable passage to memorise for the Involvement in Worship challenge to memorise Scripture, or members in your group may like to create and perform a dance based on this psalm.



LEADER TIP

Choose an appropriate CD to play during this quiet time.

From a study of Psalm 51 fill in the missing words.

SINS CAN BE FORGIVEN

- (g) boye
- (a) David did not try to _____ himself.
- (a) feeddn
- (b) He _____ his sin (v.3) and God's right to _____ him and to _____ him. (v.4)
- (c) He acknowledged that he had been _____ from the day of his birth. (v.5)
- (d) He recognised his own inability to cleanse himself from sin for he prayed 'remove my sin, and I will be _____.' (v.7)
- (e) He realised that God could forgive him and _____ him from sin. (verses 2, 7, 9)
- (f) He recognised that God was the one who could _____ a pure heart in him and a right spirit. (v.10)
- (g) He realised that he was not able to _____ God in the future unless God made him willing. (v.12)

(f) catere

(e) leiseach

(b) a'rogendise / dejug / moedenn

(c) fuinis

THE LORD FORGIVES
YOU; YOU WILL
NOT DIE.

(d) neacl

I John 1:9 says _____

NOBODY'S PERFECT

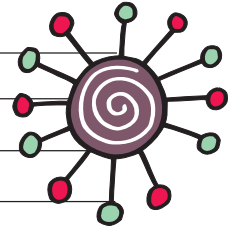


1. Trace the path of David's wrongdoing. 2 Samuel 11 will give you the details

The hardest words in the English language are 'I was wrong!'

- (a) v.1 _____
- (b) v.2 _____
- (c) v.2b _____
- (d) vs. 3 - 4 _____
- (e) v.4 _____
- (f) v.4 _____
- (g) v.5 _____
- (h) v.6 - 8 _____
- (i) v.9 - 13 _____
- (j) v.14 - 17 _____
- (k) v.17 - 21 _____
- (l) v.25 _____
- (m) v.27b _____

God so completely forgave David that Bathsheba's son Solomon became the next king.



2. Read 2 Samuel 12:1 - 9
How did David condemn himself?

God alone sees our hearts and this is where He looks.

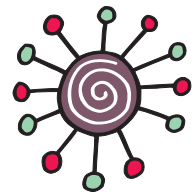
3.

At last David does something right!

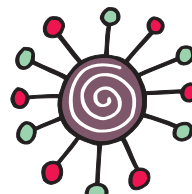
Read Psalm 51 and write out the words that show:

- (a) David was convicted of his sin. _____
- (b) He knew God had the right to punish him. _____
- (c) He longed to be cleansed of the sin. _____
- (d) He confessed the sin. _____
- (e) He sought forgiveness. _____
- (f) He wanted to follow God's plan for his life. _____

The person who kneels before God can stand up to anything..



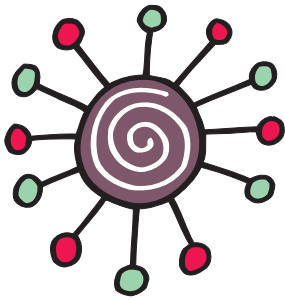
Unfaithfulness in marriage is the primary cause of divorce.



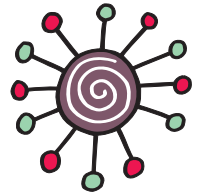
Comment on how these quotations relate to the story of David's sin.

One sin leads to another.

Be sure your sin will find you out.

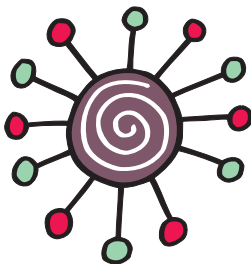


Create a pure heart in me, O God and put a new and loyal spirit in me.
Psalm 51:10



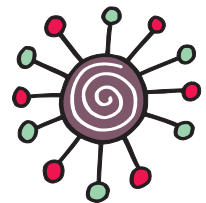
Anyone acting like that deserves to die!

It's OK so long as you don't get caught.



