

**Unit 4**



## WEB RESOURCES

### YOUTH MINISTRY

<http://www.youthministry.com>



This American site has resources from Group Publishing but also provides ideas for games and devotions. If you subscribe to the weekly newsletter, you receive a weekly link to articles about youth issues, devotional ideas and games. This site provides some excellent ideas and other links to related sites.

### HOLLYWOOD JESUS

<http://www.hollywoodjesus.com>



Another American site that gives a Christian perspective to movies, DVDs and other multimedia. Useful for the spiritual connections to what teenagers are watching and listening to.

### SALVATION ARMY

<http://www.salvationarmy.org.uk/history>



For Salvation Army historical information (e.g. George Scott Railton in session 10 of this unit), try one of the Army websites. Use your favourite search engine and find pictures and stories to share with your group.

### SCRIPTURE UNION

[http://www.scriptureunion.org.au/page.cfm?Resources\\_for\\_Ministry](http://www.scriptureunion.org.au/page.cfm?Resources_for_Ministry)



This web site shows you the latest Scripture Union resources for you as a leader and for Bible reading resources for your group.

## 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.

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## 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 while others stand alone. 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.

There are 7 other handbooks in the *TRIBE* program that make up a 4 year balanced curriculum with a spread of Christian teaching and belief, Salvation Army doctrine, history and practices and various lifestyle issues.

Each *TRIBE* session has different segments 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**

The focus of the session 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 ideas that may be useful in your preparation and presentation. Sufficient material will be given so 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 and be more ready to settle down. 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 have 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 from 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 them, **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.

❄ **FOLLOW-THRU**

This segment 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 showing you how well 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.

The Editors.





## **GET INVOLVED AND GROW**

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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)

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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

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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

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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

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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.)

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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)

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## 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.
- .....
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# HERE AM I!

## SESSION 1

### AIM

Through a study of Isaiah to show the young people how God equips us to do His work when we respond to His calling.

### OBJECTIVES

As a result of this session the young people will:

- ❖ understand that God calls people to declare His message;
- ❖ know that Isaiah was called to bring his nation warning and hope;
- ❖ realise that when Isaiah responded, God helped him to proclaim His message.

### INSIGHTS FOR THE LEADER

This is the first of two sessions on Isaiah.

When God called prophets it was not to a life of success and fame but often to a dangerous, lonely mission. They had to warn the people that if they did not turn back to God and leave their selfish way of living, they would face God's judgement. This was never a popular message.

No prophet ever 'inherited' the position as did kings and queens. A prophet could be called from any position or rank to do God's work for the time in which he lived.

Isaiah is accepted as being **the** major prophet. There is nothing to equal his description of the tremendous vision he had of God. Isaiah lived in the eighth century BC. His name means 'the salvation of Jehovah' and again and again he announced to his people that God would come and save them. He had more to say about the coming and the work of Christ than all the other prophets put together and this is why his book is so important to Christians today.

It is believed that Isaiah, the son of Amoz was of royal blood and was raised in the court at Jerusalem. He was probably still in his early twenties when he received his call and commission from God.

'The initial vision of God in all His glory in the temple coloured Isaiah's whole mission. He had seen God as the 'Holy One of Israel' and he never forgot it. He had seen human sin for the appalling thing it is, and he never forgot that either. And he had been forgiven and taken into God's service. Throughout his life, he preached God's righteousness, warned of the judgement on sin, and comforted his people with the knowledge of God's love, his longing to forgive and all the glories in store for those who remained faithful to him.' (*The New Lion Handbook to the Bible*, p. 417.)

### FROM THE BIBLE

Isaiah 6:1 - 13 and chapters 7 - 12.

### CHECKLIST



There are two suggested Getting Started activities. If you decide to use the first one, it may be helpful to have the three reactions put on a chart so that the young people can refer to them.

There are four suggested approaches and it would be helpful to use them all because they form a natural progression. With that in mind see that you allocate your time carefully. Approach 1 is an introduction to the session. You will need to write up the ideas about prophets and the definition.

In approach 2 Isaiah 6:1 - 9 is read.

Approach 3 is a direct follow on of the reading where the young people prepare Isaiah's answers for an interview. Try to help them see what a tremendous experience this was for Isaiah. This is activity 1 on both work sheets.

Approach 4 is important to help the young people realise that God still calls people and that they should be aware that He will make known to them how He wants them to serve Him. If you plan to use an officer to relate his/her call, allocate sufficient time so that the young people can ask questions.

His long ministry as a prophet extended through the reigns of four kings of Judah: Jotham, Ahaz, Hezekiah and Manasseh – a period of around fifty years.

His call occurred in ‘the year King Uzziah died’ which was 740 BC. (Isaiah 6:1) He was married to a prophetess and had two sons (Isaiah 7:3 and 8:3) According to tradition, he was martyred during the reign of Manasseh by being sawn in two. There may be a reference to this in Hebrews 11:37.

The tiny kingdom of Judah (the southern kingdom around Jerusalem, as opposed to the northern kingdom which was referred to as ‘Israel’) went through dangerous and terrifying times during Isaiah’s lifetime. Isaiah’s messages throughout these crisis years are most inspiring because they reveal a serene trust in ‘The Holy One of Israel’, a term characteristic of Isaiah. He had a strong confidence that God would save His people if they put their trust in Him.

During this period of ancient history the great threat to all small kingdoms was the nation of Assyria which was gradually building a vast empire through military might. The Assyrians were feared and hated throughout the world because of their terrible cruelty to captured peoples.

In 738 BC Tiglath-Pileser the Assyrian king forced Judah’s northern neighbour (Israel) to pay enormous taxes or face an invasion. Israel paid the taxes for a few years but in 733 BC Israel and some other small states including Syria joined in a coalition to fight against Assyria. They tried to force Judah under King Ahaz to join the coalition but the king refused. The coalition in turn endeavoured to remove Ahaz from the throne. Ahaz then made the big mistake of asking Assyria for help, much to Isaiah’s anger. Assyria invaded Israel and Judah found that Assyria was now at her northern borders.

Throughout this whole crisis Isaiah had urged the people and king to trust in God. (See chapters 7 to 12.)

Isaiah’s marvellous vision in the Temple gave him supreme confidence in a Holy God whose sphere of influence extended throughout the whole world.

## GETTING STARTED

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### LEADER TIP

Have the suggested reactions written up so everyone can see them. Read and discuss each situation with your group.

#### 1. How do I react?

Consider these situations and the suggested reactions. Decide whether the reaction is:

- because of peer pressure;
  - wise;
  - asking for trouble but necessary.
- a. If I feel that nobody else in the group agrees with the principle I’m discussing I:
- stick to what I know is right;
  - shut up straightaway;
  - slightly change what I’m saying.
- b. If anyone has a go at me about my clothes I:
- never wear that outfit again;
  - check with others what they think;
  - keep wearing them because they are too good to be tossed.
- c. If I’m not invited to a party I:
- refuse to speak to the person giving the party;
  - make sure I include lonely people when it’s my turn to have a party;

- feel that nobody loves me.
- d. If I'm asked to stand for a position I:
  - don't really care whether I get it or not;
  - consider whether I will be used by God in the position;
  - feel personally insulted if I'm not elected.
- e. When I join a group and they stop talking I think that:
  - they've been talking about me;
  - they are just waiting for me to join them;
  - they are waiting for me to go away.
- f. When I'm playing a game I:
  - try to play my hardest for the team;
  - see no point in trying if we are losing;
  - expect everyone to observe what a great player I am.

Or

## 2. Play 'Spot the leader'

Have the group sit in a close circle. One person is sent outside. A 'leader' is then chosen who commences an action. The action must be changed frequently. Everyone else is instructed to watch the leader in the least obvious manner and to try to change to the new action as simultaneously as possible. The person outside is brought in once the action has commenced and has three guesses as to who the leader is. (Actions should be sitting down activities, e.g., clapping, tapping head, clicking fingers, scratching a spot, etc.)

Play the game 3 - 4 times.

## GOING DEEPER

### 1. Definition of a prophet

Have your young people open their Bibles to the index of the books of the Old Testament. Ask them to read out the names from Ezekiel to Malachi.

Ask if they know that these are the names of people and what they all had in common. (They were all prophets.)

What do your young people think a prophet actually did?


- The prophet declared God's message to people throughout the land.
- They were convinced that God had called them to their task.
- They spoke God's message whether the people wanted to hear it or not.
- They were often lonely and persecuted.
- They could be relied upon to speak the truth.
- When nations or kings responded to their message, they were saved from trouble.
- Prophets were expected not only to speak to people on behalf of God, but to speak to God on behalf of the people.

### 2. Bible study on Isaiah's call

Whenever there was a specific need in the nation, God would raise up His person to speak to the people. Their calls were strong. They had to be, so that they remained faithful when things got rough.


Such a call came to Isaiah, the greatest prophet of all time. Isaiah describes this call in Isaiah 6:1 - 9.

Read this passage together and allow time for the young people to comment on the different verses.




It's hard to speak out when we know that what we're standing up for is not a popular idea.

But through the years God has chosen special people to speak out and warn His people of wrong choices.

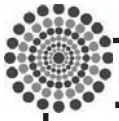


In this session we are going to look at a man who was chosen by God to give out a message that was unpopular to the hearers. He stood out. **You didn't have to guess where this leader was.** When God called him to do this task, he accepted the challenge and never forgot that he was doing God's work.



**LEADER TIP**

Put up their ideas and add from these suggestions if necessary.



## LEADER TIP

This is activity 1 on the work sheet.

If you have a large group, have different young people begin at different questions knowing that they will read out that particular reply when the interview begins.

You will need to allocate a set time to move on to approach 4.

Ask such questions as:

- 'Why did Isaiah say what he said in v.5?' (Having seen God's holiness, he was painfully aware of his own shortcomings.)
- How did he respond to God's call? (He gave a quick, positive response, 'I will go! Send me!')

### 3. Interview preparation

Ask your young people to imagine that they are Isaiah. An interviewer is coming in about ten minutes to ask you about your experience. He has kindly sent along a copy of the questions you will be asked. Read through the questions and work out thoughtful answers so you will be prepared.

- a. We understand that you have had a marvellous vision. Can you describe what you saw? (verses 1 - 4)
- b. How did you feel when you saw this vision of God? (v.5)
- c. Why did you feel unclean? I don't think that you are any worse than the rest of us. (Have the young people read Isaiah 8:13 and 64:6 and explain that overwhelmed by God's holiness, Isaiah saw that he was most unworthy and that even our best actions are like filthy rags compared with God's holiness.)
- d. What happened then? (v.6)
- e. How did the Lord cleanse you? (v.7)
- f. They say that you actually heard the Lord speak. Is this true? (v.8)
- g. And what did you reply to Him? (v.8)
- h. Do you really think that you can carry out this task? After all, many of God's prophets have suffered greatly. Aren't you scared? (12:2)

### 4. Discussion/testimony

What was almost remarkable about Isaiah's response? (He asked to be sent.)

Very often people look for excuses when God calls them. Can you think of people who did that? (e.g., Jeremiah said he was too young – Jeremiah 1:6; Moses said he couldn't speak – Exodus 4:10).

Does God still call people?

In what ways?

Do you know anyone who has received a call from God?

Does God call people to serve Him in many different vocations?

What should our response be when we realise what God has in mind for our lives?

Have an officer or someone involved in a specific ministry come and share about their call from God and how they responded.

Try to allow a question time for the group.

Think again about what prophets did and ask if there are people they know who do this today? (Their corps officer!)

## TAKING IT HOME

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The call of Isaiah gave the prophet a deep confidence in a sovereign God who was holy and powerful and yet gracious and merciful. He was also deeply aware of his own sinfulness. God overcame this by forgiving and cleansing Isaiah and sending him out on a difficult task. God's call differs from person to person.



God has tasks for each of His followers to do. He has a task for you! Are you listening?

Pray that God will keep us all aware of His leadings in our lives.

## **FOLLOW-THRU**

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Some of your young people may like to prepare a worship segment on Isaiah's call and response (Isaiah 6:1 - 8) involving dance, scripture reciting or song. This is a challenge in *Get Involved and Grow in Worship*. (Make sure it is used in a later session or meeting.)

It is also an excellent chance to develop an awareness of officership as set out in *Get Involved and Grow in Training for Leadership*.

## **BIBLIOGRAPHY/FURTHER READING**

---

ANDERSON, B., *The Living World of the Old Testament*, 4th Edition, Longman, p. 321ff.

LA SOR, et al, *Old Testament Survey*, Eerdmans, p. 365ff.

ALEXANDER, Pat and David, *The New Lion Handbook to the Bible*, 3rd Edition, Lion Publishing, p. 408ff.

# Here am I!

1.

Imagine that you are Isaiah.  
Using Isaiah 6 prepare answers ready  
to give to the interviewer about  
your experience in the temple.

a. We understand that you have had a marvellous vision. Can you describe what you saw? (verses 1 - 4)

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b. How did you feel when you saw this vision of God? (v.5)

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c. Why did you feel unclean? (Isaiah 8:13, 64:6)

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d. What happened then? (v.6)

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e. How did the Lord cleanse you? (v.7)

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f. They say that you actually heard the Lord speak. Is this true? (v.8)

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g. And what did you reply to Him? (v.8)

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h. Do you really think that you can carry out this task? After all, many of God's prophets have suffered greatly. Aren't you scared? (12:2)

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**HIGHLIGHTS**

- Prophets are always called by God.
- God uses prophets to tell out His message.
- God's call to Isaiah was an unforgettable experience.
- God gave Isaiah the power to proclaim His message.
- Isaiah knew that God always keeps His promises.

**2.**

Read these verses from Isaiah's writings and write down what they say about God.

6:3 \_\_\_\_\_

12:2 \_\_\_\_\_

12:6 \_\_\_\_\_

8:8b \_\_\_\_\_  
\_\_\_\_\_

42:5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



In the chorus 'Send a new touch of power' (SSB chorus 97) there is a line: 'Touch my lips with a coal from thine altar, Lord'. How does this relate to Isaiah 6?

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



'God calls and sends, but He graciously allows people to choose whether they will go or not'. Do you think this is true?

Compose a prayer asking God to help you respond positively to His call to you.

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

# Here am I!

1.

Imagine that you are Isaiah.  
Using Isaiah 6 prepare answers ready  
to give to the interviewer about  
your experience in the temple.

Some people respond to God's call by saying  
'Here am I, Lord, send somebody else.'

a. We understand that you have had a marvellous vision. Can you describe what you saw? (verses 1 - 4)

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b. How did you feel when you saw this vision of God? (v.5)

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c. Why did you feel unclean? (Isaiah 8:13, 64:6)

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d. What happened then? (v.6)

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e. How did the Lord cleanse you? (v.7)

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f. They say that you actually heard the Lord speak. Is this true? (v.8)

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g. And what did you reply to Him? (v.8)

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h. Do you really think that you can carry out this task? After all, many of God's prophets have suffered greatly. Aren't you scared? (12:2)

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God often calls people in their teenage years.

Isaiah spoke of God's people like a vineyard.

2.

Isaiah knew that God:

6:3 \_\_\_\_\_

12:2 \_\_\_\_\_

12:6 \_\_\_\_\_

8:8b \_\_\_\_\_

\_\_\_\_\_

42:5 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Isaiah was a prophet during the reign of four kings of Judah.



Read song 220 (Holy, holy, holy) and chorus 97 (Send a new touch of power) in the song book or song 1078 (You are holy) from 'The Source 2'. Choose one of these and explain how the words relate to Isaiah's experience.

\_\_\_\_\_

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\_\_\_\_\_



King Uzziiah was only 16 when he became king.

When a person is surrounded by God's Holiness one's own sinfulness is overwhelming. Why is this so?

\_\_\_\_\_

\_\_\_\_\_

Do you know of anything that is purified by fire or very high temperatures?

\_\_\_\_\_



## SESSION 2

# TIMELESS MESSAGES

### FROM THE BIBLE

Isaiah chapters 1 and 5; 7:1 - 10; and selected passages from chapters 31, 36, 37.

### CHECKLIST

There are three suggested Getting Started activities. Decide which one will best suit your group and prepare accordingly. Getting Started 2 will suit a small group.

Try to use all 3 suggested teaching approaches.

Approach 1 considers God's faithful care of His people. It is a study of the parable Isaiah told in chapter 5. Activity 1 on the work sheet can be done concurrently.

Approach 2 lists the sins and problems of God's people. This is based on Isaiah 1:1 - 17; 5:8 - 23. Be very familiar with these passages. Activity 2 on the work sheet gives room for the young people to write their findings.

Isaiah's absolute confidence in God's ability to keep His faithful people is the topic in approach 3. It is essential that you are familiar with the incidents mentioned in this approach so that if time is short you can relate them briefly. Remember that they demonstrate Isaiah's calmness in impending doom and destruction because his faith in God was so strong.

### AIM

Through a study of Isaiah to help the young people examine God's message for Isaiah's day and for our day.

### OBJECTIVES

As a result of this session the young people will understand why Isaiah preached that:

- ❖ failure to listen to God eventually brings doom and destruction;
- ❖ God wants to offer peace to His people.

### INSIGHTS FOR THE LEADER

This is the second session on the prophet Isaiah.

This session will examine some of the major prophecies of Isaiah. It will be helpful to keep in mind the historical background mentioned last session as well as the ongoing effect of Isaiah's call on his ministry.

*The Lion Handbook to the Bible* (revised edition, 1999) says:

'In the book of Isaiah we have a collection of visions and prophecies belonging to various periods of the prophet's life. It is not always easy to follow – partly because we are unfamiliar with the language and ways of prophets and visionaries; partly because we do not know the principles which determine the present arrangement of material. In places there is clearly a time-sequence. Other parts seem to be arranged according to subject.' (p. 418)

... From prophecy concerning the fall of Babylon the author turns back to Israel.

'... chapter 48 is the climax to what has gone before in 40 - 47. It marks a break in the section as a whole: chapters 49 - 55 are 'part two'. There are harsh words for God's people. Stubborn, deaf to God, treacherous and rebellious (4, 8) they have fully deserved all they have suffered. Verses 1 - 11 largely concern the past, 12 - 22 the future. All that God foretold in their past has come true (3 - 6). Now he is telling them something new (6, 14). God always purposed peace for his people (18), but there could be 'no peace for the wicked'. Now the moment of liberation has come: he says 'Go out from Babylon, go free!' (pp. 435 - 436)

Are writings from prophets who lived so long ago relevant for us? God's laws never change; our spiritual needs remain the same and the answers to such needs are to be found in the Bible.

As we study the prophecies of such men as Isaiah, we will see what courage and boldness they possessed in standing for truth and



righteousness. Though often mocked and persecuted, they stood their ground. They knew God was with them and they would speak His word at any cost.

The prophets also brought a living message which speaks to us today – eternal principles of right and wrong. A personal righteousness and social justice is just as necessary today as when the plea for them was first made. Their words concerning fair play, compassion for the needy and true religion, are timeless. The prophets stood for the truth of God's laws. They spoke in the name of the One who loves righteousness and hates sin. That is why their message speaks to every age, for God's laws and truth do not change.

God is completely unimpressed with empty, outward religion. He loves to receive the offerings and sacrifices of His people when they are given with a true heart. But they make Him sick when they are used as a smokescreen for sin. It is the same today concerning our service for them. Playing an instrument, singing with a group, attending church are all acts of worship, very precious to God when they come from loving and devoted hearts. But when our hearts are far from Him, such acts are merely 'going through the motions' and carry no weight with Him at all.

## GETTING STARTED

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1. Play charades, where the young people take it in turn to communicate a message without words.

Try to use three syllable words and ones that could have significance to the session, e.g., punishment, arrogant, hypocrites.

**Or**

2. Express emotions without words – by simple actions and facial expressions or using pictures. The young people call out (or write onto paper) the emotion being mimed, e.g., anger; surprise; pain; joy; weariness; jealousy; resentment demonstrated by pouting; unhappiness.

**Or**

3. Consider how each of these people try to justify their activities.

No. 1 Matt: 'I know I've got a bad temper, but I really can't help it. That's my personality – the way God made me.'


No. 2 Ashleigh: 'I know I was supposed to pay for those lollies I took from the box in the bank. But I give three hours a week volunteering at the nursing home, I help at Kids Club, and I even take my baby brother to the park. I deserved them.'

No. 3 Mr. Doherty: 'So I cheated a little on my income tax return! The government wastes most of our taxes anyway. My family needs the money more than they do. Besides, everyone is doing it.'


No. 4 Jackie: 'I know I sinned, I am really sorry, and with God's help, I won't do it again.'

What do the first three people have in common? (Blaming others, excusing their actions with false reasons.)

Which person would be acceptable to God? Why?



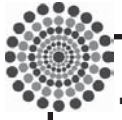
Our friends often communicate their feelings to us by the way they act. Prophets had to find new ways to give out God's message because people often ignored their preaching. In this session we will look at how the prophet Isaiah did this.



Making excuses is a common human weakness. God does not excuse us when we know that what we are doing is wrong.

Isaiah had to speak a message to the people about poor excuses and we need to remember his message just as much today.

# GOING DEEPER



## LEADER TIP

This is activity 1 on the work sheet.

Have a map of the divided kingdoms to show the young people as you go through this approach. Most Bibles have these.

### 1. God's faithful care of His people

Have the young people read Isaiah 5:1 - 8.

Note how Isaiah grabs the people's attention by singing what first appears to be a love song. (This is the first line of v.1.)

But the song soon turns out to be about the owner of a vineyard who did all he could possibly be expected to do to produce a good crop.

Ask the young people to list all that the vineyard owner did. e.g.,

- purchased a fertile hill;
- dug, cleared stones;
- planted best quality vines;
- built a watchtower and a winepress.

But the result was bad fruit. Could the owner have done more? (No.)

Because the vineyard is useless, what does the owner do to it? (Verses 5 and 6 – hedge taken away, wall broken down, trampled by cattle or wild animals – it becomes a waste-land.)

In verse 7, having got the people to agree that the vineyard owner was quite justified in treating the useless vineyard in such a manner, the prophet slams home his message.

In this verse Isaiah shows that Israel/Judah are the vineyard that should have produced good fruit but instead they had produced only injustice and bloodshed. God had every right to remove His protection from the nation and allow it to be destroyed by an enemy such as Assyria.

Is there a timeless message here? If God gives us good gifts and nurtures us physically and spiritually, He expects us to grow more like Him. If we rebel, we take ourselves outside of God's will and there are consequences for our disobedience.

### 2. The sins and problems of God's people

Remind your young people that God is always merciful. He had done all He could to help Israel be faithful to Him. That was shown by the description of how He tended His vineyard. But the people ignored God and lived without any regard to His laws.

Read each of the following verses and discuss what Isaiah is saying, then give the young people opportunity to write down their answers.

a. Isaiah 1:2 - 3.

(The people are rebellious. Cattle and donkeys were known for their stupid, stubborn behaviour yet they respond better than God's people.)

b. Isaiah 1:4.

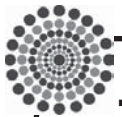
(The people were corrupt and evil. They had rejected God and turned their backs on Him.)

c. Isaiah 1:10 - 17.

(They had an outward show of religion – offering their sacrifices regularly, lifting their hands in prayer, etc., but all their actions were completely evil and they showed no justice to the poor.)

d. Isaiah 5:8.

(The rich land owners were buying up more and more land and ignoring the plight of the poor.)



## LEADER TIP

This is activity 2 on the work sheet.

- e. Isaiah 5:11 - 12.  
(They spent their days in drunkenness and over-indulgence.)
- f. Isaiah 5:20 - 21.  
(They were hypocrites – and foolishly thought that they were so clever they had even fooled God.)
- g. Isaiah 5:22 - 23.  
(They were only heroes when they were drunk! They constantly took bribes and prevented the innocent from getting justice.)

**Discuss**

How do Isaiah's accusations apply to our society?

**3. The need to trust God**

At a time when King Ahaz was terrified because of a siege of Jerusalem by Syria and Israel, Isaiah confronted the king when he was checking the city's water supply. Isaiah had with him his son, who was called Shear-Jashub, which means 'a remnant will return'. This was meant as an encouragement to stand firm against the enemy.

The most famous story of all about Isaiah's calm faith that God would protect His faithful people is seen in the reign of King Hezekiah.

The advance of the Assyrian armies was a terrifying prospect for the nations which lay in their path. Few had been able to offer resistance and Assyria was associated in everyone's mind with cruelty.

Judah's decision to defend herself by making a pact with an ancient enemy, Egypt, may have seemed wise to some. To Isaiah it was stupidity, just the kind of action that would attract Assyrian anger; it was also a betrayal of God. In 31:1 we have a brief summary of the message that Isaiah delivered in this situation.

The subsequent course of events is described in 36:1 - 10; 37:1 - 7, 33 - 38. It will be seen that the Assyrian threat to Jerusalem terrified Hezekiah, king of Judah. He knew that he was powerless to defend the city.

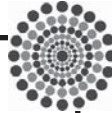
It was Isaiah who remained calm and confident and he sent a message of reassurance to the king. (37:5 -7).

The awesome deliverance described in verses 33 to 38 has been explained in various ways. One Egyptian source speaks of the destruction of the Assyrian army by pestilence. Mice are mentioned in the account by the historian Herodotus, and some have concluded that the trouble was bubonic plague caused by rats. The Bible shows no interest in the causes of the destruction of the Assyrian army except to say that it was the work of 'an angel of the Lord' (37:36).

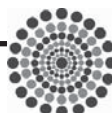
For Isaiah it was evidence of God's care of His people; it showed that God was to be trusted and there was no need to enter into foolish schemes with foreign powers.

**Discuss**

What timeless message can we learn from this experience? Is God able to protect His people?



**LEADER TIP**  
Briefly relate the incident in Isaiah 7:1 -10 unless you feel you have time to read this passage.



**LEADER TIP**  
You will need to be familiar with this story so you can relate the parts you will not have time to read.

## TAKING IT HOME

Throughout his ministry Isaiah never forgot the lessons of his calling. Nations or individuals, whatever their failings, could be cleansed and forgiven.

He expressed it beautifully in chapter 1:18 - 20. This passage really sums up Isaiah's timeless message. Ask the young people to paraphrase it in their own words.

God has given us so much. Do you think He's disappointed with the results so far produced by (a) Australia and (b) me?

## **FOLLOW-THRU**

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Some of the verses in Isaiah are well worth committing to memory. Suitable passages are: Isaiah 6:1 - 8 or 12:2 - 6 or 35:4 - 10. This fulfils the challenge in Get Involved and Grow in Worship to memorise Scripture.

**Or**

The young people may like to prepare a devotional message on the need to trust God when times are tough.

## **BIBLIOGRAPHY/FURTHER READING**

---

ANDERSON, B., *The Living World of the Old Testament*, 4th Edition, Longman, p. 321ff.

LA SOR, et al, *Old Testament Survey*, Eerdmans, p. 365ff.

ALEXANDER, Pat and David, *The New Lion Handbook to the Bible*, 3rd Edition, Lion Publishing.

# Timeless Messages

1.

**Read Isaiah 5:1 - 8**

- a) How did Isaiah grab the people's attention? \_\_\_\_\_  
\_\_\_\_\_
- b) Who did the vineyard owner represent? \_\_\_\_\_
- c) What 4 actions had the vineyard owner taken to get good grapes?  
\_\_\_\_\_  
\_\_\_\_\_
- d) What results did he get? \_\_\_\_\_
- e) What did Isaiah say the owner would do? \_\_\_\_\_  
What message is in this warning for us? \_\_\_\_\_  
\_\_\_\_\_

2.

**Beside these references list the sins Isaiah was denouncing:**

- a) Isaiah 1:2 - 3 \_\_\_\_\_ b) Isaiah 1:4 \_\_\_\_\_
- c) Isaiah 1:10 - 17 \_\_\_\_\_
- d) Isaiah 5:8 \_\_\_\_\_
- e) Isaiah 5:11 - 12 \_\_\_\_\_
- f) Isaiah 5:20 - 21 \_\_\_\_\_
- g) Isaiah 5:22 - 23 \_\_\_\_\_

Highlight the sins that you see are a problem in our society today.

**HIGHLIGHTS**

- Isaiah clearly told the people that their sins were rebellion against God.
- Failure to listen to God eventually brings destruction.
- God longs for His people to return to Him.
- Isaiah's messages and warnings are still relevant for our time.



# JUNIOR & SENIOR WORK SHEET

3.

Isaiah's timeless message can best be summed up in these words from Isaiah 1:18 - 20.

*The Lord says, 'Now, let's settle the matter. You are stained red with sin, but I will wash you as clean as snow. Although your stains are deep red, you will be as white as wool. If you will only obey me, you will eat the good things the land produces. But if you defy me, you are doomed to die. I, the Lord, have spoken.'*

How would you explain this message to a friend?

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**The songwriter General John Gowans (R) wrote these words:**

At the moment of my weakness,  
When my need for power is plain,  
And my own strength is exhausted once again,  
Then my Lord has made provision  
For the day of my despair,  
And His precious Holy Spirit hears my prayer,  
Then my Lord has made provision  
For the day of my despair,  
And His precious Holy Spirit hears my prayer.

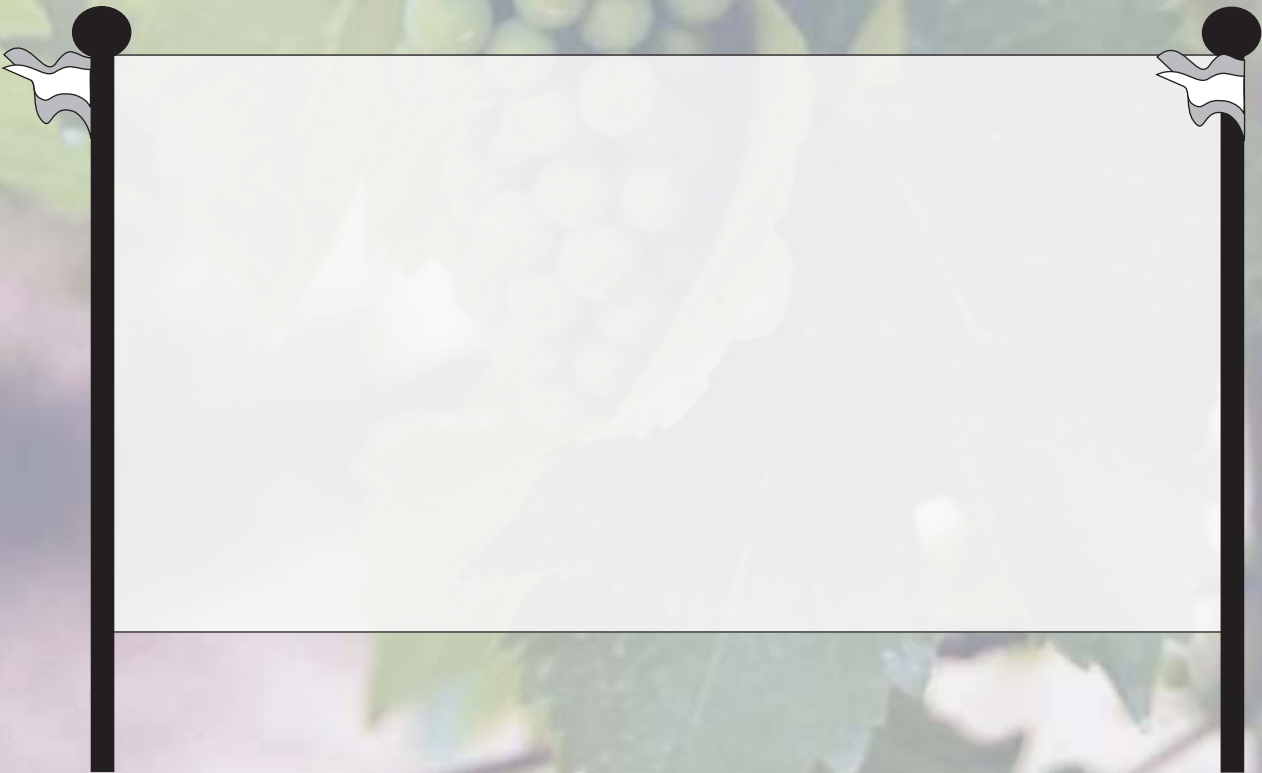
*Musical Salvationist July 1985*

Isaiah's second son was called 'Quick to plunder, fast to carry off the loot.'

Scarlet and crimson were two fast colours. They would not wash out.

4.

If you were asked to design a banner for Isaiah to carry, what words would you use to make his message clear to the people?







# DRUGS ARE COOL – NOT!

## SESSION 3

### AIM

To encourage the young people to treat their body as the temple of the Holy Spirit.

### OBJECTIVES

As a result of this session the young people will be more aware that:

- ❖ the gift of a healthy body should not be abused;
- ❖ every addict began with their 'first taste';
- ❖ drug taking always affects the user's body;
- ❖ people begin using substances for various reasons.

### INSIGHTS FOR THE LEADER

This is the only session in the four year *TRIBE* curriculum that deals with Salvation Army principles about smoking, drinking and drug taking.

That these problems are seriously affecting the health of many teenagers today is a matter of grave concern for our health departments and other government bodies. Newspaper and magazine articles can easily be found showing such concern. The money poured into society's leisure pursuits by the manufacturers of these harmful products has, for too long, held back action from governments. Advertising for alcohol at sporting fixtures is common and the quick handout of prescriptions for drugs to lessen our anxieties and stress, is the accepted quick-fix method for dealing with problems. Using performance enhancing drugs in sport, although condemned by international sporting bodies, is still seen by some as an acceptable risk.

Australia also has more overweight people per head of population than most other developed countries – so a section on the correct use of diet is also included. You will know whether your group will benefit from its inclusion.

From the beginning of the human race, it has been obvious from Scripture that God is interested not only in our spiritual well-being, but also in our physical and mental condition.

He first formed the body of a man (Adam) and then breathed His life into it, 'The man came alive – living soul!' (Genesis 2:7, The Message)

The body was originally intended to be a vehicle or 'dwelling place' for the soul and, like any other machine, it needs to be kept in good running order.

Being 'spiritually minded' is no excuse for neglecting or abusing our bodies.

### FROM THE BIBLE

Isaiah 5:11 - 12; Romans 14:13 - 23; 1 Corinthians 6:12, 19, 20; Galatians 5:22, 23.

### CHECKLIST



Choose one of the three suggested activities and prepare accordingly.

In the teaching approaches you will find teaching material on the ill-effects of 1) smoking, 2) alcohol and other drugs, 3) poor health habits. It may be more interesting for your group if you have three different people to deal with the topics. Try to spend some time on each subject but you may need to thoroughly discuss the particular one that is the concern of your group.

The Positional Statement on p.21 used in approach 2 could be used with the other topics as well. Photocopy sufficient copies ready for your group to read.

You could invite someone who has been through one of the Army's rehabilitation centres to speak or answer questions for approach 2.

For approach 3 you need to make copies of the passage from 'Chosen to be a soldier' re-printed on page 22.

There are three charts at the end of the session that you may wish to photocopy for the relevant approaches.

Try to include time to consider the ways we can say 'No!' which is an activity on the work sheets. Peer pressure to conform is very strong so arming the young people is an important part of our training.

God is interested in our physical condition. Good health is one of His blessings and how we take care of our body is an important part of our stewardship.

If our physical well-being was unimportant to God, He wouldn't have given the nation of Israel such detailed dietary guidelines (see Leviticus 11 for an example of ritually acceptable meats).

If our physical well-being was unimportant to Jesus, then He would never have bothered to bring physical healing to anyone who needed it.

Physical health is very dependent on what we put into our bodies, either by mouth (orally) or through our blood stream (intravenously).

Unfortunately, the philosophy of 'if it feels good, do it' has been unconsciously accepted as the norm. Consequently many people do not hesitate to experiment with various forms of behaviour-changing and mind-expanding chemicals or substances because they want to feel good.

A far better way to 'feel good', however, is to aim at staying healthy in body, mind and spirit. Being very selective about what we allow to enter our digestive system, lungs and/or blood stream is not only biblical, but common sense!

Before speaking with your group about the obvious topic (drug abuse), it will be necessary to help them understand that we can also abuse our bodies by eating either an improper diet or over/undereating. It is very easy to think that because 'we don't drink alcohol, smoke cigarettes or take drugs' we are being good Christians and could never be accused of causing any damage to the 'temple of the Holy Spirit'.

In the same way that any journey begins with that first step, addiction to any type of substance starts with just one taste or experience. People who are a part of self-help groups like Alcoholics Anonymous have a saying: 'one drink is too many, a million is not enough!'

While this little slogan is a not-so-subtle reminder to those who are already addicted, it is also good advice to anyone thinking of trying some form of drug or chemical for the very first time, out of curiosity or boredom. It could easily be the start of physical and/or mental dependency.

It is so much easier to not start than it is to try to stop!

The table 'The Effects of Drugs' on page 26 will help you become familiar with the more common drugs and their effects.

## GETTING STARTED

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1. Have a list of well known singers, sport and surfing stars (including the three names of the stars quoted below) written out so that the whole group can read it.

Read the following quotes and then ask your group to write down or nominate the person they think said them.

- 'Two things related to fitness are smoking and drinking and I don't do either . . . (smoking) feels like something's invading your body; it's not natural. Why smoke? . . . it's just going to ruin your chances, maybe just a little bit, but that's all it needs, just a fraction to put you off your game and that's it.'  
(Wimbledon tennis star, Pat Cash)



### VIDEO CLIP

The Edge TV series has a video on addictive behaviour. You could use this with older groups, if you want to spend more time on this topic. It is available from Christian Multimedia 02-9888 2511, website. [www.arfs.org.au](http://www.arfs.org.au). It comes with a leader's guide and discussion starters.

If you use this video, make sure you preview it and select what parts you will show.

- 'I'm very conscious of diet and fitness. One thing I'm very definite about is not smoking. I certainly wouldn't smoke myself, it would ruin my voice . . . and I don't like the idea of it going into my lungs.' (Singer, Jenny Morris)
- 'Besides surfing practice, I do sessions with weights and mini trampoline at the gym each day. One thing I'm really definite about is not smoking. I don't smoke and I don't like anyone smoking near me. It just ruins your lungs.' (World champion surfer, Tom Carroll)

### Discuss

There are ads around that make us all feel that to be fit, beautiful and socially acceptable we should smoke and drink.

The young people might like to name such advertisements, and any stars of entertainment and sport who support such advertising for personal profit.

However, just as many stars are very particular about looking after the body they know is their livelihood and so have been heard to make statements such as those we have just read.

Or

### 2. Discuss our reactions to hassles

- What do you do when you have hassles you can't handle very well, or when you're just feeling yuk and want to forget about everything for a while? (eat, go to your bedroom, turn the radio on, watch T.V., go for a walk, get aggro, write in your diary, go shopping . . .)
- Do any of your methods have any bad effects on any other person?
- Are any of these a danger to your health?

Or

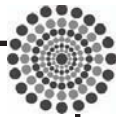
### 3. Food glorious food

(Don't allow this whole exercise to take more than five to seven minutes.) Working in pairs get the young people to write down two lists, one on either side of a sheet of A4 paper. The first list would be of good, nutritious foods and the second would be 'junk foods'.

Once they have completed these lists, they should put a tick beside their favourite foods, whether good or junk.

## LEADER TIP

You may wish to give a small prize to those young people who get them all correct.



## POINT

Our bodies are wonderful, sensitive, complex creations. They need to be treated with respect because God has said they are also His temple. As His children we have a responsibility to keep our bodies as clean as we can. We are responsible for what goes into our body and must try to keep it as fit as we can.

## GOING DEEPER

### 1. Ill effects of smoking

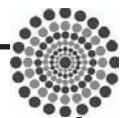
Many of William Booth's early converts were poor people who spent the little money they earned on alcohol and tobacco. Far ahead of the general thinking of the day Booth expressed his belief that smoking was harmful to health as well as being a great waste of money that could be spent much better on nutritious food. Medical science now speaks very strongly against smoking and also warns us of the dangers of passive smoking.

Children of smokers are much more likely to get chest infections. Someone working beside a smoker can inhale the equivalent of five cigarettes a day.

Hand out the 'Just One Cigarette' fact sheet you have copied from page 24. Have different young people read one statement and

## LEADER TIP

The junior work sheet has a related activity.



comment on it if they wish. Ask how much of this do they believe is true?

**Discuss:** 'Trends in Australia show that there has been an increase in the numbers of women smoking and that they begin at an earlier age.'

Why do you think this is?

Why are more teenage girls taking up smoking than boys?

Is being socially acceptable more important than being physically healthy?

## 2. **Ill effects of alcohol and other drugs**

### **Either**

You could invite a visitor from a rehabilitation centre to share how their addiction affected their life. Make sure you give a time limit or specific questions for them to answer.

### **Or**

#### a. **Society and the use of alcohol**

In our society alcohol is looked upon as a socially acceptable way of sharing a drink and pleasant conversation with a mate. Non-drinkers are often regarded as social misfits and those who drink are encouraged by their mates to get drunk.

Yet alcohol causes serious problems in our society. Binge drinking for both males and females has reached epidemic proportions according to a survey in 2002. The age at which children start to drink is now less than 14 on average.

Alcohol-related illness is the fourth major health problem in Australia, after heart disease, cancer and mental illness.

Alcohol can seriously affect the mental and physical health of the consumer.

**Discuss:** What are some ways that I can say 'No' when my friends are putting pressure on me to have a beer or wine or stronger spirits?

#### b. **The Army's stance on the use of alcohol**

William Booth held the belief that alcoholics needed to keep completely off alcohol if they were to become useful members of society. He, with Catherine's urging, finally decided to ask all Salvationists to promise to refrain from drinking alcoholic beverages.

Most Salvationists have seen the damage excess alcohol can do and so (as the Bible tells us in Romans 14:13 - 23) they are prepared for the sake of their weaker brother to promise to abstain from its use.

What does God have to say about the misuse of drugs and alcohol? Read the warning Isaiah gave to the Israelites from Isaiah 5:11 - 12 and then read out this paraphrase of the passage:

'Bad news for you, drunkard, pothead, you get stoned before school begins and keep yourself high all day long, lasting late into the night. You make sure your parties are filled with the latest rock sounds and yet your mind is so wasted you can't even begin to think of the greatness of God nor of all the good things He has done.'



### **LEADER TIP**

Both activity sheets have a section called 'How can I say 'No'?' that could be used here.

Hand out a copy of the Army's Positional Statement on alcohol and other drugs and discuss the section on alcohol.

### **Positional Statement of The Salvation Army on alcohol and other drugs**

The Salvation Army encourages a healthy spiritual, emotional, mental and physical Christian lifestyle, without the use of and/or dependency upon any damaging drugs, including alcohol and tobacco.

#### Alcohol

Recognising the dangers of the use of alcohol, a common drug of addiction, The Salvation Army requires that its soldiers and officers do not drink alcohol.

We believe the only certain guarantee against harm and addiction is total abstinence, while not condemning others who use alcohol.

We therefore actively support legislation likely to reduce the consumption of alcohol.

#### Social Drinking

Alcohol is accessible in many homes and at social functions. There is pressure on non-drinkers to please others by accepting a drink and also to offer alcoholic beverages in return.

Although an occasional social drink does not inevitably lead to alcoholism, alcohol always impairs judgement and is a contributing factor in many personal and social tragedies. Salvationists, whose work frequently brings them into contact with the victims of such tragedies, believe that abstinence is the most effective way to set an example of personal responsibility in their private lives.

#### Tobacco

The use of tobacco has always been discouraged by The Salvation Army and its soldiers may not use tobacco in any form.

The Salvation Army accepts the evidence presented by medical science of the harmful and addictive effects of tobacco on the body. This fact confirms for the soldier that this requirement is in accordance with scriptural teaching that the body is God's temple.

#### Other Drugs

The Salvation Army strongly opposes the misuse of mind-altering, mood-changing and/or physically damaging drugs of any kind, whether addictive or not, and whether illegal or not.

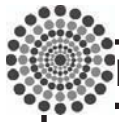
There are many drugs beneficial to health but even prescription drugs can be harmful or addictive and therefore need to be monitored by an aware physician, weighing the advantages and risks.

The Salvation Army takes a compassionate view of any persons who have become victims of any of these substances and continues to provide avenues for those people to endeavour to regain physical, mental, emotional and spiritual health with God's help.

For further reading

Watson, Bernard: *The Salvationist in a Secular Society*; Salvationist Publishing & Supplies Ltd., 1974.

Approved IHQ July 1992



## LEADER TIP

More information and handouts are available from state authorities such as:

- Australian Drug Foundation ([www.druginfo.adf.org.au](http://www.druginfo.adf.org.au))
- Life Education Australia ([www.life-educationaustralia.com.au](http://www.life-educationaustralia.com.au))

Use the information on page 25, the 'Social Effects of Alcohol', to give your young people more detail about the harmful effects of alcohol.

You may also wish to use the chart on drugs on page 26 to discuss the types of drugs and their effects on people.

### 3. **Good health habits**

All Christians have a responsibility to keep their body as healthy as they possibly can. If you used Getting Started 3, you can refer to the foods that were picked out as favourites by young people. (Discuss: 'Why are the best tasting foods always bad for us?')

Ask them to make a list of the foods they know cause excessive weight gain for some people.

Talk about the false image of the 'model' person we are all told we must aim to look like and what problems this causes for people whose genetic body structure will never allow this to happen.

Ask the young people if there are any whose families only use wholemeal bread, raw sugar, sweeteners, brown rice, decaf coffee, etc. What are the reasons for this? If it's for health reasons, ask the young people to comment on the effect/s of the alternative foods. You can then give them copies of the following extract from chapter XI, section 7 of *Chosen to be a Soldier* and have them read and discuss it.

#### **The care of the body**

'The Christian view of the human body has its roots in the Old Testament, where man is seen as a unity of body and soul. Body and soul should not be contrasted with one another, as they were in ancient Greece and still are in many parts of the East.

The fact that Jesus shared to the full our common humanity means that the life of the body is itself sacred.

Therefore, the Salvationist will not despise or misuse his body. Seeing it can be the instrument of God's purpose, he will endeavour – insofar as this is possible – to keep it in a healthy, vigorous state.

Bodily health is a good thing. This means that the Salvationist will seek the best medical advice when he is unwell, and at all times ensure that he is properly nourished by eating the right kind of food in proper quantities . . .

The Salvationist will be concerned about personal hygiene, realizing that cleanliness is both healthy and a reflection of the Christian standards he has embraced.

The Salvationist will seek to ensure that he gets sufficient fresh air, exercise and sleep. This is Christian common sense. For example, a person who has insufficient sleep is likely to be both irritable and a poor workman.

The basic Christian principle is that the body is the temple of the Holy Spirit (1 Corinthians 6:19, 2 Corinthians 6:16) and therefore must not be defiled.'

(From *Chosen to be a Soldier*, The Campfield Press, 1977, pp.83 - 84.



# TAKING IT HOME

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It's hard to stand by your convictions when 'everyone else is doing it' and they tell you there's no harm in trying something out. You need to have sorted out in your own mind **what** you are going to do when faced with offers of any kind of drug-taking.

It's a very widely accepted idea that 'it's your own body and what you do with it is your own business', but the teaching of the Bible is quite clear; we are each answerable to God for the condition of our body as well as our behaviour.

And we can ask Him for the gift of 'self-control' so we are able to take good care of our body.

Remember it's the only one you'll have while you're on this planet!

# FOLLOW-THRU

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This is a good session to link with the challenge in Get Involved and Grow in Mission to pray for your friends. This is especially applicable for young people with associates or relatives who are experimenting with drugs. Praying for such people may well give the young people more confidence to take the upper hand and say 'No!'

# FOR FURTHER READING

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Material from your local Quit smoking service – [www.quit.org.au](http://www.quit.org.au)

*Alcohol Awareness Survey* by Roy Morgan Research, The Salvation Army, 2006. (The full report can be downloaded from [www.salvos.org.au/need.help/the-facts/documents/](http://www.salvos.org.au/need.help/the-facts/documents/)).

Smoking is the largest single preventable cause of death in Australia today.  
Here are some facts you should know:

## JUST ONE CIGARETTE ...

### WHAT IS TOBACCO?

Cigarette smoke contains thousands of different substances, many of which can cause serious damage to your health.

### CARBON MONOXIDE

The carbon monoxide in cigarettes is the same as the gas that comes out of car exhausts. It leaves the heart with less oxygen, making it harder for the heart and brain to work as they should.

### NICOTINE

Nicotine is a poison used in insecticides, it affects the blood vessels, raises blood pressure and increases the heart rate.

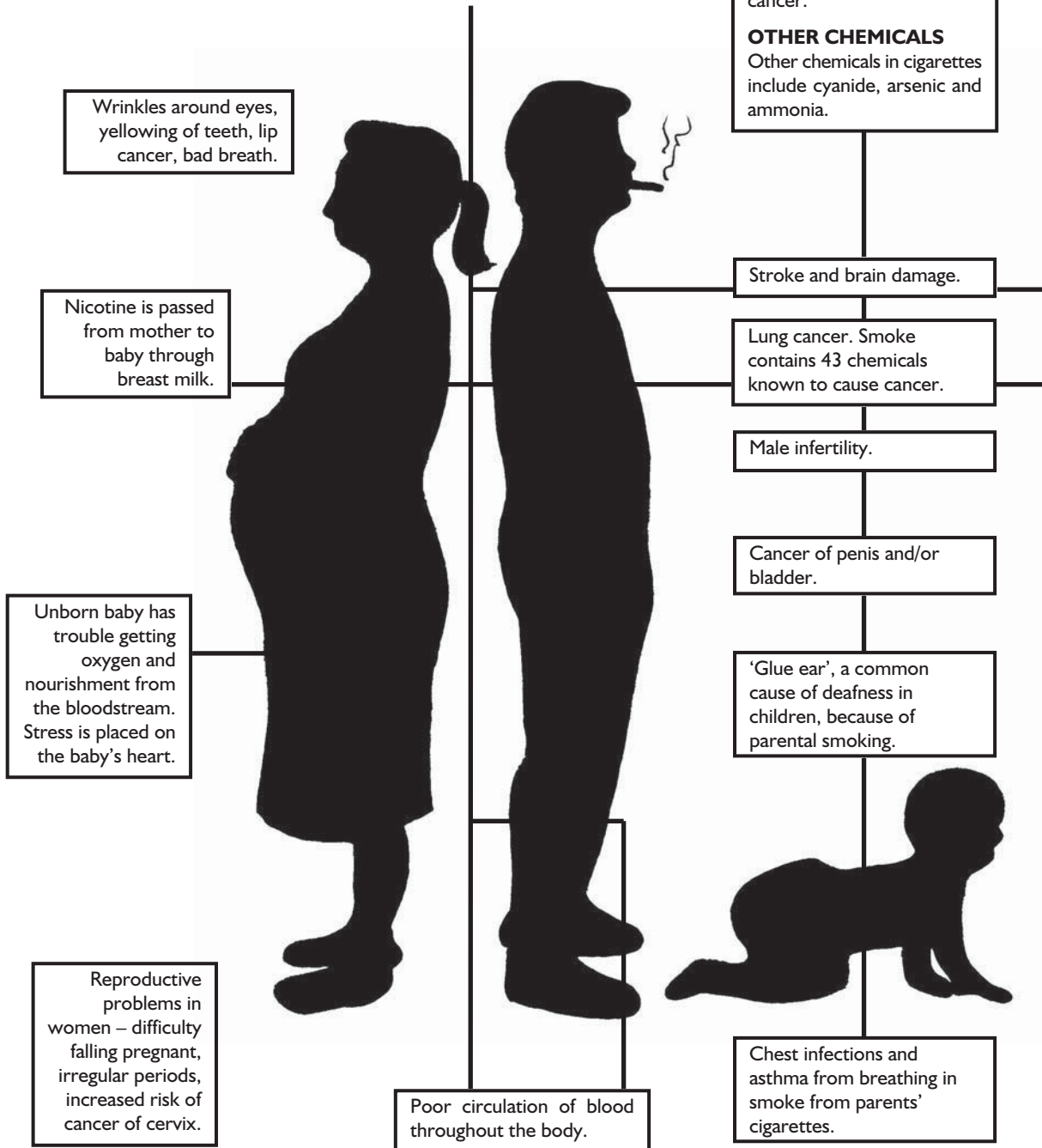
### TARS

Tars are poisonous chemical compounds which collect in the lungs and can cause cancer.

### OTHER CHEMICALS

Other chemicals in cigarettes include cyanide, arsenic and ammonia.