'If we confess our sins to God, He can always be trusted to forgive us and take our sins away.'

1 John 1:9 (CEV)



SESSION 20

TRUE WISDOM?

FROM THE BIBLE

1 Kings 2:1 - 4; 3:1 - 15; 4:20 - 28; 5:1 - 12; 6:11 - 13; 11:1 - 13, 28 - 40.



CHECKLIST

Select the Getting Started activity you are going to use and prepare for it.

Going Deeper tells the story of Solomon. There are five subheadings in this story telling. Each one could be related by different leaders.

Approach 2 is for seniors – if there is time to include this.

The words for the senior wonderword are found on the junior work sheet if the young people get stuck on any words

AIM

To show the young people through a study of Solomon's reign that greed and the pursuit of power is futile.

OBJECTIVES

As a result of this session the young people will learn that:

- ❖ Solomon's success as a king and a person depended upon his willingness to obey God;
- ❖ his greed and pursuit of power led him to disobey God and this disobedience led him further into sin;
- ❖ his sin brought long-term negative consequences for himself, his descendants and his nation;
- ❖ insights gained from the life of Solomon can help us to avoid his mistakes.

INSIGHTS FOR THE LEADER

This is the final session of the series on the early kings of Israel.

Try to read 1 Kings chapters 1 to 12:20 at one sitting to gain an overview of the life and reign of King Solomon and subsequent events. Particularly concentrate on those portions of Scripture which are selected for study by the young people. Also read Deuteronomy 17:14 - 20.

There is a lot we can learn from Solomon's life – just as we can from that of Saul and David. It is important that the young people begin to understand that prosperity is something that God desires for all His followers. It may not include material wealth but it does mean that our physical needs are met and we can live a life of contentment.

In this study of Solomon's life we look at a young man filled with a desire to rule wisely with God's help. We see him rise to heights of prosperity and fame and then completely lose sight of his original, noble purpose.

Because the story of Solomon may not be well known to the young people and its telling takes many Bible chapters, the approach of story telling has been used. It is an interesting story with much for each of us to learn. Know it well and tell it effectively and you will have a worthwhile session.

Bible background

Before David died, he arranged for Solomon, his son, to be anointed as king over all Israel. At the death of David, Solomon reigned over a kingdom which was united and at peace. This meant that the new king could concentrate on the social, economic and cultural development of

the kingdom. It was during Solomon's reign that the Hebrew kingdom was extended geographically and became the most prosperous that it ever was.

Solomon enjoyed all this splendour and his reign began well; he made wise choices and showed a genius for organisation and politics.

There can be no doubt about Solomon's ability to plan and execute great building and development projects. The great achievement of his reign was the building of the Temple at Jerusalem which, in its time, was probably regarded as one of the wonders of the world.

The Temple had a special place in the affections of the Jews not only because it was a splendid building but also because it provided a centre for their religious worship.

From the few references to Solomon which are to be found in the New Testament, we may suppose that his personal splendour and the splendour of his reign had become a legend amongst the Jews of Jesus' day.

Solomon, who had started his reign by choosing wisdom as a gift from God, did not always act wisely. His request for wisdom had been granted subject to certain conditions (1 Kings 3:14) and Solomon failed to comply with God's requirements. Beneath his splendour and his great achievements Solomon gave way to the sin of heathen worship (11:9, 10). His loyalty to God was not all that it pretended to be. Such pretence is a recipe for disaster and so it proved as far as Solomon and his kingdom were concerned.

Important facts to be drawn from the Bible passages

David's final words of advice to Solomon are found in 1 Kings 2:1 - 4. Notice that this advice is concerned with the need for religious obedience.

3:1 describes one of the typical diplomatic alliances which Solomon made with surrounding nations. In this instance the agreement was with one of Israel's most troublesome neighbours, Egypt, and the alliance was sealed by Solomon's marriage to an Egyptian princess. This kind of diplomatic marriage was common amongst the nations of the ancient Near East.