### OVER A PERIOD OF TIME, SMOKING CAN LEAD TO:



Information from Quit for Life on <http://www.quit.org.au/>

# SOCIAL EFFECTS OF ALCOHOL

## MONEY

How much does drinking cost you? Just three drinks a day, every day, will cost you over \$3,000 a year.

Some people spend as much as half their income on alcohol. For them drinking is more important than other activities.



## PERSONALITY

Most drugs affect your mood. Alcohol is a mood-changing drug, but it is not a stimulant as many people think. Alcohol acts as a depressant and slows you down. But it can also make you uninhibited and aggressive. And you are still responsible for what you do when you have been drinking.



## WORK

Drinking could cost you your job too. If you are even slightly intoxicated at work, or have a hangover, you can't work properly. Sometimes you can't work at all and have to take time off. Around 1 in 25 people in the work force have an alcohol problem. The problems cost Australian industry about \$1 billion a year.



## SEXUALITY

Alcohol can make you feel less inhibited about sex, and more sexually active. But it can often reduce your ability to perform sexually. It can also make you more aggressive. Alcohol is a major factor in sexual offences like rape, incest and child abuse.



## MOTOR SKILLS

Alcohol affects your co-ordination. It affects your ability to drive any kind of vehicle or operate many kinds of machinery. Alcohol causes around one third of all road deaths in Australia. Alcohol is also a common cause of drownings in Australia.



## RELATIONSHIPS

Alcohol causes many personal and family problems. It is a factor in many unhappy relationships, causing arguments, violence and poverty. At least 1 1/2 million Australians are affected by drinking problems in their family. Two in every five divorces and separations are caused by alcohol problems.



## LAW

Alcohol can get you into trouble with the law. Drinking and driving is against the law and offences carry heavy penalties. But alcohol is also a factor in over half the serious crimes in Australia, and in about three quarters of violent crimes committed.



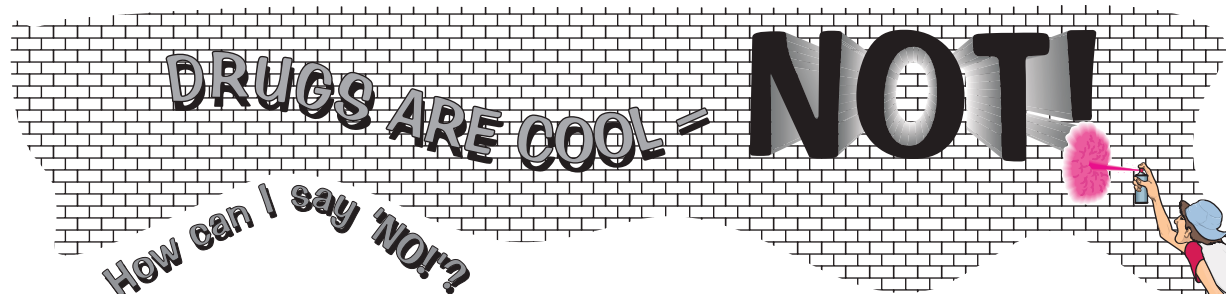
## APPEARANCE

Alcohol has no real value as a food, but it contains a lot of kilojoules. Drinking can quickly make you put on weight. Heavy drinkers are often fat, and this increases other health risks like heart disease. Alcohol also affects the condition of your skin and hair.



# DO YOU KNOW ABOUT THE EFFECTS OF DRUGS?

TYPE OF DRUG	ITS EFFECTS
<b>TOBACCO/ NICOTINE</b>	<ul style="list-style-type: none"> <li>• Cigarettes are very addictive.</li> <li>• Long term effects are heart and lung disease, cancer, high blood pressure, bronchitis and breathing difficulties.</li> </ul>
<b>MARIJUANA/ CANNABIS</b>	<ul style="list-style-type: none"> <li>• Causes dry mouth, bloodshot eyes, increased heart rate and raised blood pressure.</li> <li>• Diminished short term memory with permanent damage over time.</li> <li>• Results in dramatic loss of initiative and ultimately energy.</li> <li>• Causes severe misjudgements regarding time and space.</li> <li>• Damages the lungs.</li> <li>• Has long-lasting after effects, including difficulty in concentrating, problems in co-ordinating thoughts and movements and problems with personality.</li> </ul>
<b>ALCOHOL</b>	<ul style="list-style-type: none"> <li>• Is a natural depressant that results in lack of energy and despair.</li> <li>• Impairs coordination and slows reflexes.</li> <li>• Causes indigestion, nausea, headache, and such 'hangover' symptoms as hypersensitivity and shakiness.</li> <li>• Reduces inhibitions so that one's emotions and actions are out of control.</li> <li>• Can cause unpredictable memory blackouts.</li> <li>• Over time weakens the immune system, ruins the complexion, damages liver and brain and induces psychoses.</li> <li>• Serious family, social and work problems are common.</li> </ul>
<b>AMPHETAMINES, SPEED OR ICE</b>	<ul style="list-style-type: none"> <li>• Cause excitability, talkativeness, a feeling of unlimited energy.</li> <li>• Regular use can lead to weight loss, violent behaviour, paranoid delusions and psychological dependence.</li> </ul>
<b>TRANQUILLISERS AND SEDATIVES</b>	<ul style="list-style-type: none"> <li>• Cause drowsiness, light headedness, a 'false' feeling of relaxation.</li> <li>• Continued heavy use may cause depression.</li> <li>• Withdrawal may produce anxiety, insomnia, tremor and convulsions.</li> </ul>
<b>COCAINE</b>	<ul style="list-style-type: none"> <li>• Produces state of euphoria. Prolonged 'snorting' causes ulceration and perforation of the nasal septum.</li> <li>• Crack cocaine is powerful psychological addictive. Produces a rush of euphoria which is followed by rapid depression.</li> </ul>
<b>ECSTASY</b>	<ul style="list-style-type: none"> <li>• Increases awareness and energy, inhibitions disappear; causes dehydration, increased blood pressure and heart rate; may affect coordination. Has been linked with fatalities.</li> </ul>
<b>HEROIN METHADONE OPIUM</b>	<ul style="list-style-type: none"> <li>• Produces relaxed euphoria, dehydration and lack of appetite. Used for relief of pain. Highly addictive.</li> <li>• Can cause vomiting, drowsiness and sleep in some individuals. High doses can cause unconsciousness and death.</li> </ul>
<b>HALLUCINOGENS - LSD</b>	<ul style="list-style-type: none"> <li>• Effects include heightened awareness of sound and colour, hallucinations; may also cause disorientation, panic, persecution mania and conviction of invincibility.</li> <li>• Flashbacks can occur several months after use.</li> </ul>



How can I say 'NO'?

It's important to think about how you would handle an offer that you know you should refuse, especially when you think your friends will drop you or laugh at you. Consider these replies to such an offer. Cross out the ones that you think are inappropriate and tick the ones you feel you could use. Write a comment on why you made your choice.



No thanks, I've got too much respect for my body.

I've never had a taste and I don't intend to start.

No thanks, I like to be in control of my behaviour.

I get my joy out of loving God – I don't need pick-me-ups.

Alcohol can stuff up your life.

I need all the brain-power I've got! I don't intend to muck it up!

No thanks, but I will have a coke.

Well, everyone else MIGHT be doing it, but here is ONE person who isn't.

I really believe my body is God's temple, so I plan to care for it.

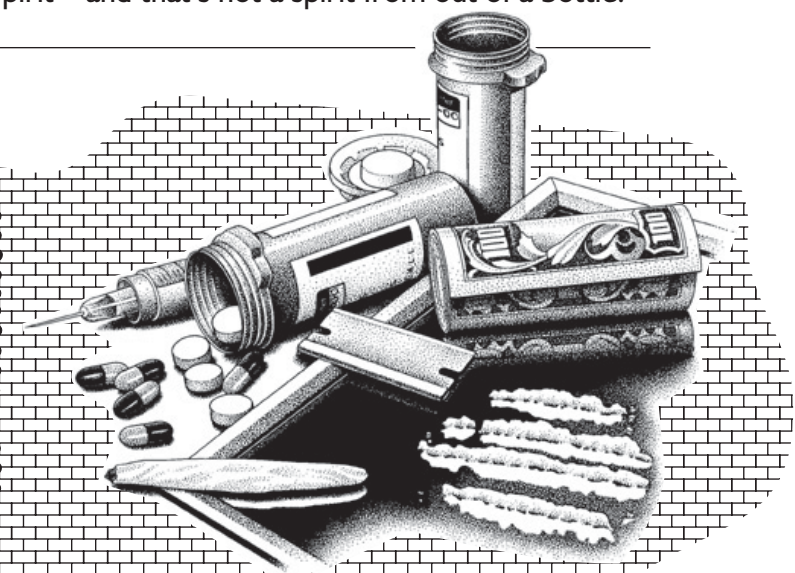
Look, plenty of sport champions leave the stuff alone and so do I.

No thanks, I'm not interested.

I want my life to be controlled by the Spirit – and that's not a spirit from out of a bottle.

**HIGHLIGHTS**

- A healthy body is a gift from God and must be looked after.
- We are God's temple – what we put into our body reflects our love for Him.
- Drug taking always affects the user's body.
- All addicts began with their first taste.



# The Effects of Smoking on the Body



Read these facts and highlight the ones you want to remember.

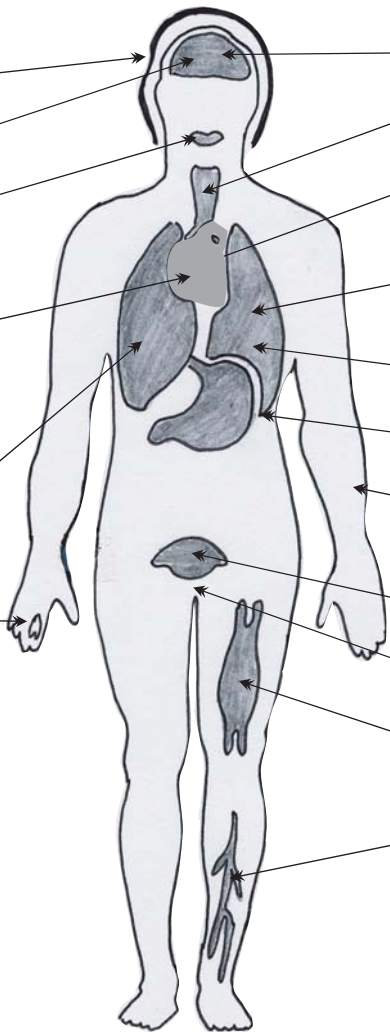
Smoking affects many parts of the body, both inside and outside. Some of the effects happen straight away and others take longer to occur. The diagram below shows some of the harmful consequences of smoking.

## Short and Medium-term

- Smelly hair
- Less oxygen to the brain
- Smelly breath and stained teeth
- Heart beats faster, blood pressure rises
- Less oxygen to lungs. This restricts fitness and can also cause an asthma attack in asthmatics
- Stained fingers

## Long-term

- Stroke
- Mouth and throat cancer
- Cardiovascular disease, heart attack
- Emphysema (walls of lung tubes collapse)
- Lung cancer
- Stomach ulcers
- Skin becomes dry, discoloured and wrinkled
- Bladder cancer
- Infertility, impotence
- Less muscle tone
- Arteries that carry blood to legs and arms become narrow or clogged



People can greatly reduce the risk of these diseases by choosing not to smoke. Some benefits of a non-smoking lifestyle are:

**Better fitness**

**Fresh-smelling clothes**

**Better skin**

**Helping save the environment**

**Saving money**

**Better sense of taste and smell**

Many people who start smoking think they will be able to stop whenever they want. Unfortunately, it is easy to start but not to stop. The best way to avoid these diseases and enjoy these benefits is not to start smoking.



# DRUGS ARE COOL = NOT!

How can I say NO?



*It's important to think about how you would handle an offer that you know you should refuse, especially when you think your friends will drop you or laugh at you. Consider these replies to such an offer. Cross out the ones that you think are inappropriate and tick the ones you feel you could use. Write a comment on why you made your choice.*

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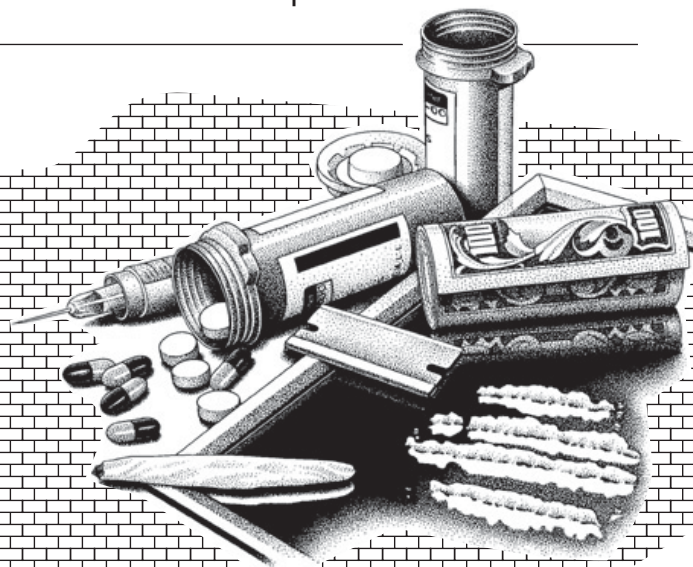
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Look, plenty of sport champions leave the stuff alone and so do I.

No thanks, I'm not interested.

I want my life to be controlled by the Spirit – and that's not a spirit from out of a bottle.



# What all young people need to know about drug abuse.

**Read these facts.**

**Underline in red all the parts you feel are important for you to remember.**

## What is a drug?

Drugs are chemical substances that change the way our bodies work.

There are many legal drugs, which include the medicinal drugs. These have been helpful for thousands of years in treating many illnesses and diseases.

Drugs prescribed by your family doctor include antibiotics, anaesthetics, sedatives, tranquillisers and pain relievers.

To this list we can add the "over-the-counter" medicines and household chemicals which can be brought without prescription (e.g. pain relievers such as aspirin).

Tea and coffee can be called drugs too, since they contain the stimulant caffeine.

Alcohol and tobacco are probably the most widely used drugs of all in our society.

Illegal drugs are ones that have been stolen, smuggled into the country, or manufactured or grown without a licence.

Some illegal drugs are marijuana, LSD, heroin and cocaine. It is a criminal offence to possess, buy, sell or use such drugs.

Prescription drugs not obtained on a doctor's prescription are also illegal.

## What is drug abuse?

Drug abuse is the harmful use of drugs.

We all use drugs sometimes, but most of us use them as they are meant to be used, to treat specific health problems, e.g. headaches, infection, high blood pressure, etc.

So people in the community equate the term "drugs" with illegal drugs.

But drugs, which are commonly misused, are often legally available.

Alcohol is widely used in society and many people still use tobacco.

Whenever people misuse any drug whether legal or illegal, harm may be caused to the user.

## How do drugs work?

They alter mood, function, understanding and awareness by acting on the central nervous system and other parts of the body.

The central nervous system (brain and spinal cord) controls the way we function and think.

When drugs are misused our perception of the world and ability to function and operate normally can change.

The effects of drugs can be hard to predict because they depend on the amount of drug taken, the way it is taken, the personality of the person taking it, and the setting in which it is taken.

*Some people can eat twice as much as others without gaining weight because they exercise and move quickly.*



## Why do people start using drugs?

There are many reasons.

Some people try drugs because they are curious.

Risk-taking is a normal part of adolescence and modern living.

Testing the limits of authority and the need to seek new experiences are at some time part of all our lives.

It may seem difficult not to use drugs when they seem to be accepted by our society and especially if they are easily available.

Advertising may also influence drug use by presenting images on how to be accepted in our society.

People also take drugs because they feel that their friends won't accept them otherwise.

Or perhaps they think that taking drugs has a certain image attached to it – like being mature and independent.

Some people use them as a way of rejecting the standards of society and asserting their own individuality.

People use drugs to cope with uncomfortable feelings like stress, loneliness, tension, boredom, depression and lack of confidence.

Many people feeling unsure of the future and what it holds for them, turn to drugs in their search for a sense of security.

To deny that some people get enjoyment from drug use would be misleading.

The dangers of drug abuse to individuals and our society should not be underestimated.

Abuse of drugs leads to real physical, mental or social harm.

## "Peer pressure."

We all care what other people think about us. We want to be accepted and feel part of the crowd.

When you are young the influence of people your own age is especially powerful and affects the way you feel, dress and behave.

Peer group pressure is one reason people are able to live in groups.

The influence of people on each other helps them do useful and healthy things.

However, the same pressures can influence people to do not so good things, like using drugs.

If your friends or others you know pressure you to use drugs saying "no" can be hard because you want them to like you and accept you as part of the group.

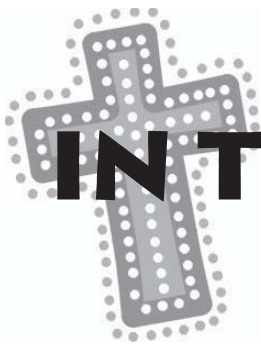
Your real friends are the ones who will accept your right to say "no" to drugs and want you to be yourself.

The critical age to form the smoking habit is 12 - 14 years.

*Smoking is the largest preventable cause of death and disease in Australia.*

*There are over 4,000 chemicals in tobacco smoke.*

*Around 70,000 Australian teenagers start smoking each year.*



# IN THE ARMY

## SESSION 4

### AIM

To help the young people understand the history and value of the Army's 'military' structure.

### OBJECTIVES

As a result of this session young people will:

- ❖ understand the background of our military structure;
- ❖ be aware of the role of the General;
- ❖ be challenged to pray for the General and to become responsible soldiers.

### INSIGHTS FOR THE LEADER

Many Salvationists, having grown up with the Army way only, do not realise that it reflects a quite specific way of doing God's work. Different churches have different leadership structures. Some less formal than ours and some more so.

For our young people who have grown up within the Army or within other churches, they may well be at the teenage stage of questioning Army/church authority and seem resentful of all kinds of formal authority.

We need to acknowledge that the Army structure can be demanding, but when used properly is effective.

Soldiers and officers who keep their pledge to be loyal and faithful help to 'get things done'.

Such promises are based on biblical commands and are not just Army peculiarities.

This session is designed to give your young people an understanding of some of the processes of administration within The Salvation Army. We look at the **role** of the General, so that we can encourage the young people to think about their **own** role in the Army.

An appreciation of the **people** who have been Generals of The Salvation Army may be inspiring to some young people, especially those with an interest in history and personality profiles/biographies, but the need for each young person to recognise the following is **essential**:

- there are some people for whom I am the whole Salvation Army – they know no other;
- if I represent the Army, I should know as much about it as possible;
- I can pray that God will bless the Army, the General and me.

### FROM THE BIBLE

Luke 7:6 - 10; 1 Thessalonians 5:12 - 13; Hebrews 13:17.

### CHECKLIST



Be well prepared. There is a lot of material that you need to be able to present to your group well so that you hold their interest.

There are three Getting Started activities. The first two aim to show that having a leader to obey can be annoying but effective. Choose the one best suited for your group. For Getting Started 1 you need to make copies of the puzzle and place them in envelopes. For Getting Started 2 you need a sheet of paper for each member. A young person needs to be briefed beforehand so he/she can be the type of leader the starter requires.

There are three teaching approaches to be used. Allocate your time so you can use them all. Using different leaders to tell the different segments will make it more interesting.

Approach 2 gives information on how and why we have a general.

There are videos on the High Council available for hire from THQ. You may wish to borrow one a few weeks before this session to add to your knowledge.

# GETTING STARTED

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## POINT

We might like to do our own thing, but a group working together always works more effectively with a leader. (You may have found that a leader emerged to help the second team and you could point this out.) In this session we want to think about how the Army works with leaders from whom we take our 'orders'.

## POINT

Sometimes it may seem irritating to be told what to do and be expected to carry out orders. Yet one of the reasons why the Army can get things done quickly and efficiently is because its committed members are happy to obey orders if that helps the job to get done, regardless of personal abilities.

## POINT

It is a hard task to be a General of an Army based in many countries. We are going to learn more about this task and how we can help the General.



## LEADER TIP

There are three headings for this approach and to make it more interesting you may like to have different leaders or older young people prepared to present each part.

1. Divide the young people into two teams.

Before the session discreetly appoint a definite leader who will lead one of the teams well. Instruct this leader to organise the team and make sure that they work effectively.

The other team will remain leaderless.

Explain the task to be completed by the teams to the whole group and let them begin to work. (The task could be to assemble a small puzzle – you can use the one at the end of this session OR have a bag of objects to be sorted into groups.)

Or

2. Choose a young person to be the leader of the whole group and explain well before hand that you want them to be in definite control insisting that everyone works together and follows the orders given.

Give each young person a sheet of paper and ask them to listen to the one who is to lead them. This person will explain that everyone is going to make a paper plane to the same design and that the instructions must be followed. He/she will then work through step by step, waiting for slow folders, pulling back anyone who tries to go ahead and so on.

Or

3. Allow the young people a few minutes to complete this statement: 'If I were the General I would \_\_\_\_\_'

# GOING DEEPER

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1. a. **Let's start an Army**

The early Christian Mission was organised on a committee system. Every decision, every arrangement, every plan was talked about by a committee and nothing could be done without the committee's approval. Even after they talked about a problem, often, nothing was done. Like many committees, they seemed to think that discussion was more important than action. Once, one committee considered the shortage of money to pay the rent and the preacher's salary and 'as no one present expressed any opinion or advice on how to obtain fresh supplies of income, the matter was commended to the prayerful consideration of those present'.

This 'talk-a-lot' but 'do-nothing' attitude was unacceptable to people like George Scott Railton (William Booth's right hand man), who were determined to get on with the job. They had given up worldly interests to follow Booth because they believed that God had chosen him to do a great work. They went to William Booth and said, 'We gave up our lives to work under you and those you should appoint, rather than under one another.' Railton added, 'You tell us what to do and we will do it. I can't see the good of a lot of talk with one wanting one thing and someone else wanting another thing.'

So the committee idea was given away. William Booth became the 'General Superintendent' and finally 'the General' and we had an

Army ready to obey orders and get things done. They tried to put this in a statement, 'The Christian Mission is a Volunteer Army recruited from amongst the multitudes who are without God and without hope in the world.'

But Bramwell wasn't happy with that. A volunteer soldier in the military of the time was an amateur who played at being a soldier. 'I'm a regular or nothing,' he said meaning that he was involved 100%. So they crossed out the word 'volunteer' and substituted 'salvation' and that's how we got the name to describe our way of doing things. We are in the fight 100%.

b. **Authority**

We live in a democratic society where everyone is entitled to his/her own opinion, but we must also recognise that some people have authority. We recognise this because we understand that these people are needed to organise and control events. Think of occasions when we need such people. e.g., At a football match a referee is needed and must be in authority for the game to proceed; at a busy intersection police are needed to control the traffic if the lights break down. When Jesus was on earth, people were very aware of those who had authority. The Roman centurion who came to ask Jesus to heal his servant expected Jesus to give orders because as a leader in the Roman army, he was used to giving orders and being obeyed. He was also used to obeying the orders he was given.

- Read together Luke 7:6 - 10. What impressed Jesus most about this man?

Paul told the early Christians that they should obey their leaders in the faith.

- Read 1 Thessalonians 5:12 - 13.

How did Paul say they should act? Is this easy or hard to do? Does it apply to us today?

If the Army is to continue to do God's work as well as we can, we need soldiers who are willing to accept the authority of their leaders, not just spectators who join in when they please. (Have the young people read the part of the Soldiers' Covenant on the work sheet.)

Even Junior Soldiers promise to 'be His loving and obedient child' and Corps Cadets promise to: '. . . serve God to the best of my ability and do all I can to help others know Him.'

Whatever our place in the Army, we must do our best to carry out orders that will help win others for God.

- Read together Hebrews 13:17.

What does it say our spiritual leaders will be called upon to do? How does our obedience or disobedience affect their work?

c. **Getting things done**

Although the Army is one of the smaller churches, we are very effective in practical community work. We get things done rather than just talking about them. Because of our military structure, our leaders can look at a problem, decide what to do and give directions knowing that officers and soldiers will obey quickly and happily.



**LEADER TIP**

Activity 2 on both work sheets can be completed now.



**LEADER TIP**

Activity 1 on senior work sheet uses these verses.



**LEADER TIP**

This is activity 3 on both work sheets.



For example, in an emergency like a train crash or bush fire, the Coordinator of SAES (Salvation Army Emergency Services) takes charge. With just a few quick phone calls Salvationists are on the way to help. When they arrive, they don't need to discuss what to do or who is to do it. They simply report to the Coordinator who allocates the jobs so that the work will be done efficiently.

Our military structure also helps when there is a job that is too big or too hard for the local corps. Here is an example:

'An elderly woman called at territorial headquarters in Wellington, New Zealand. She was upset because she felt she was completely alone in the world. She vaguely remembered her mother speaking of a branch of the family in Germany. Through The Salvation Army's headquarters in Cologne it was discovered that all the German members of the family had died, but one relative had emigrated to Canada in 1957. The case was taken up in Toronto and eventually the address of the sole surviving relative was provided. Imagine the joy and gratitude of that lonely woman in New Zealand when, through the officers of the Army, she was able to have a telephone conversation with her cousin in Canada!'

As part of our 'military' structure we wear a uniform so that people seeing our uniform know that we are ready for service. They recognise that the Army gets things done and trusts them to do it.

## 2. Who's the boss?

- a. If asked this question, you might say, 'The General!' But a former General wisely said, 'Jesus Christ is the real leader of The Salvation Army. A General is simply His servant.' (General Clarence Wiseman in his book *A Burning in My Bones*, p. 183.)

Our first leader William Booth had been known as the 'General Superintendent' but gradually became known as 'the General' and the leader of the international Salvation Army is still known as the General.

- b. **Method of succession**

William Booth appointed his son, Bramwell, as the second General.

But now the Chief of the Staff, (the second in command of The Salvation Army) normally calls together a group known as the 'High Council' for the sole purpose of electing a new General.

- c. **What is the 'High Council'?**

It is a meeting of all the leaders of the various parts of the Army's work throughout the world (i.e., leaders of territories). Its only purpose and the only reason it is ever called is **to elect a new General** for The Salvation Army.

It has no other purpose, and does not exist at any other time.

The High Council meets at Sunbury Court, which is an historic mansion owned by The Salvation Army, west of London, England.

- d. **Who can be elected General?**

The person elected is **from the members of the High Council**.