Verses 2 and 3 describe the conditions in which the Israelites worshipped at this time. The reference to various altars (verse 3), obscures the fact that these hill shrines or 'high places' (RSV) of Canaanite worship were being used by the Israelites for the worship of God. There was no centralised Hebrew temple and these 'high places' which were elevated platforms or altars provided convenient places for worship. There was the great danger that the worship of Canaanite deities was often intermingled with the worship of God and this provided one of the urgent needs for the building of a temple at Jerusalem. Such a central shrine would ensure that worship was purified.

4 - 15 describe the experience of Solomon on one occasion when he was worshipping at the sanctuary at Gibeon. Gibeon was 10 km northwest of Jerusalem and had become the chief sanctuary for Hebrew worship.

Solomon's dream also conforms to the accepted pattern of divine revelation as it was understood at that time. In response to God's question, 'What would you like me to give you?' (verse 5) Solomon acknowledges God's goodness to his father and to him. He recognises that he is very young to be king (verse 7). The Jewish historian Josephus records that he was fourteen. In view of his lack of years and experience

he asks God to give him wisdom.

4:20 - 28 contains a description of the prosperity which Solomon enjoyed. The needs of his court, the extent of his rule and his military strength all testify to a splendour which was never seen again among Hebrew kings.

1 Kings 5:1 - 12 describes some of Solomon's preparations when he decided to build the Temple at Jerusalem. The friendly relationship which Solomon's father had established with the king of Tyre gave Solomon access to supplies of timber and the skilled men needed for the project (verse 6).

A map of Palestine shows that Tyre was a city to the north of Israel. In fact it was a city state built on a small rocky island just off the coast. This gave the city a measure of independence from attack and it became a great trading centre.

Hiram was sufficiently interested in the affairs of Israel to send ambassadors to Solomon on his accession (verse 1) and to applaud the decision to build a temple (verse 7).

Chapter 6 is mainly concerned with the dimensions of the Temple and its interior furnishings. Verses 11 - 13 contain an important promise which God made to Solomon and verses 37, 38 provide information about the time taken in the construction of the Temple. Compared with most public buildings of today the Temple was small but it was a major project for Solomon's workmen.

The splendour of the Temple was not so much in its size as in the use of elaborate decoration in gold and cedarwood as well as the use of furnishings.

1 Kings 11:1 - 8 describes the influence that Solomon's many foreign wives had upon his life. It has to be remembered that polygamy was not forbidden in the Old Testament and that it was commonly practised in early Israel.

It was also customary to seal a pact or agreement with a foreign country by marrying a daughter of the king of the country concerned. The fact that Solomon married so many princesses is evidence of his influence in the world of his time.

Their influence on him is a different matter, as the writers of the biblical narrative show. Not only was he persuaded to provide these women with temples for the worship of their various gods, but he became involved with the worship himself.

Verses 9 - 13 show that Solomon persisted in such worship after being warned against it and this led to his rejection by God (see verse 11).

Verses 28 - 40 contain an acted parable by Ahijah the prophet who promises a kingdom to Jeroboam, one of Solomon's trusted administrators. Notice that the parable speaks of twelve pieces of cloth but mentions only eleven tribes – ten to be given to Jeroboam and one to be kept by Solomon. The twelfth tribe, Benjamin, was allied to its larger neighbour, Judah (see 1 Kings 12:20 - 21).

FURTHER READING

ANDERSON, B.W., *The Living World of the Old Testament*, 3rd Ed., Longman, London, 1978, pages 188 - 197.

BRIGHT, J., *A History of Israel*, Revised Ed., SCM Press, London, 1972, pages 206 - 224.

FOSTER, Richard, *Money, Sex and Power*, Hodder & Stoughton, London, 1985, especially chapter 4.

GETTING STARTED

1. Have the young people make a quick list of all the things they know about Solomon. Make one compiled list from their ideas to put up.

Or

2. Why do people still refer today to the 'wisdom of Solomon'? Do you know any story that made his wisdom legendary? (They may like to read the story in 1 Kings 3:16 - 28.)

Or

3. Solomon became immensely rich – but he forgot to 'store up riches in heaven'. (Matthew 6:19 - 21)
How would you spend \$500,000 in your corps situation so that it stored up riches in heaven?