**Nationality:** So far, we have had British, Australian, Canadian, Swiss, Finnish, Swedish and American Generals.

### **DID U KNOW?**

The 18th General of The Salvation Army is General Shaw Clifton. He was elected by the High Council in September 2005. His wife, Commissioner Helen Clifton, is the World President of Women's Organisations.

General Clifton appointed Commissioner Robin Dunster as his Chief of the Staff.



Because we are an international movement, nationality is not really important. A General belongs to every nation.

**Gender:** Men or women can be elected General. The fourth General was the Founder's daughter, Evangeline Booth. The thirteenth General was Eva Burrows. The other Generals have been men.

**Age:** The General's term of office is intended to be 5 years, and he or she must retire by the age of 70 at the latest. Therefore, a person should not be more than 65 years of age to be elected.

### 3. Who helps the General?

- The Chief of the Staff who is second in command of The Salvation Army.
- An Advisory Council gives advice and makes recommendations to the General.
- Officers in charge of various aspects of the Army's work make suggestions and advise the General on matters needing attention.
- An officer is appointed as personal secretary to the General to help him respond to the thousands of letters and emails from officers and soldiers that are sent to him from around the world.

However, with all this help, the General must take the ultimate responsibility for what happens during his or her term of office.

#### **What are the material benefits of being General?**

- As for all Salvation Army officers, furnished living quarters are provided.
- An official car and a driver are provided.
- The salary is a little more than that of a married officer with two children.
- No bodyguard or personal security is provided.

The Salvation Army is well known for getting jobs done. This is because there are so many loyal, faithful members prepared to obey orders because they remember 1 Thessalonians 5:12. (Read this together.)

## **TAKING IT HOME**

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The Salvation Army has always used its young people. In its early days, the Army was a young people's movement. A 16 year old girl helped found the Army in America.

General Eva Burrows, now retired, was preaching and leading youth work while a teenager and was a Lieutenant teaching in Africa at the age of 23.

Young people have helped begin the work in Russia/CIS. Young people have made a remarkable contribution in mission teams around the world. Newly commissioned officers have pioneered the Army's work in Micronesia.

Have a time of prayer using some of the following suggestions.

#### **Pray:**

- for the General;
- for Salvationists in our corps;
- for our corps officers;
- for our local officers;
- for myself (silent prayer), and my work for God in the Army.

## FOLLOW-THRU

There are several challenges in Get Involved and Grow in Training for Leadership that tie in well with this session.

Assist a local officer for one month.

Report on the role and responsibilities of a local officer.

List the local officers in your corps.

Each of these would help the young people to become more aware of how much the Army depends on responsible soldiers.

## FURTHER READING

BROWN, Arnold., *The Gate and the Light*, Bookwright Publications, Canada, 1984. (General Arnold Brown)

GARIEPY, Henry, *General in God's Army*. (General Eva Burrows)

GOWANS, John, *There's a Boy Here*, 2002. (General John Gowans)

HUNT, Carroll F., *If Two Shall Agree*, Beacon Hill Press, 2001. (General Paul A. Rader and Commissioner Kay F. Rader)

Further information on some of the Generals can be gained from the worldwide web at <http://www.salvationarmy.org.au/museum/generals>

### DID U KNOW?

William Booth was General from 1865 - 1912. He handed over the leadership of the Army to his son, Bramwell Booth, who was General from 1912 - 1929. The chart shows the Generals who have been elected by the High Council since then.

YEAR OF HIGH COUNCIL	GENERAL ELECTED	NATIONALITY
1929	Edward Higgins	British
1934	Evangeline Booth	British
1939	George Carpenter	Australian
1946	Albert Orsborn	British
1954	Wilfred Kitching	British
1963	Frederick Coutts	British
1969	Erik Wickberg	Swiss
1974	Clarence Wiseman	Canadian
1977	Arnold Brown	Canadian
1981	Jarl Wahlstrom	Finnish
1986	Eva Burrows	Australian
1993	Bramwell Tillsley	British
1994	Paul Rader	American
1999	John Gowans	British
2002	John Larsson	Swedish
2006	Shaw Clifton	English

### Puzzle for Starter 1.

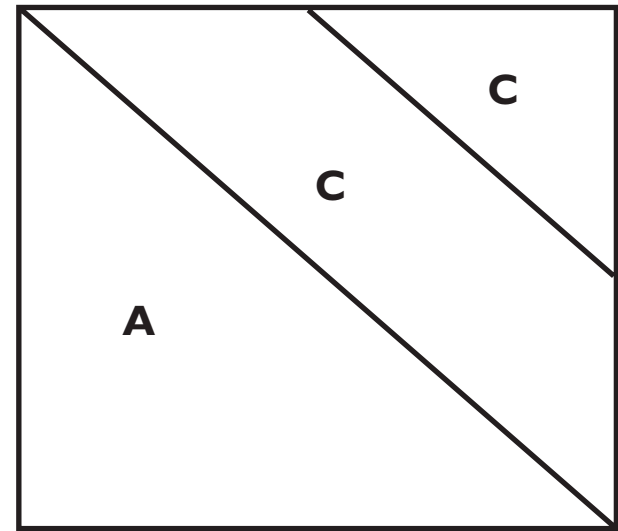
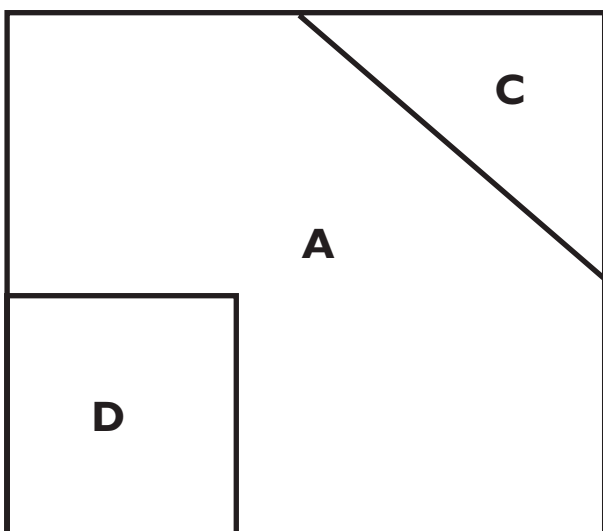
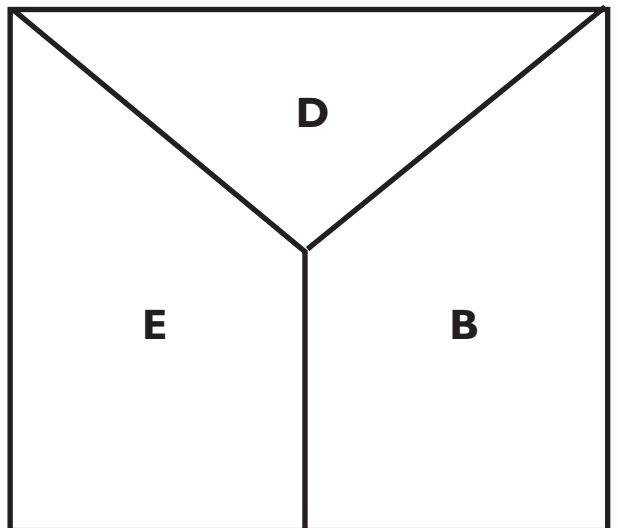
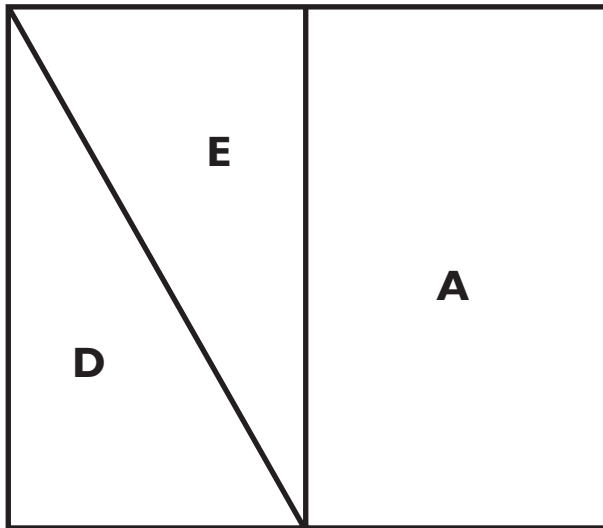
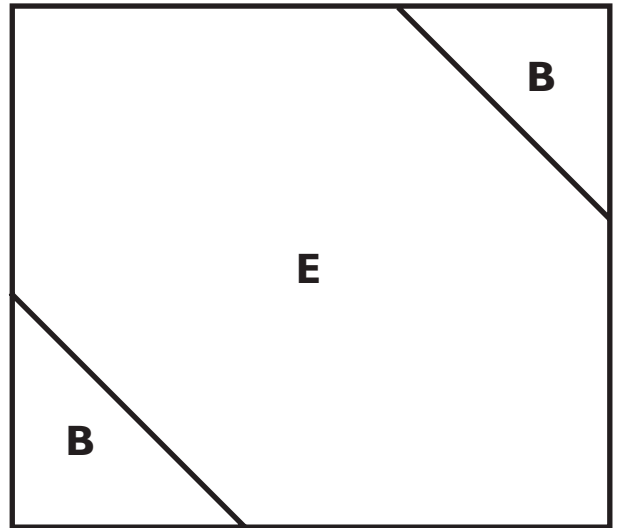
You will need to photocopy this sheet so that you have one sheet for each team. (If you have more than 15 members, you will need to have three teams.)

Cut out the squares and then cut them into the marked pieces. Group them into sets according to the letter on the piece.

Place each set into an envelope and mark the envelope with the appropriate letter.

(For each team you will then have 5 envelopes – one for each team member.)

Explain to the group that they need to work with other team members to make up 5 squares by using pieces from the different envelopes.



1.

What kind of an Army would the Army be if every soldier were just like me?

2.

This is the famous statement which led to the name of our movement. "The Christian Mission is a Volunteer Army recruited from amongst the multitudes who are without God and without hope in the world." Why didn't Bramwell like what it was saying?

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3.

**Soldier's Promise**

'I will be responsive to the Holy Spirit's work and obedient to His leadings in my life, growing in grace through worship, prayer, service and reading of the Bible.'

'I will be true to the principles and practices of The Salvation Army, loyal to its leaders, and I will show the spirit of salvationism whether in times of popularity or persecution.'

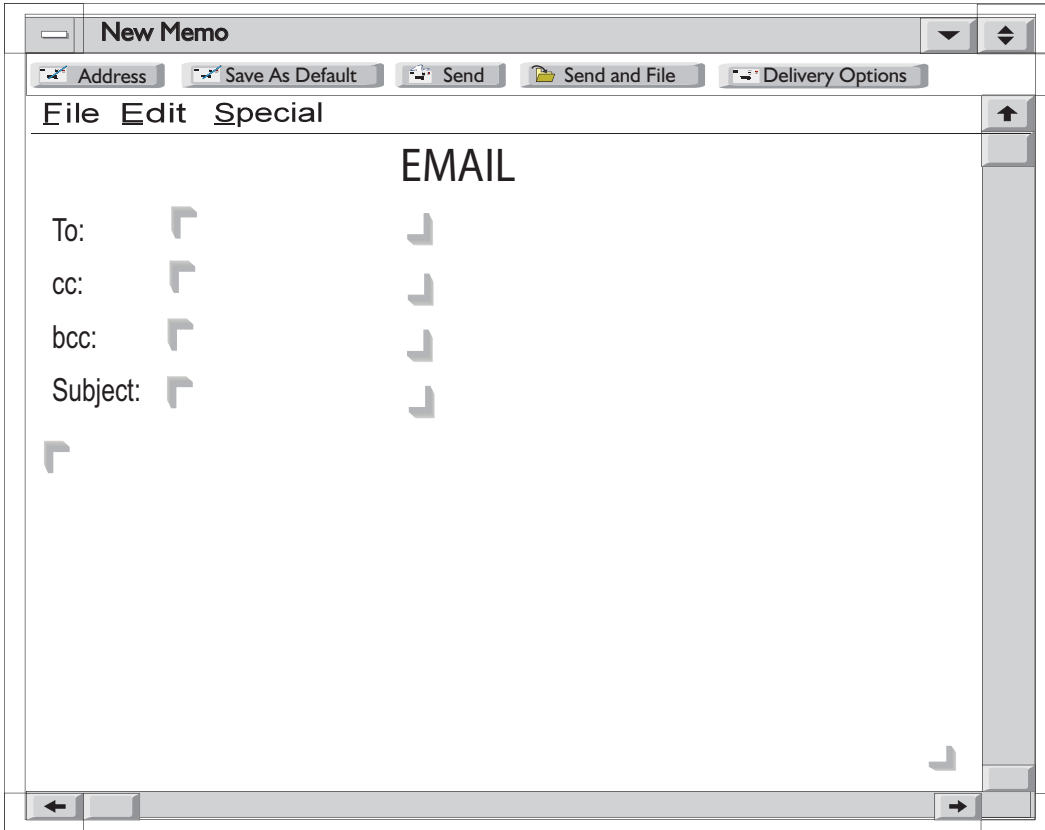
**HIGHLIGHTS**

- All Salvationists promise to be loyal and faithful soldiers.
- The Bible says we are to respect and to obey our spiritual leaders.
- Our work is always better if we are involved 100%.
- The Army structure is effective but demanding.
- God can help us to be His faithful, obedient followers.

4.

### Did you know? . . . . .

That you can write to General Shaw Clifton?  
Write an E-mail that you personally would like to send to the General now, stating your commitment to God and the Army.  
The address is: [IHQ-TheGeneral@ihq.salvationarmy.org](mailto:IHQ-TheGeneral@ihq.salvationarmy.org)

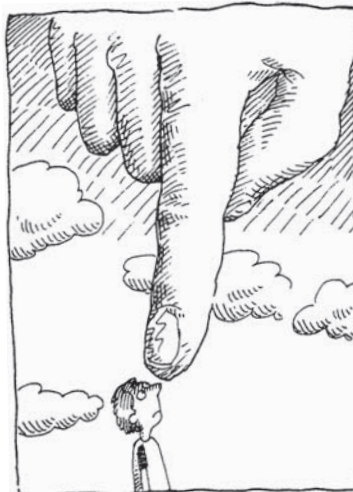


### YOU ARE IMPORTANT

Xvxn though my typxwritxr is an old modxl, it works quitz wxll xxxcpt for onx of thx kxys. I'vx wishxd many timxs that it workxd pxxfxctly. Trux, thxrx arx forty-two kxys functioning wxll xnough, but just onx kxy not working makxs thx diffxxncx.

Somxtimxs, it sxxms to mx that our Corps is somxwhx likx my typxwritxr – not all thx kxy pxoplx arx working propxxrly. You may say, 'Wxll, I'm only onx pxrson. It won't makx much diffxxncx.' But thx corps, to bx xffixixnt, nxxds thx activx participation of xvxy pxrson.

Thx nxxt timx you think your xfforts arxn't nxxdxd, rxmxxbxxr my typxwritxr, and say to yoursxlf, 'I'm a kxy pxrson and I'm nxxdxd vxry much.



5.

You are **WANTED** ... Read this message.

- a. How many letters are not working properly? \_\_\_\_\_
- b. How does this affect the presentation? \_\_\_\_\_
- c. What does this suggest about **YOUR** involvement in the Army?  
\_\_\_\_\_





1.

Read I Thessalonians 5:12 - 13 and Hebrews 13:17. Use these verses to answer the following questions.

A How must believers treat their Christian leaders?

\_\_\_\_\_

B Is this easy or hard to do?

\_\_\_\_\_

C Does such a directive apply to us, too?

\_\_\_\_\_

D What do our spiritual leaders do for us?

\_\_\_\_\_

E What will they be called upon to do?

\_\_\_\_\_

F What will be their response if we obey them?

\_\_\_\_\_

2.

Obedience is only another word for the active side of religion. (W. Booth)

Why did the Christian Mission become know as The Salvation Army rather than a Volunteer Army?

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

3.

Soldier's Promise

**'I will be responsive to the Holy Spirit's work and obedient to His leadings in my life, growing in grace through worship, prayer, service and reading of the Bible.'**

**'I will be true to the principles and practices of The Salvation Army, loyal to its leaders, and I will show the spirit of salvationism whether in times of popularity or persecution.'**

*It is better to obey than sacrifice.  
I Samuel 15:22.*



4.

The High Council is only ever called to elect a new General.

General Larsson writes music and books on the Christian faith.

Read this poem, and then write a short paragraph explaining how the thoughts expressed in this poem could relate to THE GENERAL AND ME ...

Horizontal lines for writing a paragraph.

The Brick
The bricklayer laid a brick on the bed of cement.
Then, with a precise stroke of his trowel spread another layer
And without a by-you-leave, laid on another brick.
The foundations grew visibly,
The building rose, tall and strong, to shelter men.
I thought, Lord, of that brick buried in the darkness at the base of the big building.
No one sees it, but it accomplishes its task, and the other bricks need it.
Lord, what difference whether I am on the roof-top or in the foundations of your building, as long as I stand faithfully at the right place?
('Prayers of life' by Micael Quoist, Logos Books.)

Queen Victoria was the first to use the term General for the Army leader without writing it as 'General'.

5.

Did you know that the first telegram General Eva Burrows received when she became General in 1986 was from the Junior Soldiers of Australia pledging their loyalty?

Write an E-mail that you personally would like to send to the General now, stating your commitment to God and the Army. The address is: Shaw.Clifton@IHQ.salvationarmy.org

When Eva Burrows was elected General, a newspaper headline said; 'Don't call this general 'Sir!'

New Memo window with fields for To, cc, bcc, Subject and a large text area for the email content.



## SESSION 5

# JESUS IS LORD – SAYS WHO?

### FROM THE BIBLE

Matthew 16:13 - 20; Luke 9:28 - 36; Romans 10:9.



### CHECKLIST

There are two suggested Getting Started activities.

For Getting Started 2 you will need about five computer labels for each young person.

There are four suggested teaching approaches and you should plan to use them all.

Approach 1 sets the background and will take little time.

Approach 2 examines the significance of Peter's declaration and activity 2 on the work sheet can be used with it. (Do not get side-tracked into long discussions about John the Baptist, Elijah and Jeremiah or you will not have sufficient time to complete the session.)

In approach 3 the transfiguration is discussed. Once they have read the passage, juniors could complete activity 4 on the work sheet. Seniors will be more able to discuss why the transfiguration took place.

Although mention of the need for our personal answer to the question 'Who is Jesus?' has already been made, it is important to deal with it in a definite way and this is what approach 4 does. Be sensitive to any young person who may feel challenged to rededicate their lives.

## AIM

Through a study of Peter's declaration and the transfiguration to show the young people how Jesus helped His disciples realise that He was, in fact, the Messiah.

## OBJECTIVES

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

- ❖ the significance of Peter's statement;
- ❖ the significance of God's declaration at the Mount of Transfiguration;
- ❖ the importance of our personal confession of Jesus' Lordship in our lives.

## INSIGHTS FOR THE LEADER

This is another session emphasising the Lordship of Christ.

In this session we move from the disciples' replies to the question 'Who do people say I am?'; to Peter's confession of Jesus' Lordship; to God's confirmation of this Lordship on the Mount of Transfiguration; to the personal question – 'And what about you? Who do **you** say I am?'

Most of your young people have already confessed that Jesus is Lord. This session should culminate in a re-affirmation of this confession or should challenge those who have made no decision about Jesus to reach one.

Three of the gospels tell the stories we are to study in this session. Matthew 16:13 - 20; 17:1 - 9; Mark 8:27 - 30; 9:2 - 9; Luke 9:18 - 20; 28 - 36.

Read all three versions and note the common points. Reading notes on these passages from a Bible commentary would also be helpful. (e.g. Tyndale New Testament Commentaries, pages 133 - 137.)

It is at this time that Jesus gives the first clear prediction to the disciples of His coming death. It is no accident that these two events are joined. If the disciples see Jesus as the Christ, it is essential that they see Him as the Messiah sent to fulfil God's plan, not as the Messiah the people were expecting.

Jesus first asks the disciples 'Who do people say I am?' It is always easy to answer by giving the views of others about Christ. The interesting thing is that both Elijah and John were forerunners of the Christ and not Christ Himself.

But Christ pursues the question on a more personal level. It can become an uncomfortable dialogue between God and us. Are His own disciples as blind as others? The rest may be, but not Peter! Impetuously the answer was made. Did the great discovery only come in that moment? It is this realisation that Jesus is the Christ that makes a person a Christian.

Why were the disciples not allowed to tell others of the Messiahship of Jesus? Presumably, the answer must be because at this stage none of the disciples (not even Peter – see Mark 8:32) understood what was involved in Messiahship. How could those outside the inner circle of disciples understand such a claim? The discovery that Jesus is Lord is one which each person must make. In every case, as for Peter, this must come as the Spirit's revelation.

There were two great stumbling blocks that prevented the Jewish mind from accepting that Jesus could be the Messiah.

- a. How could someone with the ideas and plans of Jesus possibly be the Messiah?
- b. How could the Messiah possibly die a violent death at the hands of His own countrymen?

The inability to recognise Jesus as the Messiah was the direct result of the people's wrong idea.

There were many ideas about the coming of a Messiah, but those who expected Him were generally agreed that He would:

- a. be pro-Jewish (i.e., anti-Gentile);
- b. bring material blessing to all Jewry;
- c. crush all enemies to make His people sovereign on the earth.

To accept Jesus as Messiah and adopt His way would be a costly and sacrificial way many were not prepared to take. As time went on it became clearer that Jesus was not going to fit the expected pattern of what the Messiah should be and do. He constantly attacked a selfish way of life.

Former enthusiastic supporters left (John 6:66); and hostility grew so strong that it was agreed by the authorities that Jesus must die. (John 7:1)

How was this difficulty solved for Peter and for many other sincere hearts?

- They saw that God was with Him.
- They were convinced by His inner strength and majesty.
- They received inward witness from God which swept away all mental doubts and queries, e.g., Peter (Matthew 16:17), Martha (John 11:27), and Jesus Himself (Matthew 11:25).

Having made their own confession of Jesus' Lordship, the disciples were faced with the idea of a Messiah who would suffer. While they were still trying to understand all of this, they had travelled for about a week and were now near Mount Hermon which is generally thought to be the mountain where the transfiguration took place. It was up the slopes of this mountain that Jesus took Peter, James and John.

It must have been night when they stopped on the slopes and Jesus began to pray. Luke tells us that Peter and his companions were sound asleep, but Jesus knew He was on His way to the cross and He wanted to be sure that what He was doing was exactly what His Father had planned.

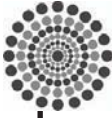
In the transfiguration God confirmed both to Jesus and to the disciples that Jesus was the Son of God. This was shown through the glory; the voice from Heaven; His superior position to Moses and Elijah.

It also confirmed that Jesus' death at Jerusalem was part of His Messianic mission, in accord with God's plan right from the beginning of God's dealings with men. (Moses and Elijah spoke of His coming death as the fulfilment of God's plan.)

The disciples missed the full significance of what they had witnessed. It was only after the resurrection that they understood its significance. See Mark 9:31, 32 and 2 Peter 1:16 - 18.

## GETTING STARTED

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### LEADER TIP

The young people could write on a 'Post It' note who they think Jesus is and stick it on the wall.

#### 1. Who do you think Jesus is?

Ask the young people to stand individually and say briefly who they think Jesus is. Encourage short but enthusiastic responses, such as "I think Jesus is the Son of God", or "He was a Healer" or "A great and loving Man".

Having someone write the responses on a whiteboard or sheet of paper as they are given.

#### Or

#### 2. Have some computer labels (about five for each young person). Write one description on each label (they can double up) e.g. brother, sister, niece, grandchild, bright, bike rider, cheerful, noisy, student, athlete, helpful, quiet and so on.

Give each young person five labels and ask them to walk around placing an accurate label onto others in the group until they are all used.

Once the group is re-seated, have several young person read out the labels they were 'stuck with' and say whether the descriptions are correct.

Jesus was given many labels and some He even gave Himself. Some labels He gave Himself were:

The Good Shepherd  
The Son of Man.

### POINT

One of the most important questions that each person has to answer is 'Who is Jesus?' or 'Who do I say Jesus is?'

There is a time when it becomes a personal issue and how we answer it, and continue to answer it, affects the way we live our lives.

This is what we want to consider in this session.

## GOING DEEPER

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#### 1. The background

Jesus had become the talking point wherever He went. People knew He was doing some remarkable things. Many people knew about His healing miracles and the feeding of the crowd. 'Who is He?' would have been discussed in the market place.

The trouble was that Jesus did not fit the pattern that most Jews had in their mind about what the Messiah would be like.

The people were longing for a Messiah to deliver them from the political pressures and domination of Roman rule and set up a new Kingdom.

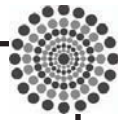
But Jesus kept talking about a kingdom of love. He attacked useless religious practices that were not affecting how people lived. He talked to the outcasts and even to the Gentiles. It was no wonder people wanted to know who He was.

Jesus knew His death was coming and wanted His followers to sort out their answers to this important question.

### DEFINITION

Outcast – people the rest of society had nothing to do with.

Gentiles – people who were not Jews and so (according to the Jews) had no claim to God's privileges.



## LEADER TIP

Activity 2 on the work sheet ties in here.

## 2. Bible reading and discussion of Peter's declaration

Read together Matthew 16:13 - 20.

Questions to ask and discuss with your group:

- Why did Jesus begin with a general question rather than a personal one?  
(It's always easier to talk about what others believe.)
- What were the common opinions about Jesus? (v. 14)
- How was Jesus greater than any of the men suggested?

### i. John the Baptist

Jesus always made it very obvious that John was a wonderful prophet needed to prepare the way for His ministry. John was a fierce prophet. He looked fierce, he preached fiercely – he called the people sons of snakes, generations of vipers and warned them to repent. He said they would never get to heaven if they didn't.

Jesus did not condemn people in this way. He hated sin, but He loved the sinner. He made it clear to sinners that He knew all about them, He knew their weaknesses and sin but when they showed a glimmer of faith, He took hold of it and accepted them. Think of examples of this. (The woman of Samaria; the woman who was dragged before him for adultery; the thief on the cross.) Jesus did not approve of their sin, but He did not turn away from them because of society's disapproval of these people.

Jesus showed us how important loving others was.

### ii. Elijah

To the Jews Elijah was the greatest prophet who had ever existed. He had defeated the prophets of Baal on Mt. Carmel, when God had sent the fire to consume the altar as well as the sacrifice. (1 Kings 18:20 - 39.)

Yet, Elijah, full of self-pity, wondered if he could go on with his work because he seemed to be the only follower of God.

In the disciples' minds one of Elijah's great acts had been to call down fire to destroy the men sent to arrest him (2 Kings 1:10). When the Samaritan town would not welcome Jesus, James and John were keen to follow Elijah's example. (Luke 9:51 - 55)

They were obviously sure that Jesus could do anything Elijah could do. But Jesus was greater than Elijah and He rebuked them.

'The Son of Man did not come to destroy men's lives, but to save them,' was Jesus' clear mission.

### iii. Jeremiah

Jeremiah had also been a great prophet who had preached for many years to people who did not want to listen to his words. Some people saw Jeremiah as a preacher of gloom and doom, but he also spoke of a time of restoration and of a new covenant that God would make with the people.

Jesus was greater than Jeremiah because He is the one through whom God made the new covenant and restores people to Himself.

### iv. One of the prophets

It is true that Jesus was the greatest prophet – but He was more

than a prophet and He had so much more to tell us about God. The prophets only had a limited vision of God, but Jesus was God. By looking at Jesus' life we can see clearly how compassionate God is.

- Jesus then insisted that the disciples answered the question on a more personal level (Matthew 16:15) 'What about you? Who do you say I am?' (GNB)  
Why was this important?  
(We must all come to a personal decision about Jesus if we are to have a personal relationship with Him.)
- Are you surprised that it was Peter who made the declaration? (v.16).  
(Peter was often first because he was impetuous. He was also quick to express his opinion.)
- This is often called a confession of faith. Do you know why?  
(In saying that Jesus was the Christ, Peter was acknowledging or confessing that Jesus was the chosen or anointed one sent by God. He was the Messiah for whom the nation had been waiting. By declaring or confessing this Peter was openly admitting his faith in Jesus.)
- What did Jesus mean in v.17?  
(This understanding about Jesus was a direct revelation from God.)
- Read v.18 again.  
Jesus had already given to Simon the name Peter, which meant rock. Now Jesus said that Peter's confession and the faith which made such a confession possible was the very foundation on which His church would be built.
- In v.21 Jesus speaks of His coming death. Why do you think it was necessary for the disciples to be clear in their minds about who Jesus was, before He could speak to them more clearly about His approaching death?  
(They needed to know that He was the Messiah. But that He was God's Messiah – not the one Israel dreamed about. He would carry out God's plan for His life by carrying His cross, just as all His followers would be called to do. v.24)

### 3. God's declaration at the Mount of Transfiguration

Read Luke 9:28 - 36.

The transfiguration which quickly followed Peter's confession of faith was a very important event in the life of Christ.

- a. How long had it been since Peter declared that Jesus was the Messiah? (v.28 – about a week.)
- b. Who accompanied Jesus up the mountain? (v.28 – Peter, James and John)
- c. What was Jesus' intention? (v.28 – He wanted to pray.)
- d. What happened as Jesus prayed? (v.29 – His face changed, showing His glory and His clothing shone.)
- e. Who were the two men who appeared to talk with Jesus? (v.30)  
Can you think why one was Moses? (Moses represented the Law which Jesus had come to fulfil.)  
Why was Elijah there? (Elijah represented the prophets of whom Jesus was the greatest.)



#### LEADER TIP

Go through the reading, getting the young people to point out the chief features of this event.

Activity 4 on both work sheets ties in with this reading.



- f. What were Elijah and Moses discussing with Jesus? (v.31– His fulfilment of God’s purpose by His death that would soon occur in Jerusalem.)
- g. What was the disciples’ reaction when they woke up and saw all of this happening? (v.32 - 33 – amazement.)  
Would it be possible that they were dreaming? (Three people rarely have the same dream as each other and they all saw and recognised Moses and Elijah.)
- h. What did Peter want to do? (v.33 – build some shelters.)  
  
Peter, in his usual impulsive way, wanted to do something, so he offered to make three tents or shelters – but he was really talking to hide their complete surprise at what was happening. (v.33) He may have been recalling how God’s house had been a tabernacle or tent when the Children of Israel travelled in the desert.
- i. How did the disciples react when a cloud came down over the mountain? (v.34 – they were afraid.)
- j. What words were spoken from the cloud? (v.35 – ‘This is my Son, whom I have chosen – listen to him!’)
- k. Why didn’t the disciples talk about this wonderful event? (Mark 9:9 – Jesus told them not to mention what they had seen until He had risen from the dead.)

Discuss with your group what importance the transfiguration had:

- a. for Jesus (it confirmed that Jesus was doing what God wanted Him to do);
- b. for the disciples (God confirmed Peter’s declaration that Jesus was the Messiah).

#### 4. **What do I say?**

We see from this study that it is a step of faith to acknowledge that Jesus is the Messiah. Peter, and the other disciples, took this step of faith.

God confirmed it by allowing the three disciples to see the transfiguration.

When we accepted Jesus as our Saviour, we took this step of faith, too.

It’s easy in the stress and ‘busyness’ of life to forget that for Jesus to be Lord of our lives, He has to have first place.

Does He still have first place in my life?

Do I call Him ‘Lord’?

## **TAKING IT HOME**

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Read Romans 10:9 with your group.

This verse is reminding us that we must confess or declare that Jesus is Lord if we are saved.

We cannot be silent. We all must answer this question ‘Who is Jesus?’

Saying He is Lord means we allow Jesus to control every area of our lives – our relationships, our attitudes to work and our leisure time. But it also means we have the wonderful assurance of knowing our sins are forgiven and that we can live as His children.

## **FOLLOW-THRU**

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This session can be followed up with the young people accepting the challenge in *Get Involved and Grow in Worship* to choose 4 - 5 songs/choruses that could be used in worship. They could select ones based on the theme 'Jesus is Lord'. If this is done, use them in your devotional time in another session.

## **BIBLIOGRAPHY**

---

BARCLAY, W., *The Gospel of Matthew*, St Andrew's Press, Edinburgh, 1956.

TYNDALE, *New Testament Commentaries*.

# J E S U S

I S L O O R D

says who?



**1.** Imagine you were alive when Jesus was on earth. You have heard Him preach and seen Him heal someone you actually know. At a meal with some visiting friends you are asked, "Who is this Jesus?"  
Write down your reply here:

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**2.** Read Matthew 16:13 - 20. The people said that Jesus was:

\_\_\_\_\_ or \_\_\_\_\_

\_\_\_\_\_ or \_\_\_\_\_

Choose one of these people and explain why Jesus was the greater one.

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Who did Peter say that Jesus was? \_\_\_\_\_

Why do we call this a confession of faith?

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How did Jesus show He was pleased with Peter's reply?

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## JUNIOR WORK SHEET



**3.** If Jesus stood before you and asked you who you thought He was, what would be your answer?

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**4.** Read Luke 9:28 - 36. Spot the error. There is **one** incorrect word in each of these statements. Cross it out and write the correct one in its place.

- A It was about one month after Peter's confession of faith that this event took place.
- B Jesus took Peter, Paul and James with Him.
- C Jesus went up the hill to sleep.
- D While Jesus was praying, His face changed its appearance and His feet became dazzling white.
- E Moses and Aaron appeared and talked to Jesus.
- F They discussed how Jesus would fulfil God's plan by living in Jerusalem.
- G The disciples woke up from a heavy sleep and were disgusted with what they saw.
- H Joshua wanted to build three shelters but he really had no idea what he was talking about.
- I A cloud came over the mountain and the disciples were excited.
- J A voice from the cloud said, "This is my friend, whom I have chosen – listen to Him!"
- K The disciples told everyone at that time about what they had seen.



**J E S U S**

**I S L O R D**

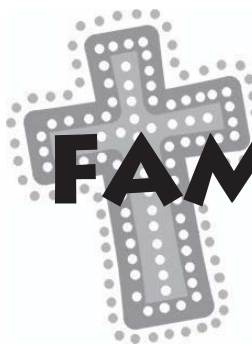
*says who?*

### HIGHLIGHTS

- To realise that Jesus is Lord is a step of faith.
- Peter declared that he believed that Jesus was the Messiah.
- God confirmed that He was His chosen one on the Mount of Transfiguration.
- We must all personally decide whether Jesus is Lord of our lives.



## SESSION 6



# FAMILIES INC.

### FROM THE BIBLE

Exodus 20:12; Deuteronomy 6:6 - 7; Proverbs 22:6; 1 Corinthians 13:4 - 7; Ephesians 6:1 - 4; Colossians 3:20 - 21.



### CHECKLIST

There are two suggested Getting Started activities. Getting Started 1 is a completion of a questionnaire (activity 1 on the junior work sheet). Getting Started 2 suggests that the young people work in two groups to make up a list of ten commandments. (One for parents, one for kids.) You may need to limit your time so it stays as a starter and does not become the whole session! (This is activity 1 on the senior work sheet.)

There are four suggested teaching approaches. Try to use them all. Approach 1 is an introduction to the lesson and can incorporate some of the material from the Insights for the Leader.

Approach 2 looks at the fifth commandment. A true/false segment is included and is activity 2 on both work sheets. The study of 1 Corinthians 13 also requires listing the ways 'love' acts. This is activity 3 on the work sheets.

Approach 3 applies the 'love' rules to the young peoples' situations and time should be allowed for discussion about the need to be loving in unfair situations.

Approach 4 looks at the parent/child relationship using Paul's advice in Ephesians and Colossians. A dictionary is needed for the discussion.

### AIM

To help the young people understand that living as a member of a family involves both enjoying privileges and accepting responsibilities.

### OBJECTIVES

To give the young people understanding of:

- ❖ God's plan for families;
- ❖ why this plan seems to be falling apart;
- ❖ the great privileges of being a family member;
- ❖ how privileges go hand in hand with accepting responsibilities.

### INSIGHTS FOR THE LEADER

All your young people will be part of a family. The type of family may vary greatly and may include single parent families, blended families where each partner brings to a new marriage children from a previous marriage, families in a group home setting, families where the carers may be grandparents, or uncles and aunts, families which provide foster-care. **Fewer than half Australian children currently live in a nuclear family consisting of mother, father, and brothers and sisters.** The nature of Australian families is diverse. You will need to approach the content of the session with sensitivity and care in light of the varying family situations in your group. Do you know if your young people have only one parent; if some are in the middle of a family break-up? Do you have some members who have foster or adoptive parents? Those with Christian parents may have different problems to those from non-Christian homes. Some young people may come from 'model' families but where there is tension between corps commitments and the quality of family life.

It is important that no member of your group is made to feel odd because of individual situations. Teenagers can easily feel guilty about a situation. Helping them through a problem is difficult but vital. Some may find it difficult to express their feelings about sensitive issues and should not be pressured to do so. As leaders we must be responsive to each young person's unique family situation.

Being part of a family is potentially a rewarding experience but it requires adjustments by each family member. Practising Christian love can ease the tensions that result from sharing a home with other members of the family. You will need particular empathy as you help increase your young peoples' understanding of their own responsibilities as a Christian in a unique family situation.

The Bible uses the word 'family' in three ways (a) as a unit of a husband, wife, and their children, (b) as a larger group of people linked by common



descent, and (c) all those dependent on the head of a family. In the Old Testament most families in Israel consisted of six or seven members, perhaps with close relatives living in houses next to one another. Sons, on being married, would frequently build a house in the same area as their parents. The father had legal responsibility for wives, children, concubines, slaves, and hired foreign workers living with the family. In the New Testament, references to house and household reflected the Roman concept of the family which was widened to include not only parents, children, and servants but also all others who depended on the father's estate but who did not necessarily live in the same house.

Regardless of how the family was defined, members were bound together in a covenant-like relationship. Each member of the family worked to meet the others' needs for food and shelter. The father had primary responsibility for the religious training of the children (although the mother's influence is mentioned often, such as in Proverbs 31:10 - 28 and 2 Timothy 1:5). Parents were to provide for their children, to guide them wisely, and to communicate God's Word effectively to them (Deuteronomy 6:6, 7). The family was the means of rearing and promoting the development of children. It provided an intimate sphere of mutual love and duty, protecting and nourishing each new generation of children as it grew to godly maturity. (Ephesians 6:4).

Salvation Army leaders are now giving high priority to safeguarding and strengthening marriage and family life within the Army.

Following Jesus should make a difference to the atmosphere in a home. How may a young person contribute as a Christian to family life regardless of the particular situation? We can assume that many young people will get on well with their parents (even though they may not be prepared to say so!). There are many positives to consider in family relationships as well as negatives. The core of biblical teaching about family relationships is 'Honour your father and your mother'. This includes appreciating them. Both adults and children in the family need to see things from the others' perspective.

## GETTING STARTED

### I. What causes hassles at my home?

Rating – Write a number according to this scale.

0 = no problem

1 = irritating sometimes

2 = constant hassle

3 = major eruption

- Which T.V. show will we watch?
- Who will wash up (or pack the dishwasher)?
- Keeping the bedroom tidy.
- Messes left in lounge room.
- Loud music being played.
- Hogging the bathroom.
- Borrowing without asking.
- Food that is unpopular.
- Skipping breakfast.

Now put a **P** if it's your parents' problem, **O** if it's others, **M** if it's my problem.

**Or**

2. Form into two groups. Have one group make up a list of ten commandments which they would like their parents to follow.

### LEADER TIP

This is activity 1 on the junior work sheet. Photocopy it for your whole group if you decide to use it with everyone. It is also needed for approach 3.

### LEADER TIP

This is activity 1 on the senior work sheet.

## POINT

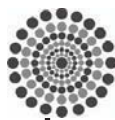
There are times when family life can become tense. No family member can expect to have **everything** go his/her way. Each member must be prepared to put the family unit above his/her own personal tastes and preferences for the sake of the whole unit.



## VIDEO CLIP

## POINT

Communication in a family is a two-way thing. In this session we are thinking about being a family member.



## LEADER TIP

You may wish to include some of the material from the Insights for the Leader in the discussion.

The other group will make up ten commandments which they think their parents would like them to follow.

Have the lists read out and discuss which commandments parents may disagree with and which ones kids may disagree with.

Work out which commandments might be hardest for parents to keep and which ones might be hardest for kids to keep.

Ask whether the group thinks that there are any times when it is right to disobey parents and if so under what circumstances.

Or

### 3. Video clip

Show a clip from the video *Indiana Jones and the Last Crusade*, where Indy sits down with his dad. He says that they never talk. They blame each other for their distant relationship and finally his dad says, 'Fine, let's talk.' Indy can't think of anything to say. The clip is about 1 hour 14 minutes into the movie and it goes for about one minute. (Suggestion from Group's Blockbuster *Movie Illustrations* by Bryan Belknap.)

## GOING DEEPER

### 1. God's plan for families

The family has been created by God. God meant that families be a unit working and growing together. Parents were responsible to teach their children God's laws and to train them correctly.

- Read Deuteronomy 6:6 - 7;
- and Proverbs 22:6.

There are many kinds of families – some of us may live with either mother or father, some with both, some with another adult who cares for us. Words like love, respect, comfort, enjoyment and friendship should describe the way we live together as a family. But too often words like anger, temper, fighting, hurt, separation and divorce are heard.

What do you think causes these problems?

What are some of the things that make a house a home?

What are some of the best things about a home?

What are some of the best/special times in your house?

We want to find out from the Bible what it says about family hassles and the way Christian love is needed to help make things easier and perhaps even to prevent such problems arising in the first place.

### 2. Instructions from the Bible

We need to love each other and try to be helpful so that we get on with each other.

The Bible also talks about honouring and respecting our parents.

- a. Read Exodus 20:12 together. This is the fifth commandment and it carries a promise with it.

Ask the young people to read the promise again.

God is saying that solid family life will strengthen the nation's life and they will live long in the land He is giving them. Do you think this is so?

Point out to the young people that this commandment about our parents heads the six commandments that tell us our duty to others and ask them why it is placed first.

### True or false

The fifth commandment is saying that:

- we must never disagree with our parents;
- parents can make their children do whatever they want;
- we must take our parents' advice seriously;
- we should call our parents 'Mr' and 'Mrs';
- we should look after our parents when they are old;
- we should give our parents the respect they deserve;
- parents have to be obeyed at all times.

b. Read 1 Corinthians 13:4 - 7.

Love makes a difference in every situation. The love Paul is writing about here is needed as much in the home as anywhere else. With the passage before them ask the young people to make a list of what love does.

e.g.: love involves:

- acting with patience and kindness;
- being unselfish and loyal;
- not getting irritable easily;
- not getting your own back.

### 3. Applying 'love rules' to my home

Ask the young people to read out one of their hassles marked with an **M** on their answers from activity 1 on the junior work sheet and then say how this passage from 1 Corinthians:4 - 7 suggests they should react. e.g.,

- You have been waiting for your favourite T.V. program to start when your brother or sister walks in and changes the channel.
- When it is time to clear the table and wash and wipe up (or pack the dishwasher) your sister or brother always seems to be missing.
- Your sister always borrows your clothes to wear but never ever bothers to ask whether it is O.K. with you.

Is it an impossible dream to think love will solve these problems or can it be done? (Only with God's help.)

### 4. Parent/child relationships

Paul gives some more advice to children and parents as he writes to the young churches.

Read Ephesians 6:1 - 4 and Colossians 3:20 -21.

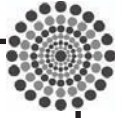
Is Paul's view fair and just?

How does he show that the parent/child relationship involves effort by both the parent and the child?

- Do obedience and respect mean the same thing?
- Does Paul mean there should never be differences of opinion?
- Should parents never make rules for children or discipline them?
- How should a Christian respond when family differences are occurring?
- Do parents ever think 'if only our children understood us'?

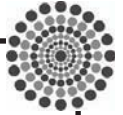
### LEADER TIP

This is activity 2 on the work sheets.



### LEADER TIP

This is activity 3 on the work sheets.



### LEADER TIP

If you did not use Getting Started 1, you will need to do it now.



### DEFINITION

Obedience: the act of doing what one is told.

Respect: to treat with consideration and pay attention to.

# TAKING IT HOME

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1. What makes a house a home?  
(It is a place that provides nurture and love for its members.)
2. How do we live together as a family?  
(We respect the wishes of others, not wanting our way all the time.)
3. How can we best enjoy the privileges of home life? (We accept the responsibilities and show Christian love to one another.)
4. How can we get on with our parents?  
(We remember that because they love us, they often have to set boundaries, and that they often have worries we know little about.)

In whatever home situation we find ourselves, we need to be sure that we are making it a happier place because we are aiming to live a life that pleases God.

Helping create a happy home atmosphere means resisting our natural inclinations and making a deliberate choice to be kind, unselfish, and forgiving even when we feel provoked, resentful, or misunderstood.

## FOLLOW-THRU

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This session naturally leads to thinking of a challenge requiring some effort by the young people to be more caring at home. Encourage your young people to make some love coupons to take home, by having sufficient copies of the coupon on the senior work sheet ready to give them. This could then be a 'Your Choice' challenge in Get Involved and Grow in Mission.

**1.**

**What causes hassles at my home?**

Rating – Write a number according to this scale:

- 0 = no problem
- 1 = irritating sometimes
- 2 = constant hassle
- 3 = major eruption



- \* Which TV show will we watch?
- \* Who will wash up (or pack the dishwasher)?
- \* Keeping the bedroom tidy
- \* Messes left in lounge room
- \* Loud music being played
- \* Hogging the bathroom
- \* Borrowing without asking
- \* Food that is unpopular
- \* Skipping breakfast

**Now put a P if it's your parents' problem, O if it's others, M if it's my problem.**

**HIGHLIGHTS**

- Everyone in a family unit has to co-operate for it to work.
- Parents have the responsibility of teaching and training their children.
- Children are to obey their parents and treat them with respect.
- Having a loving family is very special.
- We can't accept family privileges without taking on family responsibilities.

**2. True or False**

**The Fifth Commandment is saying that:**

- \* we must never disagree with our parents;
- \* parents can make their children do whatever they want;
- \* we must take our parents' advice seriously;
- \* we should call our parents 'Mr' and 'Mrs';
- \* we should look after our parents when they are old;
- \* we should give our parents the respect they deserve;
- \* parents have to be obeyed at all times.

**3. 1 Corinthians 13:4 - 7 says**

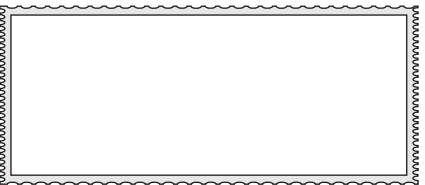
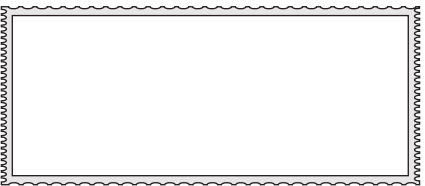
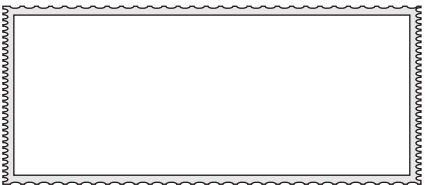
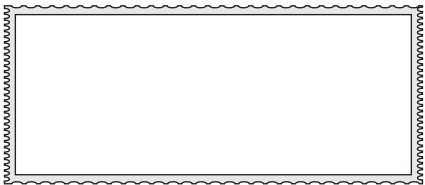
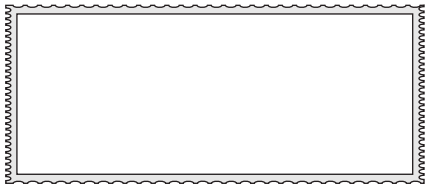
Love \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



4.

A good way of showing people you love and care for them is to do things for them. Little services such as pressing shirts, raking leaves, baking cakes, or whatever you are good at, can show people how much you care, better than an expensive gift ever could.

Make five 'Love Coupons' for members of your family. Think of a few services you could do and write each one on a card. You may want to decorate the card, too. Give the coupons away for Christmas, birthdays or any time you want to show how much you care.



5. Find these words in the wonderword, then use them to fill in the missing words in the statements about families.

How many times can you find the word 'LOVE'?

- |              |            |                  |
|--------------|------------|------------------|
| BORROW       | FAMILY     | PARENTS          |
| CHILDREN     | FRUSTRATED | PEOPLE           |
| CONSIDER     | FEELINGS   | RESPONSIBILITIES |
| CO-OPERATION | HELP       | RULES            |
| DISAGREE     | HOME       | SHARING          |
|              | LOVE       | SUPPORT          |

R	E	S	P	O	N	S	I	B	I	L	I	T	I	E	S
F	E	O	E	L	C	O	N	S	I	D	E	R	L	U	T
R	R	L	O	V	E	V	I	L	E	V	O	L	P	E	N
U	G	U	P	E	V	O	L	T	L	F	L	P	L	V	E
S	A	O	L	O	V	E	O	E	A	O	O	O	B	O	R
T	S	E	E	E	V	V	V	M	V	R	V	L	O	L	A
R	I	V	H	V	S	O	I	E	T	E	E	E	R	O	P
A	D	O	V	O	L	L	L	O	V	E	V	P	R	L	V
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D	S	H	A	R	I	N	G	N	E	R	D	L	I	H	C

- ☺ It is important for family members to \_\_\_\_\_ and \_\_\_\_\_ each other.
- ☺ Whenever two or more \_\_\_\_\_ live together, they need to have \_\_\_\_\_ that help make the home run smoothly.
- ☺ It is normal to have times when family members \_\_\_\_\_.
- ☺ When things don't work out well you will probably feel \_\_\_\_\_.
- ☺ Working together is called \_\_\_\_\_.
- ☺ In every home \_\_\_\_\_ as well as the \_\_\_\_\_ have certain \_\_\_\_\_ to share the work in running the \_\_\_\_\_.
- ☺ Two or more people who are related and share the same home make a \_\_\_\_\_.
- ☺ \_\_\_\_\_ can be letting someone else \_\_\_\_\_ your possessions or telling them how you feel.
- ☺ When we \_\_\_\_\_ each other, we \_\_\_\_\_ each other's \_\_\_\_\_.



1.

Make a set of rules that, if they are kept, would make for happy families.



10 'Precepts for Parents'

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10 'Kommandments for Kids'

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2.

All homes have times of tension and friction. Good homes work through them.

The Fifth Commandment says: 'Respect your father and your mother, so that you may live a long time in the land that I am giving you.' Exodus 20:12. It is saying:

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**True or False**

*Mark Twain said he was amazed at how much his father learned in the three years that Mark was 18 - 21.*

- \* we must never disagree with our parents;
- \* parents can make their children do whatever they want;
- \* we must take our parents' advice seriously;
- \* we should call our parents 'Mr' and 'Mrs';
- \* we should look after our parents when they are old;
- \* we should give our parents the respect they deserve;
- \* parents have to be obeyed at all times.

3. Write down how I Corinthians 13:4 - 7 describes love.

Love \_\_\_\_\_

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## 4. Family Relationships Questionnaire

*Just 2 people make a family.*

Think about your relationships at home. Please be accurate in the way you answer.  
Think of a brief example of each.

1. When you've been away, do your family members seem glad to have you home again?

Yes       No       Sometimes

Example: \_\_\_\_\_  
\_\_\_\_\_

2. Do you volunteer to help out with the chores that have to be done?

Yes       No       Sometimes

Example: \_\_\_\_\_  
\_\_\_\_\_

3. Do you feel that your parents are proud of you?

Yes       No       Sometimes

Example: \_\_\_\_\_  
\_\_\_\_\_

4. Do you feel proud of your parents?

Yes       No       Sometimes

Example: \_\_\_\_\_  
\_\_\_\_\_

5. Do your parents listen to your point of view?

Yes       No       Sometimes

Example: \_\_\_\_\_  
\_\_\_\_\_

6. Do you seek to be helpful and forgiving in your family?

Yes       No       Sometimes

Example: \_\_\_\_\_  
\_\_\_\_\_

When we try to understand our parents  
we often find that they become understanding, too.

5. **Make up 5 coupons for members of your family as a way of showing people that you love and care for them. Design an attractive coupon. Think of several things you could do and write each one on a coupon. Give them away anytime you want to show how much you care.**

# HOME AND AWAY

## AIM

Through a study of the story of the prodigal son to show the young people how God's infinite grace is available to us all.