GOING DEEPER

I. Story telling

a. Solomon chosen as king

David was an old man. He knew he would soon die, but he continually put off announcing which of his sons was to be his successor. It is interesting to notice that Nathan, the prophet who had to condemn David's sin, went to Bathsheba and told her to go to David and remind him of his promise that their son Solomon, would be his successor. Nathan went to the king, as well, to back up her request. So Solomon was crowned.

- David's final words to Solomon are recorded in 1 Kings 2:1 - 4. (Have a young person read this passage out.)

Because Solomon was very young (he may have only been 14) he would have naturally felt overawed by the responsibility placed upon him. He accepted his father's advice to obey God's commands and laws, so he went to worship God at the shrine in Gibeon.

b. Solomon asks God for wisdom

That night, God spoke to Solomon in a dream and asked, 'What would you like me to give you?' Solomon could have asked for anything, for wealth or power or for long life, but he thought only of God's love and care of his father David and of the fact that he had been made king in his father's place.

Solomon recognised that he was very young to be king and that he did not know how to rule the nation. What he most needed was wisdom and understanding so that he could rule the people with justice. That was exactly what he asked God to give him.

- Have a young person read 1 Kings 3:9.

Solomon's choice pleased God so much that he promised the king many of the other things that he had not asked for, wealth and honour, and provided he was obedient, long life also.

- Have a young person read 1 Kings 3:12 - 14.

At the beginning of his reign Solomon showed wisdom in his judgments, in the way he organised his people and in making treaties with other nations. Before long the king's court at Jerusalem was the most splendid that the Israelites had ever seen.

Solomon's reign was indeed off to a great start! His wealth and splendour is described in 1 Kings chapter 4.

- If you have sufficient time, different young people could read selected verses, e.g. 20, 21, 24, 25.

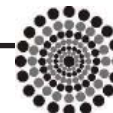
Solomon's wisdom in making decisions was also becoming a legend

POINT

In this session we are going to look at the reign of King Solomon. He started his reign with excellent motives but his desire for fame and riches turned his reign into a disaster and the 'wisest man on earth' acted foolishly.

LEADER TIP

Because this story goes over 12 chapters in the first book of Kings it could be a change just to tell the story and have different young people read the various mentioned verses.



in his own time. Even today some people still talk about needing the wisdom of Solomon when a tough decision has to be made.

- Verses 29, 30, 32 could now be read.

He combined the duties of monarch and government and had personal command of the power in the land. All the pomp, splendour and national pride were invested in him and he would be expected to look the part.

c. **Solomon builds the Temple**

Solomon knew that his father David had longed to build a Temple where the people could come together to worship God and where God's Covenant Box could be housed permanently.

David had felt that it was unworthy to keep God's Covenant Box (the Ark of the Covenant) in a tent when he now lived in a palace (see 2 Samuel 7:1 - 2). However, David was not allowed to undertake the work of building the Temple – Solomon, his son, was to build it.

- Have a young person read I Kings 5:5.

Wanting to provide a worthy building for the worship of God led to the desire to build the most splendid Temple possible.

By the time Solomon came to begin the construction of the Temple, a building of some grandeur was envisaged. The king dedicated his skill to the task: he organised the nation, drew upon the special skills and resources of such allies as Hiram, King of Tyre, so that the finished Temple should be worthy of the God that Israel worshipped. This was not the largest building of the ancient world but Israel was a nation with little or no experience of large building projects! Under Solomon's guidance they built, decorated and furnished a building of some magnificence. This task was undertaken to build a permanent dwelling for the Lord.

- Have a young person read I Kings 8:27 - 30.

This shows us that Solomon recognised that for all its grandeur the Temple was inadequate as a dwelling place for God.

d. **Solomon begins to forget God**

Solomon's fame spread far and wide. He still looked and acted like a king – but sadly he disobeyed God's commands about intermarriage and was weak enough, for all his power, to be led into idolatry by his foreign wives.