## OBJECTIVES

As a result of this session the young people will have looked at this familiar story and understood better:

- ❖ what Jesus was saying about God's love;
- ❖ how those who leave God's presence must 'come to their senses';
- ❖ how those who appear to be close to God can really be far away because of bad attitudes.

## INSIGHTS FOR THE LEADER

This is the first of four sessions on the parables Jesus told.

This session deals with the prodigal son; session 8 with the parable of the sower; session 9 with the good Samaritan and session 10 with the parable of the sheep and the goats. Don't assume that your young people will know these stories so well that they can learn nothing from studying them once again. They may only have in their minds the images gained as a child and they need to consider the meaning of the parables with their present, more mature understanding.

You will also need to be aware of those young people who have never known a loving human father and so have great difficulty imagining God as being loving or loving them if He acts like a father.

Jesus constantly used real life situations as a means of communicating truth to His hearers.

The term 'parable' is given to this kind of story telling. In this session time is spent in defining the word 'parable' and explaining why Jesus used this method. The World Book Encyclopedia defines a parable as follows:

' . . . a brief story. It uses events and facts of everyday life. These happenings illustrate a moral or spiritual truth contained in the story. Greek and Latin writers used the parable, but the best examples of the parable are found in the Bible.'

Usually the true parable has only one point to make. However there are times when stories or statements that are often listed as parables should be more accurately described as 'similes', 'metaphors', or 'allegories'.

## SESSION 7

### FROM THE BIBLE

Luke 15:11 - 32.

### CHECKLIST

You may wish to obtain copies of current drama books such as 'Time to Act' by Burbridge and Watts (Hodder and Stoughton, 1979) or 'Greatest Skits on Earth' by Rice and Yaconelli (Zondervan). Products such as these have modern versions of many of the parables which are relevant for this age group.

It probably would not be wise to have a drama for every one of the four sessions on the parables unless your group enjoys producing and watching dramatic productions that stimulate their thinking. Be selective in deciding which of the four sessions will be best suited to dramatise for your group.

Select the Getting Started activity you will use and prepare accordingly.

You will need to select from the six suggested teaching approaches. Approach 1 should be included because this is the first of four sessions on the parables. It should not take up too much time. It is important to include the Bible reading and this can be done in approaches 2 or 6. Approach 5 ties in with approach 6. Approach 4 is for those who know the Bible story well or would be helped with this further evidence of God's love for them.

Photocopy the prayer on the senior work sheet for the Taking it Home segment so that each young person can join in the prayer.

The Century Dictionary explains the differences:

'A simile is a statement of . . . likeness in literal terms.' So when Jesus said, 'The kingdom of heaven is like leaven, which a woman took, and hid in three measures of meal' (Matthew 13:33), . . . he used a simile.

'A metaphor is a figure of speech that ... says that the first object is the second, or speaks as though it were.' In the fourth gospel, there are many passages which are metaphors, such as 'I am the door' (John 10:7), 'I am the living bread' (John 6:51), 'I am the good shepherd' (John 10:11), 'I am the way' (John 14:6).

'An allegory personifies abstract things.' The representation of abstract truth in an allegory is detailed and precise. Every detail of the description or the story has some parallel meaning. Therefore it is sometimes considered that the parable of the sower, with its description not only of the seed sown but of the different kinds of soil in which the seed fell, is an allegory.'

There is no need to over-complicate the story – it speaks clearly to the receptive heart.

The parable that is to be considered in this session does not set out to be a complete description of God's salvation plan for the world.

There are four things that should be noted in the parable considered in this session:

1. There is a direct link with the other two parables contained in Luke 15. There are three lost things: a lost sheep; a lost coin; and a lost son.
2. A group of tax collectors and sinners have come to hear Jesus and when the Pharisees and teachers of the law see the way that Jesus makes them welcome, they start muttering about Jesus' acceptance of these outcasts.
3. The parables of the sheep and the coins focus on the one that is lost being sought and great celebration when it is found. Note verses 7 and 10.
4. The parable of the lost son is more complex. The main focus is on the father and the characteristics he reveals. He shows love, patience, and forgiveness towards his wayward son.

God's great love is the central issue of the parable. (It has been said that this parable should be known as 'The Loving Father' rather than 'The Prodigal Son'.)

When people have become lost in sin and have no way of dealing with their situation, they need to 'come to their senses' (see verse 17) and return to God truly sorry for their deliberate rebellion and rejection of Him.

It also deals with the danger that those who have apparently stayed near to God, can actually wander away in their hearts. Bad attitudes, though not seen by others, are clearly known to God.

The elder son here represents the Pharisees and teachers of the law who were lacking in love, compassion and forgiveness.

The image that emerges from this parable is that of a family. There is the father, and there is the younger and the elder son. This session provides an opportunity to reinforce ideas on family relationships as studied in session 6:6 'Families Inc'.


The wonderful truth the young people need to be helped to understand is that the great God of the universe is also the Heavenly Father who loves them and who wants them to stay close to Him all through their lives.

## GETTING STARTED

1. Make a list of responses from your group to the questions:
  - a. What do you think would be good about leaving home, making your own decisions and doing your own thing? e.g.
    - Going to bed when I decide.
    - Eating what I like.
  - b. What do you think would be the 'not so good' things about leaving home? e.g.
    - Nobody to wake me in the morning.
    - Having to get all my own meals.
    - No clean clothes in the cupboard.
2. **Video clip**

Show the clip from the video *The Lion King* where Simba confesses that he's lost his way. He began life as the son of the lion king, but now he's miles away with no clue as to how he got there. Mufasa, his father, appears in a vision and challenges him to remember and return to his heritage. Simba can overcome his past by learning from his mistakes.

The starting time for this clip is 1 hour, 16 minutes, 15 seconds into the video. The cue is when Simba is talking to Rafiki and the clip to show goes for about 2 minutes, ending with Simba running away. (Suggestion from *Group's Blockbuster Movie Illustrations* by Bryan Belknap.)




**POINT**

In most cases the environment that children find themselves in if they leave home is worse than the home they left! One of the saddest decisions a person can make is to leave God's home or presence. In this session we will consider a story Jesus told to explain to us the effects of such an action.



**VIDEO CLIP**



**POINT**

Simba thought he could do his own thing. He had to come to his senses and return to his heritage. In this session we will consider a story Jesus told about a man who had to do this same thing.

## GOING DEEPER

### 1. Defining a parable

Jesus was a great story teller. He made sure that He used events, situations and objects that were familiar to His listeners so that they would nod their heads in agreement because they **knew** or had experienced what He was talking about.

He often told a story in answer to a question (especially when the question was meant to trick Him into giving an answer that would make Him appear disloyal), or when He knew some of the religious leaders were displeased with His actions.

The stories He told were to make points clearer to His listeners, or make them think about a particular point.


Often there was a hidden meaning in a story (such as the parable of the sower), but mostly the people got the message and the point was driven home enough to make His enemies realise that Jesus had really proved another point. We call such stories 'parables' and it is helpful to have a clear definition of this word.

**Discuss:** the meaning of the word 'parable'.

The finished definition should include these points:

A parable:

- uses comparisons from daily life or nature;
- makes a spiritual truth clearer;
- drives home a new point;



**LEADER TIP**

Give the young people time to discuss the word 'parable' and write down their ideas. Finally join them together in one definition to display.

- will be remembered by the listeners for a long time.

2. Read or have read to the group Luke 15:1 - 2, 11 - 32.  
A dramatisation or mime of the story may create a stronger impact than reading only.

3. If you have prepared a drama, present it now.

4. **Bible search – God’s love**

The record of God’s involvement with the human race shows consistently His steadfast love for His people.

These verses will be helpful in establishing this consistency. Have the young people find and read the verse and then tell the rest of the group what this passage is telling them about God.

- Deuteronomy 7:8 (states that it was because of God’s love for the Children of Israel that He made it possible for them to leave Egypt and make their home in the promised land of Canaan.)
- Jeremiah 31:3 (tells of the ‘everlasting love’ of God.)
- John 3:16 (shows how far God was willing to go to demonstrate His love for a world in deep problems with sin.)
- Romans 5:8 (confirms that God’s love is so great that His Son Jesus was willing to die even when mankind was lost in sin.)
- Ephesians 2:4, 5 (states that it is because of God’s love that we are given a new kind of life within us.)
- I John 3:1 (uses strong wording to emphasise God’s love and its results. The NIV says: ‘How **great** is the love the Father has **lavished** on us’. It also emphasises the Father/child relationship that results from the acceptance of Christ as Saviour by the believer.)

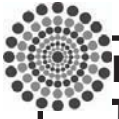
5. **The impact of Jesus’ teaching about God the Father**

The parable of the lost son reveals a picture of God that was very difficult for the religious leaders to accept. They assumed that God rejected people who were rejected by society. In telling this parable, Jesus is clearly stating that God’s love is not restricted to those who are apparently good and/or religious.

In fact He also taught in this parable that there is great spiritual danger when people assume that maintaining the appearance of being good, will maintain a good relationship with God.

- Read I Samuel 16:7.  
What does it say?  
(God consistently shows that He is more concerned with attitudes than He is with actions.)
- What does Jesus teach in this parable about our attitudes?  
(The right attitude of heart and mind is much more important than being seen to do the right thing.)
- If God only offered His love to those who were worthy, who would He love?  
(Nobody.)
- How does this parable show that God’s love is unconditional?  
(God’s love is offered freely to all who would receive it and would allow it to become a power for positive growth and development within them.)

Therefore those who are far away from God through sin are



**LEADER TIP**

Approach 4 is especially for those young people who are very familiar with the parable or who may need reassurance that God’s love is very real and does include them.



none the less dearly loved by Him. The father in the parable demonstrated this unconditional love towards his wayward son.

He by no means approved of what the son had been doing with his time, his life, and his money, but his love was so great that he was prepared to **forgive** him for his wrongdoing, **renew** the father son relationship, and **restore** the son to his place in the family.)

- Why was this depth of God's love hard to grasp?  
(This idea of God being involved and caring for people was hard to grasp. The people believed in God but did not see Him as a loving, personal God. They saw Him more as 'breathing down fire' on all who disobeyed His rules. Jesus showed that He had come to bring sinners back into a right relationship with God and to encourage those who were believers to show caring compassion for the lost.)

## 6. **The two sons**

If time is short you could have your young people work in two groups taking one character each. However, if this approach is used, it is important to see that time is allocated so that the findings of the other group are shared, otherwise your young people get a very one-sided view of the parable.

They should read Luke 15:11 - 32, paying particular attention to verses mentioning the character they are considering.

Using the following information as a back-up to the reading, have the group prepare a statement that shows the characteristics portrayed, the attitudes and the consequences of the person's actions. This should then be tied into attitudes and actions of ours that are similar.

### a. **The wayward son**

The younger son had abused his position, had been callous and uncaring towards his father, had been irresponsible in his actions, and had ignored all the standards and principles he had learned in his home.

But, in 'coming to his senses', he showed sorrow for what he had done and he sought the forgiveness of his father.

Notice that in 'coming to his senses' he chose to act positively by returning to his father.

The forgiving love of the Father was available to the younger son but, to be received, there had to be a time for assessment, a time for decision-making, and a time for a change of heart and mind. The story says, 'When he came to his senses'.

This suggests that when mankind is involved in sinful living and makes no time for God, then he has taken leave of his senses.

The sane, psychologically sound position for every member of the human race is to be in a good relationship with God.

People who are away from God need to try and understand their predicament, come to their senses, and return to the Heavenly Father.

### b. **The older son**

The older son had been faithful in doing the work on his father's property.

He had stayed at home while the younger son had gone off to live it up.

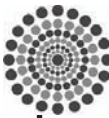
His attitude seems to suggest that he had written off his brother and wished that he had stayed away.

He couldn't handle the loving, forgiving attitude shown by his father.

The older son was full of self-righteousness, anger, and resentment.

He was lacking in love, in forgiveness, in understanding, and in respect for his father.

Although he had not gone away to another country and wasted his inheritance like his younger brother had done, he had in fact moved away from his father because of his bad attitudes.



### **LEADER TIP**

The young people should be encouraged to explore their own attitudes at this time.

### **SOLUTION**

The coded message on the senior work sheet is: 'A parable is a story from everyday life that contains a moral or spiritual truth.'

#### **c. What about me?**

- Do I bear any resemblance to either of these sons?
- Am I judgemental of kids who've been brought up to follow the right way but somehow wander away and get lost?
- Do I find it difficult to accept into my group kids who are different from me?
- Am I able to offer friendship, fellowship, and acceptance to kids who've turned away from God and been involved in wrong kind of living but have now returned?

## **TAKING IT HOME**

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God's love is so great that even the worst person in the world will find acceptance if they come to Him with the right attitude.

It is not what is said or done that reveals the character of the person, rather it is in thoughts and attitudes that the real person is revealed.

So God is not impressed with the things that are said or the things that are done unless they are consistent with the thoughts and attitudes of the person involved.

Use the prayer on the senior work sheet. Have all your group pray it together.

## **FOLLOW-THRU**

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This session links well with the Get Involved and Grow in Mission challenge to be a friend. It would be a real challenge for them to befriend someone who has just begun coming to the corps.

## **BIBLIOGRAPHY**

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*The Interpreter's Bible.*

HUNTER, A.M., *Interpreting the Parables.*

DRANE, John, *Introducing the New Testament.*



1. Wonderword

S	E	M	I	T	F	C	Y	N	A	T	A	E	M
G	T	W	E	L	C	O	M	I	N	G	N	C	S
O	E	U	P	O	W	N	R	E	P	B	A	D	U
D	O	N	P	V	E	C	N	G	E	R	A	K	O
L	N	K	E	I	S	E	G	N	I	W	T	Y	R
O	T	I	A	N	D	R	O	N	W	V	T	R	E
V	H	N	N	G	S	N	G	T	A	R	I	G	N
E	S	D	C	A	R	E	L	E	S	S	T	N	E
S	I	S	G	E	N	D	I	P	T	A	U	A	G
Y	L	T	N	A	T	N	E	P	E	R	D	L	O
O	O	O	G	O	T	Y	A	W	F	W	E	H	H
U	O	R	E	S	E	N	T	F	U	L	S	S	U
A	F	T	H	O	U	G	H	T	L	E	S	S	O
N	D	W	I	L	L	W	E	L	C	O	M	E	Y



Find the following words in the wordsearch. Decide which words apply to the sons or the father in the story. Write in the boxes YS for Younger Son, OS for Older Son, F for Father against the appropriate words.

- |               |                          |           |                          |           |                          |           |                          |
|---------------|--------------------------|-----------|--------------------------|-----------|--------------------------|-----------|--------------------------|
| thoughtless   | <input type="checkbox"/> | resentful | <input type="checkbox"/> | forgiving | <input type="checkbox"/> | angry     | <input type="checkbox"/> |
| generous      | <input type="checkbox"/> | caring    | <input type="checkbox"/> | concerned | <input type="checkbox"/> | wasteful  | <input type="checkbox"/> |
| loving        | <input type="checkbox"/> | stupid    | <input type="checkbox"/> | welcoming | <input type="checkbox"/> | foolish   | <input type="checkbox"/> |
| bad attitudes | <input type="checkbox"/> | careless  | <input type="checkbox"/> | unkind    | <input type="checkbox"/> | repentant | <input type="checkbox"/> |



2. Starting from the letter at the beginning of the second row (G) proceed (going downwards first) around the edge of the wordsearch to find a message. Only use the letters you have **not** circled.

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**HIGHLIGHTS**

- Jesus told this parable to teach us that God loves all His children.
- The Pharisees thought Jesus was wrong to mix with the outcasts of society.
- God does allow us to choose to leave His presence.
- We have to 'come to our senses' before we see our need for God.
- Bad attitudes are just as wrong as bad actions.

3. In this parable there are \_\_\_\_\_ sons.  
The younger son sinned by \_\_\_\_\_

Although the other son stayed at home, he sinned by \_\_\_\_\_

The father in the story represents \_\_\_\_\_

The story reminds us that God \_\_\_\_\_

4.

Having read the Scripture verses, write these statements into the correct boxes. They show the father's reactions to his two sons' behaviour.

- Forgave his son and gave a party to welcome him home.
- Watched for his son's return.
- Ran to meet his son on his return.
- Gave his son the freedom to choose what he wanted to do.

THE FATHER IN LUKE 15:11 - 24	GOD OUR FATHER
	Gives his children freewill.
	Watches over his children.
	Welcomes his children back when they are sorry for wrong-doing
	Forgives his children and is glad when they repent.



THE FATHER IN LUKE 15:28 - 32	GOD OUR FATHER
	God seeks to contact his children no matter how much they turn from him.
	Pleads with his children to do what is right.
	Reassures his children of their worth in his sight.
	Rebukes his children for being unloving and unforgiving toward others.

- Reassured his son that he was loved and needed.
- When the elder son refused to come in, the father went out to plead with him..
- Rebuked the elder son for his lovelessness.
- Pleaded with his son to do what was right and join the celebration.





S	E	M	I	T	F	C	Y	N	A	T	A	E	M
G	T	W	E	L	C	O	M	I	N	G	N	C	S
O	E	U	P	O	W	N	R	E	P	B	A	D	U
D	O	N	P	V	E	C	N	G	E	R	A	K	O
L	N	K	E	I	S	E	G	N	I	W	T	Y	R
O	T	I	A	N	D	R	O	N	W	V	T	R	E
V	H	N	N	G	S	N	G	T	A	R	I	G	N
E	S	D	C	A	R	E	L	E	S	S	T	N	E
S	I	S	G	E	N	D	I	P	T	A	U	A	G
Y	L	T	N	A	T	N	E	P	E	R	D	L	O
O	O	O	G	O	T	Y	A	W	F	W	E	H	H
U	O	R	E	S	E	N	T	F	U	L	S	S	U
A	F	T	H	O	U	G	H	T	L	E	S	S	O
N	D	W	I	L	L	W	E	L	C	O	M	E	Y

1. Wonderword

Find the following words in the wordsearch. Decide which words apply to the sons or the father in the story. Write in the boxes YS for Younger Son, OS for Older Son, F for Father against the appropriate words.

The Jews considered caring for pigs the most degrading job there was.



- |               |                          |           |                          |           |                          |           |                          |
|---------------|--------------------------|-----------|--------------------------|-----------|--------------------------|-----------|--------------------------|
| thoughtless   | <input type="checkbox"/> | resentful | <input type="checkbox"/> | forgiving | <input type="checkbox"/> | angry     | <input type="checkbox"/> |
| generous      | <input type="checkbox"/> | caring    | <input type="checkbox"/> | concerned | <input type="checkbox"/> | wasteful  | <input type="checkbox"/> |
| loving        | <input type="checkbox"/> | stupid    | <input type="checkbox"/> | welcoming | <input type="checkbox"/> | foolish   | <input type="checkbox"/> |
| bad attitudes | <input type="checkbox"/> | careless  | <input type="checkbox"/> | unkind    | <input type="checkbox"/> | repentant | <input type="checkbox"/> |

The friends money buys, aren't worth having.



2. Can you break the code?  
 Clues: C = A, T = R, N = L (make all the letters go back 2 letters)

C r c t c d n g k u c u v q t a h t q o

g x g t a f c a n k h g v j c v e q p v c k p u

c o q t c n q t u r k t k v w c n v t w v j



3. In the parable of the Prodigal Son:

a. The father represents: \_\_\_\_\_ .

From his actions and words we can know that God

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

b. The younger son represents \_\_\_\_\_

He had to learn \_\_\_\_\_

When he finally 'came to his senses', he \_\_\_\_\_

His welcome was \_\_\_\_\_

c. The older son represents \_\_\_\_\_

Although he still lived with his father, his wrong attitudes came through when

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

This reminds us to \_\_\_\_\_

\_\_\_\_\_

This story is often called the most wonderful story Jesus told.

It was only when the son 'came to his senses' that he realised how much he needed his father's care.



4. Dear Father,  
Thank you for loving me and for caring for me.  
Thank you for sending Jesus to find me so that I could come home to you.  
Thank you for being part of my life, for guiding me in the way I should go,  
for showing me when I am wrong, and for giving me strength to do the right thing.  
Help me to be honest with you, with my family, and with my friends.  
Help me to show to others the love that you have shown to me.  
Keep me close to you and let your love continue to work in my life so that I  
can become more like Jesus.

Amen







# SEEDS AND SOIL

## SESSION 8

### AIM

Through a study of the parable of the sower, to show the young people that the seed of faith planted in our lives will grow according to our response.

### OBJECTIVES

By studying this parable the young people will understand:

- i. what Jesus meant by
  - ❖ the path;
  - ❖ the rocky ground;
  - ❖ the thorns;
  - ❖ the good soil;
  - ❖ the varying harvest;
- ii. that they must decide which 'soil' they want to be.

### INSIGHTS FOR THE LEADER

This is the second session in a series of four on stories Jesus told. Please refer to session 6:7 for information on parables.

Parables were used extensively by Jesus as a means of teaching. With the basis for each parable being a familiar scene to the listener, the stories were effective and easy to remember.

Although the stories themselves could be easily understood and remembered, the meaning behind some of the stories would only be understood by the earnest seeker who was prepared to search for it.

Truth about the Kingdom of God was available to those who were tuned in to hear more than the surface story, but uncaring unbelievers rarely thought about its meaning.

If it is a general rule that parables contain one central truth, what is the truth to be gained from the parable of 'The Sower and The Seed'?

In the *Tyndale New Testament Commentary* on Luke's gospel, Leon Morris writes:

'There are two ways of understanding this parable. One sees it as encouraging disciples with the contrast between the small beginnings and the ultimate rich harvest. Though some seeds fell in unproductive places, the final result was impressive.

The other emphasises the importance of a right reaction to hearing the word. If we take it in, a rich harvest results, but if we react like the path, the rock, or the thorns, we finish with nothing.'

### FROM THE BIBLE

Mark 4:1 - 9, 13 - 20.

### CHECKLIST



There are four Getting Started activities suggested. Do not try to do more than two of them. They follow two distinct ideas. The first two make the point that it is possible to hear without really listening and accepting what we hear.

Getting Started 3 and 4 are more suitable for those young people interested in how things grow.

Choose the starter that will be of most interest to your group and prepare accordingly.

There are five suggested teaching approaches. Approach 1 is only a short reminder of what a parable is and why Jesus used them.

In approach 2 the parable is read with a look at the pictures (on the work sheets) and explanation of farming conditions in those days.

Approach 3 will only be used if you have prepared a drama based on this parable.

Approach 4 is the reading of the explanation that Jesus gave concerning this parable.

Make sure you leave enough time to complete approach 5 because it aims to have the young people apply the teaching of the parable to their own lives.

Verse 9 of Mark 4 would seem to support the second view: 'And Jesus concluded, 'Listen, then, if you have ears!''

We can learn a great deal by carefully looking at the four sections of this parable.

There is no inconsistency in doing this, for each section will reinforce the central truth.

The gospel message can be shared with people, but if they fail to accept it and apply it (for whatever reason) then it will not bring about any change.

God has granted freedom of will to all people. This means that we can decide for ourselves whether or not we will accept the seed of salvation and eternal life when it is sown.

The harvest is entirely the result of the hearer's response.

One seed of grain when planted in the right soil can produce one hundred seeds. Those hundred seeds can produce ten thousand seeds.

When the seed of God's word finds fertile soil in the life of a believer, there is great potential for that one believer to be used by God to share the Good News with countless other people resulting in a rich harvest for the Kingdom of God.

## GETTING STARTED

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### 1. Play the 'Pass the message' game

Seat your group in a circle. The leader whispers a detailed message to the first person. It may only be given once but should be spoken in an unhurried fashion. The message is then whispered around the circle until the final 'hearer' relates what was heard to the whole group and this can be compared with the original message.

**Or**

2. Listen to a popular song together and then ask some specific questions about the lyrics. It may be useful to select a song with the words printed out (many CDs have the words inside the label) so that you can refer to it when you ask the questions.

**Or**

3. Show some samples of a variety of seeds. Draw attention to their smallness then emphasise their potential for growth in the right environment.


One sunflower seed can produce a plant about 2 metres tall, with enough foliage to give shelter from the sun, and with a flower measuring 30 cm across.

**Or**

4. If any of the young people have had any background in farming, see if they will share what they have seen or done in the preparation of paddocks for the planting of a crop.

In Australian farming it can take several different operations to prepare the soil for planting.


The ploughing turns over the soil to a depth of maybe 50 cms. A different kind of plough may then be used to break up the large lumps of soil. This could be followed by either a rotary hoe or a harrow to smooth and flatten it and to break it up even more finely. Finally, an implement could be used that combines seed sowing, fertiliser application, and a device to provide a light covering of soil for the seed.



**POINT**

In this world of constant noise and messages, many of us are becoming very good at hearing but not really listening.

Today we are going to consider what Jesus had to say about the danger of not really listening to what He is saying to us.



**POINT**

Despite the fact that some of this work may be tedious and boring, the farmer knows that if he does not prepare his soil properly, then his seed will not produce as large a crop as it would with thorough preparation.

# GOING DEEPER

## 1. Thinking about parables

The young people should be reminded of what parables are and understand that Jesus was not just commenting on the various scenes that He saw around him as He travelled in Palestine. The most important thing in His mind at all times was the Kingdom of God, the part He had to play in it, and the teaching about it to those who would listen.

## 2. Bible reading

Read the parable from Mark 4:2 - 9.

Show or have them look at the pictures (on the work sheets) of the sower and read the comments about this method of sowing.

Get the young people to list on their work sheet the four places where the seed fell.

## 3. If you have decided to have a **drama or role play** about this parable, include it now.

## 4. The meaning of the parable

Read together Mark 4:13 - 20.

Jesus is pointing out that the way we hear and respond to God's message is just like what happens to seeds that are sown. The condition of the soil makes a big difference.

Beside the four types of soil write down what happened to the seed that was sown and what type of person is represented by the soil.

Help the young people to see that the end result from each soil type, apart from the good soil, was the same:

- no real growth;
- no fruit bearing.

Our ideas about living a good life are often quite different to God's ideas about goodness.

Make it clear to the young people that regardless of what people think about life, regardless of what plans they might make, if they ignore God's way, then they are heading completely in the wrong direction.

The way of 'the good soil' is the right way. Any and all of the other soil types lead to one result: separation from God!

## 5. Applying the parable to our own lives

This parable is about listening and really hearing the message that God wants to share with mankind.

There are times when people are speaking and others are apparently listening but they have not really heard and understood what was said. How often do we sit in a service and not hear what is being said because our minds are on other matters or we've lost interest, or we're discouraged?