In I Kings 11:1 - 8 we read about Solomon's sin and God's rejection of him. The Bible does not condemn Solomon for having married more than one wife – polygamy was accepted throughout Old Testament times – but he is judged on three main points.

i. His wilful disregard of God's command that there should be no treaties or intermarriage with the former inhabitants of Canaan.

- Have a young person read I Kings 11: 1, 2.

ii. He allowed many of his wives to introduce him to the worship of foreign gods. His early choice of wisdom and his efforts in building the Temple did not prevent him from neglecting the worship of the Lord.

- Have a young person read I Kings 11 :3 - 4. Remember that it was not the marriage of many wives that was the sin – it was allowing them to lead him into worshipping their gods.
- iii. Solomon built temples for the worship of foreign gods and permitted the offering of sacrifices at these shrines.
 - Have a young person read verses 7 and 8.

e. **God warns Solomon of the consequences of his sin**

Have a young person read I Kings 11:9 - 13.

Solomon had already been warned twice about his conduct (verse 9) and God finally told him that the greater part of the kingdom would be taken away from his family. It would be given to one of his own officials. It was made clear that this was to happen because Solomon had deliberately broken his covenant with God and disobeyed divine commands.

So a prophet, Ahijah, was sent to meet Jeroboam and tell him he was going to become the king. In a dramatic parable the prophet tore his robe into 12 pieces and gave Jeroboam 10 of them. ‘This is what God is going to do to Solomon’s kingdom because of Solomon’s disobedience to God’s law,’ he told Jeroboam – and this is what eventually happened.

How sad, that a man who began his rule with such noble ideals could end up a foolish, weak man even though he was surrounded by all the luxury his prosperity could buy.

2. In your small groups read and discuss Deuteronomy 17:14 - 20. In what ways did King Solomon disobey the law given in Deuteronomy concerning the correct behaviour of a king?

Some ideas may be found in I Kings 3:1; 10:14 - 15, 21 - 29; 11:1 - 13, 26 - 35. Discuss these in your small group and then share ideas in the larger group.



**FOR
SENIORS**

If time allows.

TAKING IT HOME

While Solomon obeyed God he was a success both as a king and as a person. When he allowed greed and the pursuit of power to dominate his thinking and acting, it was not long before he and his nation were on the road to disaster. The judgement of God came upon Solomon and his kingdom was divided, his son being left to rule only the people who lived in the territory of Judah.

Solomon was a great, wise man who had longed to be a good king. How sad that the more he got, the more he wanted! How sad that he forgot that his prosperity had been given to him by God, in the first place!

What can we learn from his story?

Does Solomon’s prayer mean, that if I ask God for something that will help me serve Him better, He will pour other gifts on to me? It need not. And we must also remember, if we ever pray with an ulterior motive, God clearly sees this and will act accordingly. We are not kings, rich in silver and gold; cattle and lands, horses and chariots; with throne and kingdom, temple and palace. No ! We are ordinary people, but, like King Solomon, we all have priorities. What is our first priority? What is **your** first priority? Is it to make money, to one day own the best car? What is

your consuming passion? What is your first love? Only you can answer that question for yourself.

Putting God first and obeying His commands should remain our number one priority.

Have a good reader present the passage from Matthew 6:24 - 33. Pray asking God to help us to be aware of how easy it is to change our priorities. Ask for His help to keep 'seeking His kingdom and what He requires of us' as our first priority.

FOLLOW-THRU

Proverbs 3:1 - 8 is a good passage to memorise if any young person would like to accept the challenge of memorising Scripture in Get Involved and Grow in Worship.

TRUE WISDOM?

HIGHLIGHTS

- Solomon began his reign by wisely seeking God's help.
- God was pleased with Solomon and gave him wealth and honour as well as wisdom.
- Solomon built a fine Temple but knew it was not great enough to be God's dwelling.
- Solomon's wives led him into idolatry and he broke God's laws.
- We need to seek God's help every day of our lives and see that He always has first place in our lives.

1. WISE

The wisest thing Solomon did was

OR FOOLISH

The most foolish thing Solomon did was

2. True or False

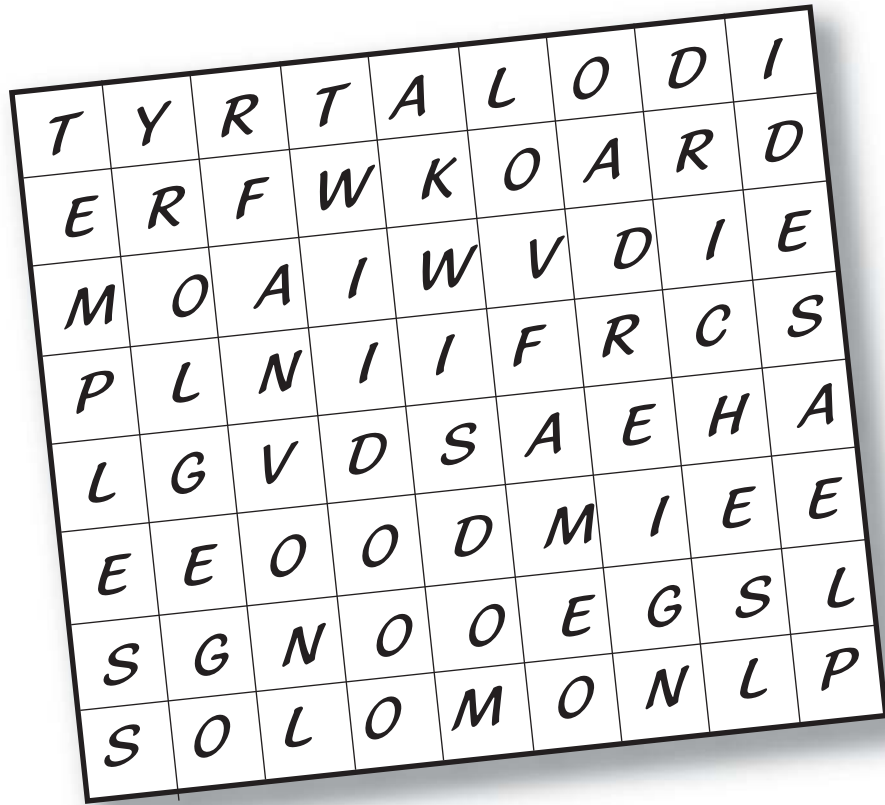
- (a) Solomon was David's eldest son.
- (b) David had promised Bathsheba that Solomon would be his successor.
- (c) God appeared to Solomon and told him he could have three wishes.
- (d) Solomon asked God to give him wisdom to rule fairly.
- (e) God was pleased with Solomon's request.
- (f) Solomon became famous for his wisdom.
- (g) God also gave Solomon wealth and honour.
- (h) Solomon built God's Temple out of bricks.
- (i) It took 27 years to build the Temple.
- (j) Solomon forgot God and worshipped idols.

WISDOM? WISDOM? WISDOM?

3.

Wonderword
Find all these words about Solomon.

- DAVID
- DIE
- FAME
- GLORY
- GOD
- IDOLATRY
- KING
- LAW
- PLEASED
- REIGN
- RICHES
- SOLOMON
- SON
- TEMPLE
- WISDOM
- WIVES



4.

Use at least six of them (more if you can) to write a summary of Solomon's life.

TRUE WISDOM?

1.

Put yourself in Solomon's place.
Give an interview at the end of your life and truthfully answer these questions (choose at least 3 to answer).
Solomon, do you still remember the night God appeared to you as you began your reign? (1 Kings 3:4 - 14.)

There is a small scale, exact replica of Solomon's temple in Jerusalem today.

Solomon's Temple was destroyed by Nebuchadnezzar.

Why, when God had blessed you so much, did you turn away from Him? (1 Kings 11; 3, 9 - 10.)



King Hiram of Tyre provided Solomon with material and craftsmen.

Solomon wrote most of the book of Proverbs.

What did you use for the building of the Temple? (1 Kings 5:6; 5:17, 6:20 - 21.)