How often do we say that God never talks to us? Is this because we are so busy that we have no chance of hearing?

God has given each of us a free will – this means He allows us to decide what response we will make to His message.

The different harvests were no reflection on the seed that had been sown. The seed was good – given a chance it would have grown, and where the soil was prepared it **did** grow and produce other grain.

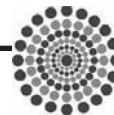
### VIDEO CLIP

Watch this parable from the Matthew video. Matthew 13:1 - 9.



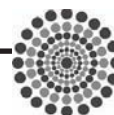
### LEADER TIP

This is activity 2 on the work sheets. The senior work sheet is set out as a chart to be completed as you go through the approaches.



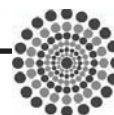
### LEADER TIP

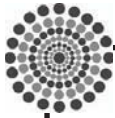
Have the young people check the Bible passage again so that all the details are included.



### LEADER TIP

The young people can keep completing the details for activity 2 on their work sheets.





## LEADER TIP

There are other *TRIBE* sessions on free will in unit 4, so stay with the aims of this session.

God's great desire is that all members of the human race would be in a relationship of close fellowship with Him.

He communicates with people in a variety of ways and it is most important that they listen with close attention and with a teachable spirit to what He is saying to them.

- God speaks through His Word, the Bible;
- He speaks through His Holy Spirit in a person's heart;
- He speaks through the voice of conscience;
- He speaks through other Christians;
- He speaks through nature.

When God's message is heard and understood, then it must be obeyed.

*The completed table on the senior work sheet should look something like the following:*

Place where seed fell	What happened to the seed	Person this represents
1. The path. v.4	The birds ate it because the ground was too hard for the seed to sink into it. v.4	Indifferent to the message - not really interested. Easily discouraged by temptation. v.15
2 The rocky ground. v.5	Grew quickly but the roots had no depth and the plant died out. v.5 - 6	Hears message gladly, but it doesn't sink in deeply. Gives up as soon as persecution or troubles come. v.16 - 17
3. The thorn bushes. v. 7	The thorn bushes choked the plants so they never matured to produce grain. v.7	Hears the message but desire for wealth, success, popularity, etc., crowds in and chokes the message. v.18 - 19
4. The good soil. v.8	The seeds sprouted, grew and matured to bear grain, 30, 60, 100%. v.8	Hears the message, accepts it, becomes a committed believer and grows and produces fruit. v.20

## TAKING IT HOME

If you used Getting Started 1 or 2, refer back to them. Remind the young people that it is up to us to decide whether we will really listen to God's word, accept it with our mind and act on it.

It's easy to shut out the voice of God. A person may not want to deal with what God is saying, so God's voice can be tuned out.

God's seed planted into our hearts must be looked after so that it continues to grow.

We need to realise that God's way is not just the best way, it is the only way to peace and contentment in this life and eternal life with God in Heaven when this life is over.

When we receive the seed of God's word in our hearts and allow it to grow and develop, then the Holy Spirit causes a rich harvest to result.

Pray that we will be soil that produces a harvest.

## **FOLLOW-THRU**

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Why not challenge your group to consider how they could help to spread the good news. Sharing a Christian book or video with a friend from Get Involved and Grow in Mission is a challenge they could select

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TYNDALE, *New Testament Commentary on Luke*.

HUNTER, A.M., *Interpreting the Parables*.



HIGHLIGHTS

- Some people hear God's word but don't really listen to what He is saying.
- Satan tries to stop us from hearing God's word.
- If God's message is not deep within us, troubles and problems can make us give up.
- Being too busy with other things can crowd out God's word.

# SEEDS AND SOIL

The sower in Eastern lands would have a bag or basket slung round his neck containing the seed. He would take handfuls of the seed and scatter it as evenly as possible over the ground.

It would seem that the soil was not prepared before planting but that in a rather primitive way the plough would be used afterwards to cover the seed with soil.

The fields were probably unfenced and public pathways could wander right through the middle of the field being sown.



# 1

The four types of soil were:

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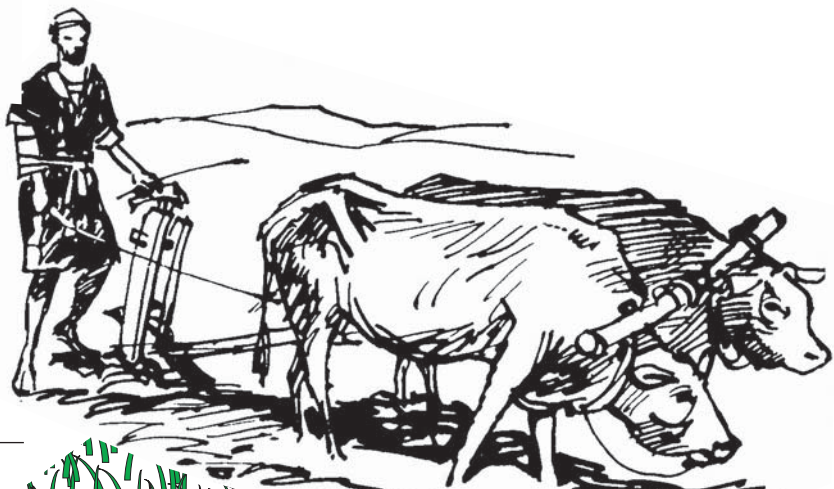
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# 2

What's it mean?

a) the sower is \_\_\_\_\_

b) the seed is \_\_\_\_\_

c) the path is \_\_\_\_\_

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d) the rocky ground \_\_\_\_\_

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e) the thorn bushes \_\_\_\_\_

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f) the good soil \_\_\_\_\_

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# 3

What can you do personally to make sure your 'soil' is good?

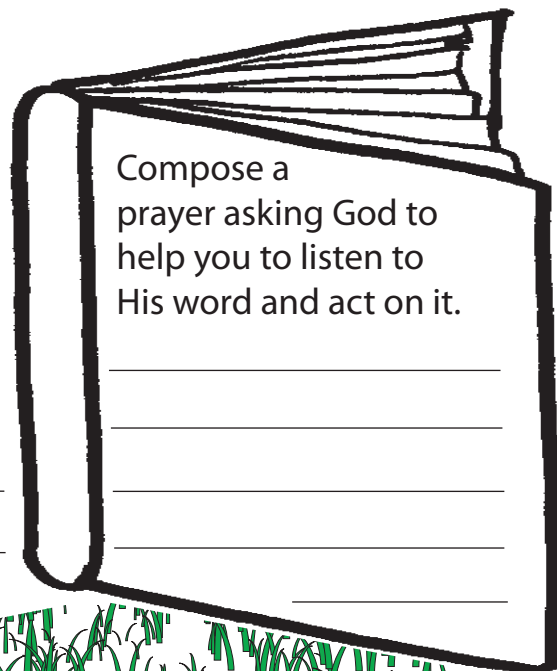
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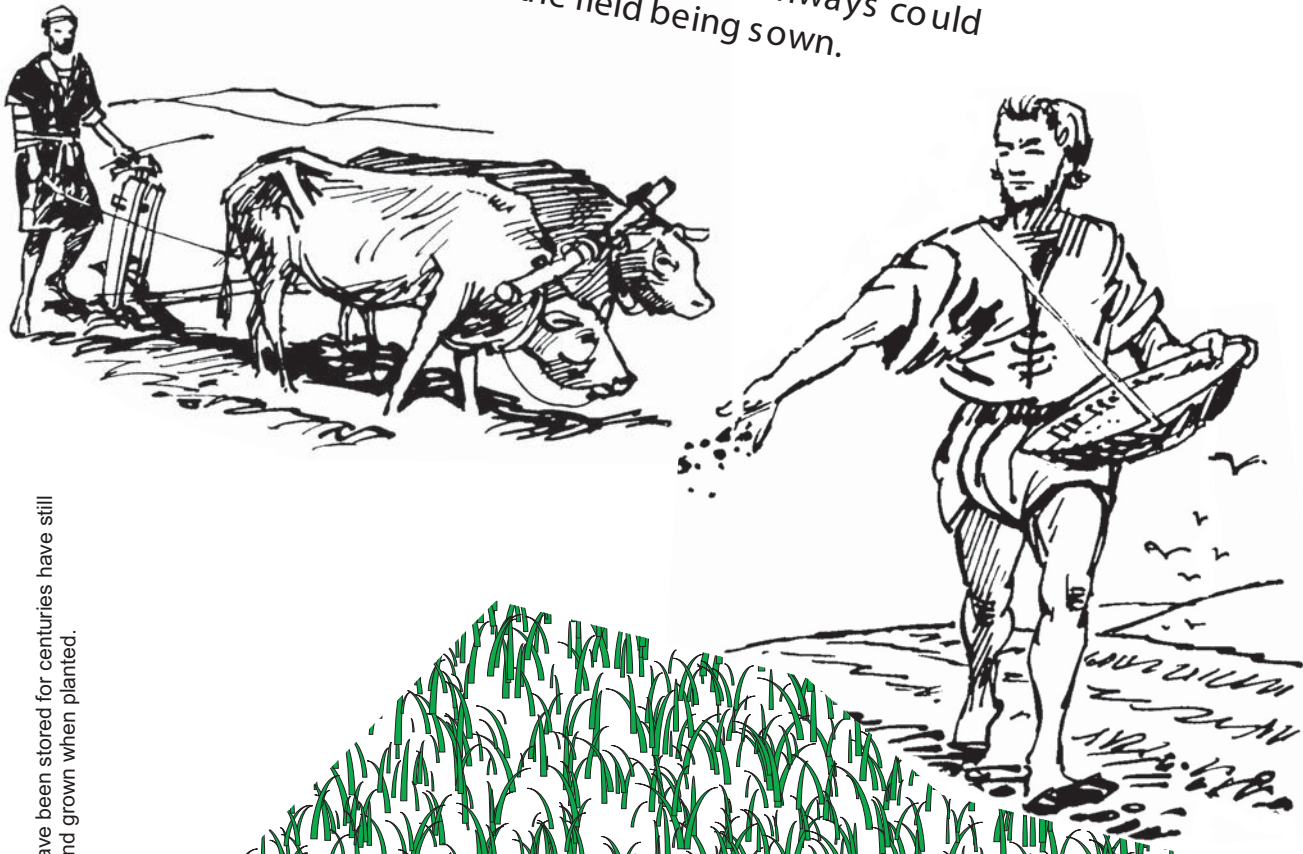
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# SEEDS AND SOIL

**1** The sower in Eastern lands would have a bag or basket slung round his neck containing the seed. He would take handfuls of the seed and scatter it as evenly as possible over the ground. It would seem that the soil was not prepared before planting but that in a rather primitive way the plough would be used afterwards to cover the seed with soil.

The fields were probably unfenced and public pathways could wander right through the middle of the field being sown.



Seeds that have been stored for centuries have still germinated and grown when planted.





# 2

Place where seed fell	What happened to the seed	Person this represents
1.		
2.		
3.		
4.		

Satan doesn't mind your commitments as long as you don't keep them.

# 3

Discuss with your group which soil most represents you. Why is it hard to follow through our good intentions? Why is it hard to be faithful under persecution and stress?

Compose a prayer asking for God's help to be 'good soil' so that you hear and gladly accept His message.

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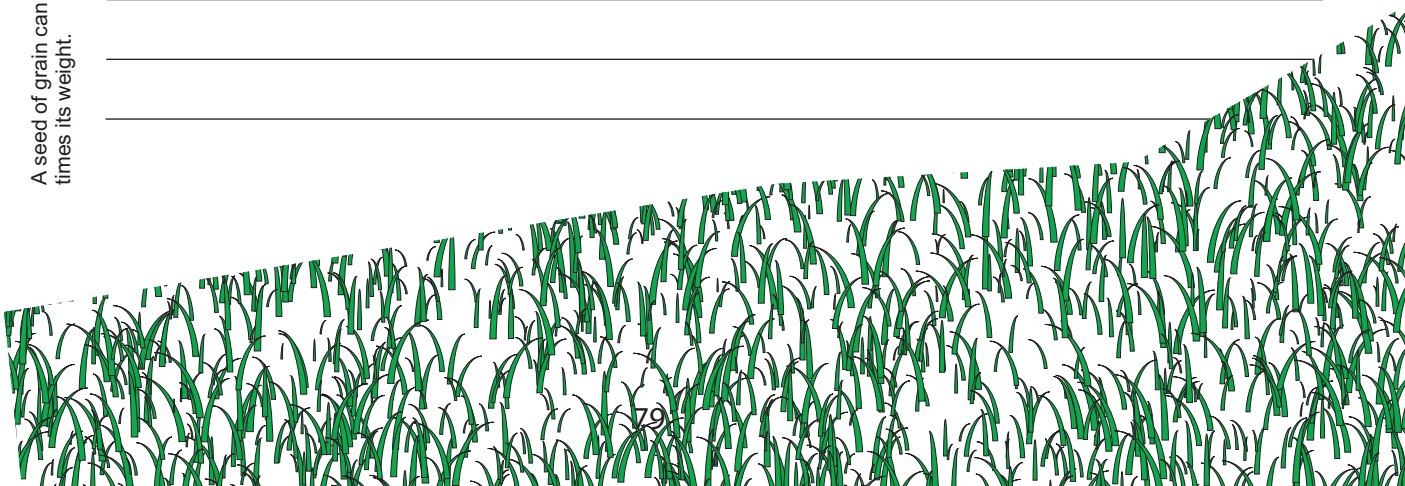


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A seed of grain can yield 100 times its weight.



## SESSION 9

# WHO IS MY NEIGHBOUR?

### FROM THE BIBLE

Luke 10:25 - 37; Romans 13:9 - 10.



### CHECKLIST

There are two suggested Getting Started activities for this session. If you choose Getting Started 1, you will need a board to write down the list. Getting Started 2 is an active game.

There are 4 suggested teaching approaches and you should complete approaches 1 and 2. You will need to be ready to supply the extra information in Insights for the Leader for approach 2.

Approach 4 is an alternative to the presentation of the drama or watching the video. Prepare the type of questions the interviewers should ask in this so the relevant points about the parable are brought out.

### AIM

Through a study of the parable of the good Samaritan to help the young people realise that God expects us to help anyone in need.

### OBJECTIVES

As a result of this session the young people will understand that in this parable Jesus was teaching that:

- ❖ an outward 'show' of religion is not a sign of love for God;
- ❖ loving God means loving our neighbour;
- ❖ our 'neighbour' includes those we may not even like or consider worthy of help.

### INSIGHTS FOR THE LEADER

This is the third session in unit 6 to deal with the teaching of Jesus given through a parable.

Refer to the leader's notes in session 7 to remind yourself why Jesus used parables.

Next to the parable of the prodigal son, this story of the good Samaritan is probably the most frequently told. Don't assume, however, that your young people know all about the parable. They may know the story but have given little thought to what it is teaching.

You will be aware of the minority or oppressed groups in your community. You may also know whether such groups are treated with hostility or simply callous indifference. This session deals with such attitudes. Can I call myself a Christian if I see no reason to be concerned for others?

It is interesting to note that this story came out of a lawyer's question. Luke 10:25 tells us that the lawyer had a specific intention when he asked his question. He wanted to trap Jesus. Jesus, knowing this, asked him what the Scriptures said. The lawyer responded with the teaching of Deuteronomy 6:5 and Leviticus 19:18 and Jesus agreed. So the lawyer had another try! No lawyer likes to feel outwitted! 'But who is my neighbour?' (v.29).

This point had been discussed in Jewish circles many times. Some felt that it MAY include Gentiles, it almost certainly did not include Samaritans!

Jesus refused to be involved in a pointless argument. After the story was completed Jesus asked, 'Who ACTED like a neighbour?'

The setting for the story is on the road from Jerusalem to Jericho, a notoriously dangerous road. Jerusalem is 700 metres above sea level. The

Dead Sea, near which Jericho stood, is 400 metres below sea level. So, in less than 30 km, the road dropped 1,000 metres.

It was a wild and inhospitable road. There were numerous caves on the hillsides, used by beggars and outlaws. Stories of robbery and assaults were well known by Jesus' listeners. Such attacks constantly happened on the Jerusalem to Jericho road.

Let's look at the characters:

1. There was the traveller. He was a foolish character who took unnecessary risks. People seldom travelled the Jerusalem to Jericho road alone if they were carrying goods or valuables. Seeking safety in numbers, they travelled in convoys or caravans. This man probably had no one but himself to blame for the trouble he found himself in.
2. There was the priest. He hurried past. He obviously thought about the fact that if he touched a dead man he would be unclean for seven days (Numbers 19:11). He could not be sure, but he feared that the man was dead. To touch him would mean losing his turn of duty in the Temple; and he couldn't risk that. Ceremony was more important to him than compassion. The Temple and its rituals meant more to him than this man's pain.
3. There was the Levite. He was a temple official. Maybe he sang in the choir or was a porter. He seems to have gone nearer to the man before he moved on. The bandits were in the habit of using decoys. One of their number would act the part of a wounded man; and when some unsuspecting traveller stopped, the others would rush and overpower him. The Levite was a man whose motto was, 'safety first'. He would take no risks to help anyone else.
4. There was the Samaritan. The listeners would obviously expect that with his arrival the villain had arrived. 'For Jews do not associate with Samaritans.' (John 4:9 NIV).

The irony of Jesus choosing a Samaritan to be the 'goodie' will need to be explained to your group because the drama of the story is only appreciated if the feud between the Jews and Samaritans is understood. The Samaritans were only half-Jewish. Way back in the eighth century BC when the Assyrians had defeated the northern Kingdom of Israel, they had deported many of its citizens leaving only a remnant behind. They brought into the land other conquered peoples from various parts of the world (2 Kings 17:24). During the years that followed there was intermarriage between Israelites and foreigners. Later on the Jews of the Southern Kingdom also experienced defeat, Jerusalem had been destroyed and the people were taken as captives to Babylon. In the fifth century BC these people returned to Jerusalem to start and rebuild the city. The people of Samaria offered their help in rebuilding the Temple (Ezra 4:1 - 3) but this was refused because the Jews felt it was to be their particular task as commanded by Cyrus. After this refusal the Samaritans did everything they could to hinder the re-establishment of the city.

At a later date, in the fourth century BC, the Samaritans built a rival temple at Mount Gerizim and the division was complete. The Jews hated the Samaritans because of their marriage to foreigners and because of their separate worship. The Samaritans hated the Jews because they had refused to cooperate and because they believed themselves to be a superior race. For the Jew there was no such thing as a 'good' Samaritan.

This gives a dramatic twist to Jesus' parable. The one who really showed goodness and compassion was a man of a despised race.

Jesus' teaching indicated that practical help extended to our neighbours when they are in need is more important than religious duties.

We see that Jesus' answer deals with three things:

1. We must help others even if the trouble has been self inflicted.
2. Any person of any nation who is in need is our neighbour. Our help must be as wide as the love of God.
3. The help must be practical and not consist of merely feeling sorry. No doubt the priest and the Levite felt a pang of pity for the wounded man, but they did nothing. Real compassion does something.

What Jesus said to the lawyer, he says to us – 'You go, then, and do the same.'

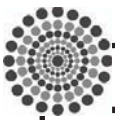
## POINT

There are many times when we see people who need help. We can offer to help, or we can say we have had a hard day ourselves, or we can grow indifferent and say that there are agencies to help such people.

In this session we want to consider what Jesus taught us about our attitude to people in need and consider how we measure up.

## POINT

How does it feel to be excluded from some activity? In the game the purpose was to keep someone 'out'. In this session we will learn what Jesus taught us about how we should treat people who are different to us and who we find difficult to accept.



## LEADER TIP

These questions are activity 1 on the work sheet. Juniors do not have two of the questions.

## GETTING STARTED

1. Make a list of how people can be neighbourly. This can be done individually or with the young people suggesting ways and the leader writing them onto a board. Suggestions could be:
  - feed pets when neighbours are away;
  - water the garden;
  - bring in the washing if it is about to rain and so on.

Or

2. Have everyone sitting on a chair in a circle. Choose one young person to be 'in' to start the game – this leaves one empty chair in the circle.

The aim of the game is that everyone who is seated moves one chair in one direction all at the same time. The person who is 'in' has to try and sit in the empty chair. If the person who is 'in' manages to sit down, someone else will be standing and so the game continues.

## GOING DEEPER

### 1. The parable

Read together Luke 10:25 - 37.

Questions to be answered:

- a. What question did the lawyer ask Jesus? (v.25)  
(Seniors) What was his real purpose in asking the question? (v.25)
- b. How did Jesus reply to him? (v.26)
- c. Do you know where the lawyer's answers come from?  
(Answer: The Old Testament. This may be a good time to show your young people how to use footnotes in a Bible.)  
Read Deuteronomy 6:5 and Leviticus 19:18.
- d. Was Jesus pleased with his reply? (v.28)  
(Seniors) Why did the lawyer ask another question? (v.29)
- e. Why did Jesus choose the Jerusalem to Jericho road as the setting for his story?  
(You may need to help with this answer by giving your group the information about this road as set out in Insights for the Leader. Similar help will be needed in the next three questions.)
- f. Why wasn't the priest willing to be involved? (Answer is found in Numbers 19:11.)
- g. What was the Levite guilty of?



h. Why did Jesus choose a Samaritan to be the 'good guy'?

## 2. Presentation of drama

Props: Corps Officer's uniform epaulettes, musical instruments, antiseptic cream, bandages, motel sign.

Characters: Narrator, Citizen, Wise Old Man, Traveller, Aussie hoods, Corps Officer, a musician, Yukka, motel clerk.

NARRATOR

One part of the country where a wise old man lived was called Yuk Town, and the people who lived there were called Yukkass. The ordinary Aussies looked down on the Yukkass; wouldn't even speak to them. If you said the word 'Yukka', they would just spit on the ground and say, 'Yukka are scum' or 'The only good Yukka is a dead Yukka.' The hero of this story is not an Aussie, but a Yukka. As usual it was a question that started the story.

*(Wise Old Man is seated. Enter the Citizen.)*

CITIZEN

Wise Old Man, I have this problem. Can you tell me what I have to do to be good and please God?

WISE OLD MAN

What does the Bible say?

CITIZEN

I dunno.

WISE OLD MAN

Well, it says, 'You must love the Lord your God and you must love your neighbour as yourself'. If you do this, you will please God.

CITIZEN

Yes, but I've got another problem. Who is my neighbour?

WISE OLD MAN

Let me tell you a tale...

*(Traveller enters.)*

TRAVELLER

I'm not looking forward to going to town tonight. There are dark streets all the way and it's very lonely. Still, when you've gotta go...

WISE OLD MAN

He started on his way, and before long some Aussie hoods attacked him, beat him up and took his money.

Enter CORPS OFFICER

I'm on my way to the meeting... I've got to hurry. *(He sees the victim.)*

Good heavens! What's that? It looks like a dead man. I'll get my white shirt dirty if I touch him. I'll call an ambulance when I get to the hall, maybe, but I'll walk on the other side so I don't notice him. *(Hurry off.)*

Enter MUSICIAN

I wonder why the Corps Officer walked on the other side of the road? *(He sees victim.)* Now I see. He must have thought the guy was dead. *(He looks him over.)* He's probably past help... anyway, I've got to get a move on. The service can't start without me! The corps officer will probably ring for an ambulance from the hall anyway.

Enter YUKKA

This is a lonely part of town. If I got mugged, I wouldn't get any help from the Aussies around here because they hate Yukkass. *(He sees the*



## LEADER TIP

Having prepared the drama beforehand, have it presented to the group.

victim.) What's this? Someone's been bashed. I wonder if he's dead? (He goes over to the victim.) He's an Aussie and he's in a bad way. I've gotta help him. I'll put some antiseptic cream on his wounds and bandage him up. There! Are you feeling better?

WISE OLD MAN

He helped him up and walked along with him.

YUKKA

There's a motel around the corner.

(To the accommodation clerk.) Look at this poor guy. Will you give him a bed? He has no money. He's been robbed, so I'll pay for him. (Hands over money.) I'll be coming back this way tomorrow and if there's anything else owing, I'll fix you up then.

WISE OLD MAN

Well..., you wanted to know who your neighbour is. Now I'm asking you, who was neighbour to the guy who was robbed?

CITIZEN

The one who helped him.

WISE OLD MAN

That's how to be good and please God. Go and do the same.

**Discuss**

What does this say to us about our society?

Have people changed much over the years? Why? Do we all tend to think that someone else can help? How guilty are we of bad attitudes to people we don't find attractive?

### 3. Role play

This will need to be prepared well so that it seems to be natural responses coming from the two young people concerned. It would be good to use someone who is not in the group as the 'Stranger'. The group should be seated ready to start with those participating seated in the appropriate places. (Named 'Sue' and 'Josh' in the script below.)

Dress the stranger in the way that you know will get a reaction from your group. (e.g., dirty, weird, in a national costume of another race.)

LEADER

(Going forward to meet the Stranger who appears at the door.)

Hello ... I'm so glad you accepted my invitation and came to join us. Come right in. (Looks at the group and addresses the first participating young person.) Sue, would you look after my friend here? Make him feel welcome and show him what to do.

SUE

Me? Why me? I don't want him sitting near me. The other girls will tease me for weeks about it. Ask one of the boys. Ask one of the guys.

LEADER

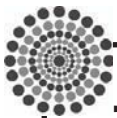
Josh, how about you looking after our guest?

JOSH

Yes, well ... I'd like to ... but I'm allergic to odd smells and I'd be sneezing in no time ... I'd really like to help ... I know I should... We want our group to grow ... but I don't think I'd better help ...

STRANGER

It doesn't matter. I told you I wouldn't be welcome here. I'll go. (Exits.)



## LEADER TIP

Go straight into this after discussion of the drama or video.

### **Discuss**

What was your reaction to this scene?

- Was it typical of what we would do?
- Would we have thought of other 'good' reasons that would justify our actions?
- What will others say? I might catch something. I can't stand sitting near people who have a strange odour about them. I'm busy enough already. People will think that I'm odd, too.

**Or**

#### **4. Interview**

Prepare leaders or seniors to be the different characters in the parable and select two young people to interview them. See that they bring out the following points about their actions and attitudes.

**TRAVELLER:**

- Remembered he'd been told not to go that way.
- Went anyway.
- In too much of a hurry to take the advice of others.
- Went and did his own thing.
- Suffered the consequences.