Do you remember the promise God made to your father? How well did you do your part? (1 Kings 8:25)

What was one of the wisest things you did?

Solomon was the first Israeli king to have a merchant navy.

WISDOM? WISDOM? WISDOM?

2. Write in the missing words in this story about Solomon. If you choose correctly you will find the words in the wonderword. The last word in the story will be found by circling all the letters not used.

When _____ was about to _____ he called his _____, Solomon, to his bedside. 'See that you obey God's _____,' he warned him.

_____ asked Solomon what he would like to be given.

Solomon wanted to be a good _____ so he asked for _____ to rule his people fairly.

T	Y	R	T	A	L	O	D	I
E	R	F	W	K	O	A	R	D
M	O	A	I	W	V	D	I	E
P	L	N	I	I	F	R	C	S
L	G	V	D	S	A	E	H	A
E	E	O	O	D	M	I	E	E
S	G	N	O	O	E	G	S	L
S	O	L	O	M	O	N	L	P

God was _____ with Solomon's request.

'Because you have not asked for long life or _____ I will give you more wisdom than anyone has ever had before. And I will also give you wealth and honour,' God said.

Solomon's _____ spread and his kingdom prospered. He built a _____ for the Lord, made of fine cedar with beautiful gold decorations.

_____ had many _____ and many of them came from nations where _____ was practised.

Solomon foolishly joined them in this false worship. How sad that such a wise man could forget that it was God He needed to thank for all his prosperity! The _____ did not belong to heathen gods.

So a _____ that began with such promise ended sadly. The wisest man on earth had acted like a _____!

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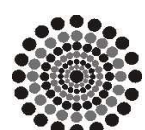
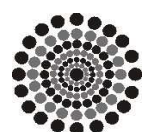
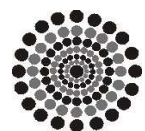
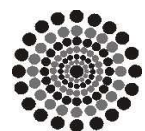
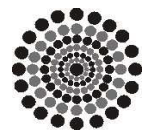
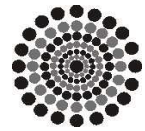
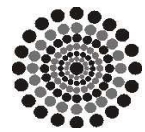
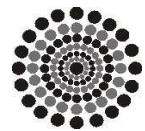
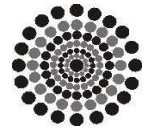
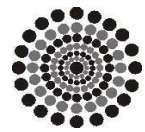
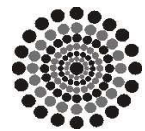
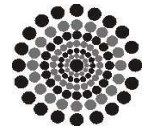
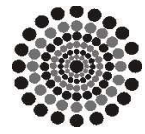
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A SIMPLIFIED FORM OF THE DOCTRINES OF THE SALVATION ARMY

We believe that

1. God helped good men to speak and write what is in the Bible, so that from it we may learn the way God means us to live.
2. There is only one God, and He is altogether perfect in every way. He is the Creator, Preserver and Governor of all things. We should not worship anything or anyone else.
3. God the Father, Jesus Christ the Son and the Holy Spirit are one God.
4. Jesus is both truly God and truly human: He has both God's nature and our nature.
5. Our first parents, by their disobedience, lost their sense of God's favour, and came under the power of sin; and because of this we are all inclined to do wrong.
6. On the Cross Jesus suffered and died for the sins of everyone, so that whoever wants to may be saved.
7. To be saved we must be truly sorry for doing wrong and trust in Jesus, then the Holy Spirit will make us new people.
8. Salvation is a free gift from God. It is received when we believe in Jesus; and when we are saved we know it.
9. To keep good we must trust in Jesus to help us, and we must go on doing as He wants us to do.
10. Saved people are given the chance to be used by God to help Him. When they have given themselves to Him fully, they can be given power to serve Him, and be kept from sinning.
11. When our bodies die we ourselves go on living in a new and different way. At the end of time Jesus will judge all people. Those who have chosen Him to be their Saviour will be happy to live with Him as their King, forever. Those who have not done so will always be unhappy because they chose what separates them from all that is good and lovely.