**PRIEST:**

- Poor man – but I can't stop!
- Duties to perform at the Temple – in a hurry.
- I've got to get to the meeting on time. I can't help.
- Duty versus compassion.

**LEVITE:**

- Safety first – takes no risks to help anyone.
- Today – I might get AIDS!!

**SAMARITAN:**

- People first – not me first.
- Love.
- Poor man – I must help him.
- I must do something.

## **TAKING IT HOME**

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Read Romans 13:9 - 10. The writer to Romans, Paul, is reminding us that when we love our neighbour as ourselves, we will be keeping these commandments that teach us how we should treat others.

We have seen from our session today that:

- We must help people even if they have brought their trouble on themselves. We can show that we love them through our actions.
- Any person of any nation who is in need is our neighbour. We cannot say we love God if we do not also love our neighbour.
- Our help must be practical – not just a matter of feeling sorry. Compassion, to be real, must be followed by actions.

## **FOLLOW-THRU**

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Challenge your members to think of the lonely or the different people they know – at school or in their neighbourhood. They could accept the

challenge in Get Involved and Grow in Mission to be a friend to such a person and care for them or to visit a nursing home as a member of a group.

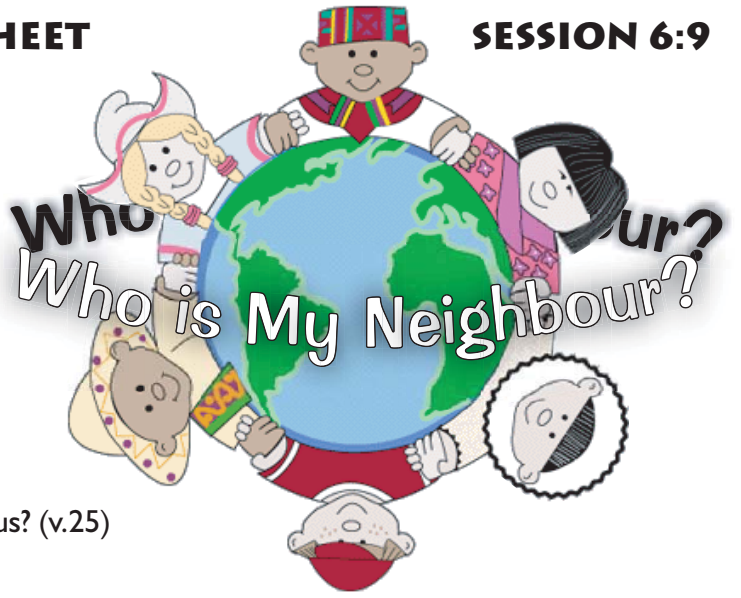
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*The Interpreter's Bible*, Abingdon, Nashville 1980.



**1.**

**Read Luke 10:25 - 37 then answer these questions.**

a. What question did the lawyer ask Jesus? (v.25)

\_\_\_\_\_

(Seniors) What was his real purpose in asking the question? (v.25)

\_\_\_\_\_

b. How did Jesus reply to him? (v.26)

\_\_\_\_\_

c. Do you know where the lawyer's answers come from?

\_\_\_\_\_

d. Was Jesus pleased with his reply? (v.28)

\_\_\_\_\_

(Seniors) Why did the lawyer ask another question? (v.29)

\_\_\_\_\_

e. Why did Jesus choose the Jerusalem to Jericho road as the setting for his story?

\_\_\_\_\_

\_\_\_\_\_

f. Why wasn't the priest willing to be involved? (Read Numbers 19:11.)

\_\_\_\_\_

\_\_\_\_\_

g. What was the Levite guilty of?

\_\_\_\_\_

\_\_\_\_\_

h. Why did Jesus choose a Samaritan to be the 'good guy'?

\_\_\_\_\_

\_\_\_\_\_

# JUNIOR WORK SHEET

Underline the answer you choose.

# 2.

If I had been the \_\_\_\_\_ I would have

## SAMARITAN

- a. Hated this guy.
- b. Let his own race help him.
- c. Stopped and helped him.

## LEVITE

- a. Been scared stiff.
- b. Stopped and helped.
- c. Gone to get someone.

## PRIEST

- a. Thought my duty was more important than service.
- b. Stopped and helped.
- c. Pretended I didn't see the guy.

## TRAVELLER

- a. Done my own thing.
- b. Been scared but gone.
- c. Never gone.

# 3.

Having considered this story, what attitudes do you feel that Australians need to change?

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Kids at your school need to change?

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You need to change?

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### HIGHLIGHTS

- Jesus told parables to teach us important truths.
- Feeling sorry for others must be followed by some action to help them.
- When someone is in need, I should offer to help them.
- I should help people even when I think they are my enemies.



# SENIOR WORK SHEET

## 2.

Discuss and summarise your conclusions.

➔ Children will be friends to everybody until adults or older children teach them racist attitudes.

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➔ Feeling we are superior to other people is unchristian because all people are of equal value to God.

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➔ It is an unwillingness to help our needy neighbours that causes most of the problems in the world.

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The Jews despised the Samaritans because they had become an impure race.

There is actually an inn named The Inn of the Good Samaritan on the Jericho road!

## 3.

Using the attitudes of each, write down:

When these have been my attitudes.

What was the result?

How did I feel?

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# A TTITUDES

Traveller: I'll do my own thing  
Priest: Poor man—poor man!  
Levite: Safety first!  
Samaritan: Poor man—I must help him!

Jesus practised what He preached. He was known as the friend of sinners and outcasts.

Children die of hunger every day in the third world countries.

## SESSION 10

# THE GREAT SEPARATION

### FROM THE BIBLE

Matthew 25:31 - 46; Ephesians 2:8 - 10.



### CHECKLIST

There are two suggested Getting Started activities. For Getting Started 1 you will need to have pens and the work sheets ready.

If you are going to invite a guest speaker, give them enough notice to prepare their talk.

There are 6 suggested teaching approaches. They are not long, so you should be able to complete 5 of them.

Approach 1 is important because it is the reading of the parable from the Bible.

Approach 2 suggests a play based on the parable.

Approach 3 allows the young people to discuss the parable and its importance to the session.

Approach 4 considers how Jesus practised what He preached.

Approach 5 looks at people who have lived by this ideal of serving others.

Approach 6 considers what our own attitude to the teaching of the parable should be and it is most important that time is allowed to complete this properly. Make sure that you come to an agreement with your group on some practical service that can be done by the young people and follow it through.

## AIM

To show through a study of the parable of the sheep and goats that the way we serve Christ is by serving others.

## OBJECTIVES

As a result of this session the young people will understand that:

- ❖ this parable was told to people who thought they were spiritually secure;
- ❖ Christians must care for the disadvantaged;
- ❖ by helping those in need, we are helping the Lord;
- ❖ for Christians, refusal to help means non-admittance to the Kingdom.

## INSIGHTS FOR THE LEADER

If you have been working through the sessions in consecutive order, you will have already studied three of Jesus' parables. This is the final one in the series.

Jesus told this parable during the Holy Week. He had already ridden triumphantly into Jerusalem and had cleansed the Temple. The Jewish authorities were enraged with His teaching and His actions and were determined to get rid of Him as soon as possible.

So, in the few days left of His earthly ministry, Jesus spoke strongly and with great authority. It is important to be aware of how often Jesus spoke in those days of the certainty of the unfaithful being cut off or separated from God. (e.g., The parables of the tenants in the vineyard, the unfaithful servant, the ten foolish bridesmaids, the wedding feast.) We may need to remind our young people that Jesus would not have talked about such a separation – nor would He have felt so strongly the need to save us from our sins, if such a separation was not a fact.

There are some commentators who say that this parable was addressed specifically to the believer. It was not a matter of sorting out the believers from the unbelievers. Rather, this parable was for those who were believers and sure of their place in Heaven.

Certainly, the Jews felt they were 'the chosen ones'. No matter what they did, they believed that they had a definite place in God's Kingdom. What about the Christian? Is it a reminder that although we are certainly justified by faith, we must remember our faith is to be involved in action? Paul so clearly explains this in Ephesians 2:8 - 10, 'For it is by God's grace that you have been saved through faith. It is not the result of your own efforts, but God's gift, so that no one can boast about it. God has made us what we

are, and in our union with Christ Jesus he has created us for a life of good deeds, which he has already prepared for us to do.' (GNB)

This passage must make us all think of the service God expects from His followers. It is a very vivid parable and the lesson is very clear – that God will judge us in accordance with our reaction to human need.

There is no varying degree of light and shade. The picture is black and white. All men fall into one or other of the two classes, which are clearly distinguishable, as are sheep and goats to a shepherd. *The Interpreter's Bible* says that the sheep of Palestine are usually white and the goats black. A shepherd could easily separate them.

Mixed flocks of sheep and goats are quite common in Palestine, but in the evening they are separated. The sheep are more valuable animals so are entitled to a place of chief honour.

In this parable the sheep are placed in the favoured position on the right hand of the Judge's throne; and the goats occupy the unfavoured position on the left.

To inherit the Kingdom means to be recognised as a true child of God.

Those who are truly saved have served others. By feeding the hungry, giving a drink to those who are thirsty, welcoming strangers into their homes, clothing those who are naked, caring for the sick and visiting prisoners, they have rendered service to their Lord.

They have done this spontaneously, and out of goodness and love, and have proved themselves to be true sons of their heavenly Father.

They are told, 'Come, you that are blessed by my Father! Come and possess the kingdom which has been prepared for you ever since the creation of the world.' (v.34, GNB).

On the other hand, those on the left, 'the goats', are banished from the presence of the King. They are 'cursed' rather than 'blessed'. 'Away from me, you that are under God's curse! Away to the eternal fire which has been prepared for the Devil and his angels!' (v.41, GNB).

They are condemned because their primary motive is self-interest. They've closed their mind and eyes to human suffering and they are doing nothing to serve others. They try to excuse themselves, saying they had no opportunity to serve their Lord. They are not condemned for their wrong-doing, but for their failure to do good. The sins of omission are seen to be even more damning than the sins of commission.

The picture is very clear as to what will happen. 'These, then, will be sent off to eternal punishment, but the righteous will go to eternal life.' (v.46, GNB).

## GETTING STARTED

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1. Have the young people complete the 'Which Choice' activity.

Discuss the reasons for the choices made. e.g., Would I have preferred to make one choice, but I felt that I ought to be doing the other?

Is it easy to choose to do what we feel is right?

Is it always costly to help someone else?



### LEADER TIP

This is activity 1 on both work sheets.

**POINT**

In this session we are going to look at a parable that Jesus told not long before He was arrested and put to death. We will consider what point He was trying to get across to His listeners and what impact such teaching should have on our own lives.

**Or**

2. Invite along someone in your corps who is actively involved in service to others. e.g., Community Care Ministries worker, welfare worker, prison visitor, etc.

**Or**

Have a young person interview someone who does these sorts of service jobs and report to the group on what they have learnt.

Make sure that you set a time limit and ask the speaker to mention the joys and disappointments they have and the reason or motive behind why they do such work.

## GOING DEEPER

### 1. Read the Bible passage

This can be made into an effective group reading.

One person in the centre of the group reads the parts that Jesus says, the group on the right read the verses about the righteous, the group on the left read the portion about the unrighteous.

Jesus:	Matthew 25:31 - 36.
The righteous:	verses 37 - 39.
Jesus:	verses 40 - 43.
The unrighteous:	verse 44.
Jesus:	verses 45 - 46.

### 2. Have the parable acted out

The following is a part of play 17 from the book, *A Man Called Jesus*, by J.B. Phillips.

Characters: Narrator, Jesus, elderly peasant man, peasant woman, other people in crowd, second woman, young lad, young man, first woman, Judas, rough man.

**NARRATOR**

And Jesus taught daily in the Temple; but the Chief Priests and the Scribes and the elders of the people sought to destroy him.

*(Jesus is sitting on a bench surrounded by a group of people from all walks of life, some are standing, some sitting on the ground. Judas Iscariot stands to the left of Jesus.)*

**ELDERLY PEASANT MAN**

Ah, Master, we've had a wonderful week listening to your teaching.

**PEASANT WOMAN**

We surely have!

**VARIOUS OTHERS**

Hear, hear!

**SECOND WOMAN**

This is stuff we can understand, Master.

**YOUNG LAD** *(Half-cheekily.)*

Some of it anyway!

*(There is a murmur of amused disagreement and Jesus gives a slight smile.)*

**ELDERLY PEASANT MAN**

Well, youngster, it makes more sense than what the Scribes and Pharisees preach at us.

*(Another murmur of agreement, but this time louder.)*

PEASANT MAN

*(Raising his voice slightly to be heard.)*

But what happens in the end, Master?

SECOND WOMAN

Yes, is there a judgement after death? *(Other voices join in: 'Tell us about that!' and so on.)*

*(Jesus waits for the voices to die down, then nods slowly.)*

JESUS

Yes, I will answer you.

*(People look at each other expectantly and then settle down to listen.)*

*(Slowly and carefully.)* In the end the Son of Man will come in glory and take his seat upon his throne. All nations will be assembled before him and he will separate them as a shepherd divides his flock; the sheep on his right hand and the goats on his left.

*(One or two people in the crowd look puzzled, scratching their heads or frowning, but Jesus goes on quietly.)* He will turn to those on his right *(gesturing with his right hand)* and say to them, 'Come, all of you whom my Father loves, and possess the Kingdom which has been yours from the beginning of the world.'

YOUNG MAN

*(Complacently.)* Ah, that'll be us Jews, won't it?

FIRST WOMAN

Ssh! Be quiet and let the Master finish.

JESUS

*(Continuing as though He had not been interrupted).* And the Son of Man will say to them, 'I was hungry – and you gave me food. I was thirsty – and you gave me a drink. I was a stranger – and you invited me into your homes. I was in rags – and you gave me clothes. Yes, even when I was in prison – you came to see me.' *(Looking round at them.)* Then the good men will say, 'But when did we ever see you hungry or thirsty? When did we see you ill, or in any kind of trouble or need, and look after you?' *(With great emphasis.)* Then the King, who is the Son of Man, shall tell them: 'Whenever and wherever you did these things for the least important of my brothers, you did them – *(after a pause)* – for me.'

*(There is complete silence while everyone ponders on what Jesus has just said; then Judas, who has been listening with a deepening frown, bursts out.)*

JUDAS

*(Scandalised.)* But – but Master, what are you saying? This means – well, this means there will be men in your Kingdom who haven't even followed you! Why, it opens the door to – to *(throwing out his hands)* – well, to all kinds of people!

ROUGH MAN

Be quiet, you! The Master knows what he's saying.

*(Judas rounds on the man as if to give him an angry answer but checks himself in time and stands fuming with tightened lips.)*

*(Jesus continues meanwhile as though without interruption.)*

## JESUS

Then the Son of Man will turn to those on his left hand – (*gesturing to the left*) – and he will send them away from God’s presence to the place of destruction.

*(Everyone sits very still.)*

He will say to them, ‘I was hungry and you gave me no food. I was thirsty and you gave me nothing to drink. I was in rags and you gave me no clothes. I was ill and in prison and you never came to see me.’ (*With a deep sigh.*) But they will say to him, ‘But, Lord, whenever did we see you hungry or thirsty, lonely, ill or in prison, and fail to look after you?’ (*Again with great emphasis.*) And the Son of Man will answer them, ‘Whenever and wherever you failed to serve the least important of my brothers, you failed to serve me.’

*(There is another moment of complete silence, then everyone breaks into excited murmuring. The elderly peasant man jumps to his feet.)*

## ELDERLY PEASANT MAN

*(Nervously.)* Master . . . Master, we never heard teaching like that before!

## FIRST WOMAN

Well, it rings true to me, Master – but it needs some thinking about.

*(A chorus of voices answers this: ‘It sure does!’ ‘Makes you wonder a bit!’ and so on.)*

*(Judas, meanwhile, has given Jesus a long, bitter stare and now turns on his heel to stride off furiously.)*

### 3. Discussion

There are five suggested questions to put to your group. Try to draw them all into expressing an opinion, keeping this parable in front of them.

- What impact was Jesus trying to make when He told this parable?
- How did it shock His listeners?
- Was He saying that if we refuse to care about others and help them that we won’t get to Heaven?
- Don’t we go to Heaven because we believe that Jesus has saved us?
- Do we really have to earn our way to Heaven? Read Ephesians 2:8 - 10. What is this telling us? (We are saved by grace... It is God’s gift so that we cannot boast about it... but God expects us to live a life of good deeds.)

### 4. Jesus’ example

Did Jesus practise what He preached? Did He serve others?

The young people may be able to recall times when Jesus helped others. List these occasions. Here are some references to help if they are needed.

- Jesus healed those who were sick. (Matthew 14:14)
- Jesus refused to send the people home before He fed them. (Matthew 14:15 - 18)
- Before the Last Supper began, Jesus washed His disciples’ feet. (John 13:4 - 5, 14 - 17)
- Jesus would not let the disciples send the children away. (Mark 10:13 - 14)
- No matter how tired He was, Jesus was available to help others. (Matthew 8:23 - 25)



## 5. The example of others

Ask the young people to think of people who have based their whole life on what Jesus said about service to others. You may prefer to make a long list or to choose some people and tell little incidents from their lives. The following examples could be used.

### **Conrad the Cobbler**

The story is told of a simple shoemaker who dreamed that the Lord was going to come and be his guest. He worked hard to get his place clean and decorated and set out his best honey, milk and bread and excitedly told his friends what was to happen.

His friends left him to wait for the Lord's arrival. Conrad thought about what he would do the moment the Lord came to the door. He would wash Jesus' feet and kiss His hands where the nails had been. He would sit at the table and share the food that he had already prepared.

While Conrad passed the time thinking about all these things, a beggar walked past his window, soaking wet from the pouring rain. Conrad called the man in and gave him some shoes for his bare feet. As the beggar left, a very old woman walked past struggling under a heavy load. He gave her the bread he was saving for Jesus and balanced her load as she was leaving. Then a child came to the door. She was lost and afraid with nothing to eat. He gave her the milk in a cup and found out where she lived and took her home.

Finally the sun set and with it Conrad's hopes of meeting Jesus slowly faded. 'Why are you taking so long, Lord?' he asked. 'Did you forget our appointment?'

Then he heard a still, small voice saying, 'But I did come. I did keep my word. Three times I came to your door – I was the beggar and you gave me shoes. I was the woman and you gave me food. I was the child you helped find her way home.'

### **Martin of Tours**

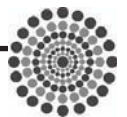
Martin was a Roman soldier and a Christian. One cold winter day, as he was entering a city, a beggar stopped him and asked for money. Martin had no money; but the beggar was blue and shivering with cold, and Martin gave what he had. He took off his soldier's coat, worn and frayed; he cut it in two and gave half of it to the beggar man. That night he had a dream. In it he saw the heavenly places and all the angels and Jesus in the midst of them; and Jesus was wearing half of a Roman soldier's cloak. One of the angels said to him, 'Master, why are you wearing that battered old cloak? Who gave it to you?' And Jesus answered softly, 'My servant Martin gave it to me.'

### **St Francis of Assisi**

Francis was a wealthy young man but he was not happy. He felt that life was incomplete. Then one day he was out riding and met a leper, who was repulsive because of the decaying nature of his disease. Something moved Francis to dismount and fling his arms around this poor man; and in his arms the face of the leper seemed to change to the face of Christ.

### **William Booth**

Part of William Booth's last public address in 1912 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, in and out, as they do now, I'll fight; while there is a drunkard left, while there is a poor



## **LEADER TIP**

You may wish to add to these examples the work that the church or the Army does today that is based specifically on helping 'the least important of these brothers of mine'. e.g., Those who serve within the church or Army: Community Care Ministries workers, welfare workers in places such as Fortitude Valley, Kings Cross, St Kilda, prisons, social institutions, etc

lost girl on the streets, while there remains one dark soul without the light of God, I'll fight – I'll fight to the very end.'

**Discuss:** Do you think that the teaching of this parable caused William Booth to feel that wherever there was a need the Army must try to meet it?

## 6. 'My Response'

Think about your response to this parable and its message to serve others:

- Why do it?
- Who can I help?
- The parable teaches us certain things about the help we must give:
  - i. Help in the simple things – Jesus gave these examples:
    - \* giving a hungry person a meal;
    - \* giving a thirsty person a drink;
    - \* welcoming a stranger;
    - \* cheering the sick;
    - \* visiting the prisoner.

These are simple things any of us can do and most of them can be done by us now. We can give help to people we meet every day.

- ii. We should not stop to think 'What do I get out of it?'

Our motivation should be love.

Perhaps the attitude of those in the parable might have been: 'If we had known it was YOU, we would gladly have helped; but we thought it was only some common person who was not worth helping.' If we do something looking for praise, then it's probably just feeding our ego. It's probably selfish motivation.

- iii. Help given with love is giving to Jesus, and refusing to help others is refusing to help Him. The way to please the heart of God is to help others.

## **FOLLOW-THRU**

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Have the young people consider the challenges in the Outreach/Service segment of Get Involved and Grow in Mission.

Ask them to name the challenges which tie into the teaching Jesus gave in this parable. e.g., Care for others, elderly or sick people in the corps – clean up the yard, mow lawns, take a meal, visit, take a gift. Visit a nursing home or hospital. Maybe they could begin to plan a program they could give at Christmas as well as giving some practical help.

Try to set a definite date for doing the chosen challenge.

## **TAKING IT HOME**

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Jesus gave us an example in serving and loving others. Jesus said, 'Whenever you did this for one of the least important of these brothers of mine, you did it for me.'

- We must remember that when we are helping those in need, we are helping the Lord.
- We need to be motivated by love.

- Will Jesus see us as 'sheep' or 'goats'?
- Refusal to help means non-admittance to the Kingdom.
- Right motive is equal to right service.

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# The Great Separation



1 Which choice?

✘ The bell rings to go into school. A kid is pushed over and left alone.

Do I check whether he/she needs some help?

Or hurry to class so I won't be late?

✘ That really poor kid at school hasn't got any lunch again.

Do I share some of mine with him/her?

Or say I'm sorry for him/her but Mum will be mad with me if I give my lunch away?

✘ A stranger, obviously distressed, stops and asks me the direction to the hospital.

Do I never speak to strangers because of the danger?

Or tell the directions politely and clearly but don't offer to go with them?

✘ There's someone sitting on the seat over there looking really sad and miserable.

Do I mind my own business and keep going?

Or give them a smile and a bright hello?

✘ Someone from our group has been missing for a few weeks.

Do I feel secretly pleased that they've stopped coming because they were a pain?

Or ring them up to say we miss them and hope they are O.K.?

✘ The bus company says that students should give up their seat for older people.

Do I see this as a service I can easily do?

Or see this as discrimination against students?

**HIGHLIGHTS**

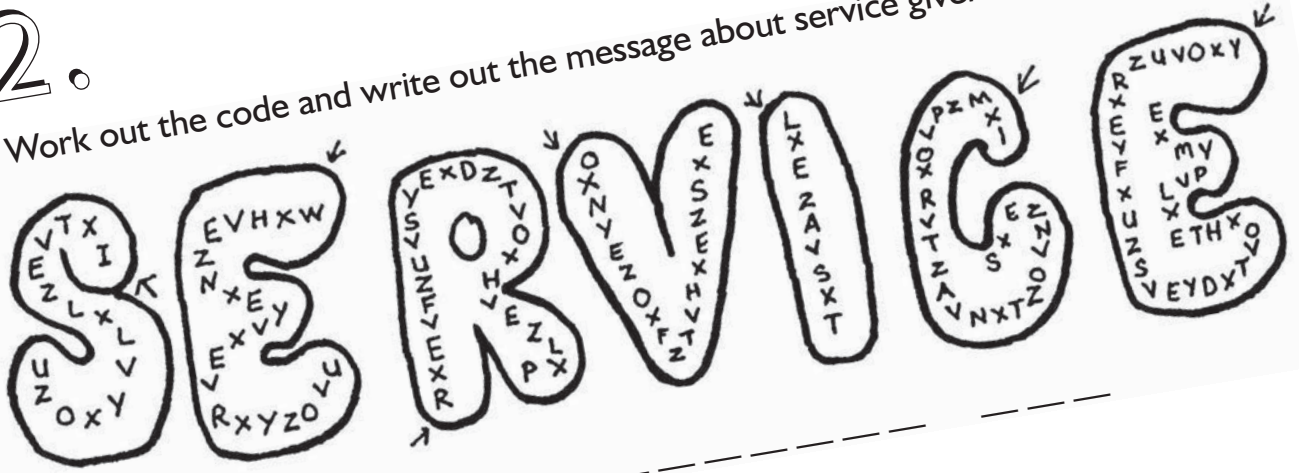
- The parable of the sheep and the goats is a warning to people who think they are spiritually secure but do nothing for God.
- God expects that those who love Him will glorify Him with their good deeds.
- We cannot say we love God if we are indifferent to the needs of humanity.
- Sins of omission are committed by simply doing nothing.

**Consider**

If I stopped and helped everyone who needs help, I'd never get my own work done. I should make a conscious effort every day to give some practical help to somebody who is worse off than me.

2.

Work out the code and write out the message about service given to us by Jesus.



Four sets of dashed lines for writing the decoded message.

3.

What was the judgement given by the Lord to those on his left? \_\_\_\_\_

Why were they shocked? \_\_\_\_\_

What are sins of omission? \_\_\_\_\_

How do I try to serve? \_\_\_\_\_

What else could I do? \_\_\_\_\_

Do those around me (school, work, home) see me as a helpful person? \_\_\_\_\_



Get involved

4.

How does our corps try to meet the needs in our community?

Should we be trying to do more?



Share

# The great



# separation

1.

Which choice?

- The bell rings to go into school. A kid is pushed over and left alone.**  
Do I check whether he/she needs some help?

**Or hurry to class so I won't be late?**
- That really poor kid at school hasn't got any lunch again.**  
Do I share some of mine with him/her?

**Or say I'm sorry for him/her but Mum will be mad with me if I give my lunch away?**
- A stranger, obviously distressed, stops and asks me the direction to the hospital.**  
Do I never speak to strangers because of the danger?

**Or tell the directions politely and clearly but don't offer to go with them?**
- There's someone sitting on the seat over there looking really sad and miserable.**  
Do I mind my own business and keep going?

**Or give them a smile and a bright hello?**
- Someone from our group has been missing for a few weeks.**  
Do I feel secretly pleased that they've stopped coming because they were a pain?

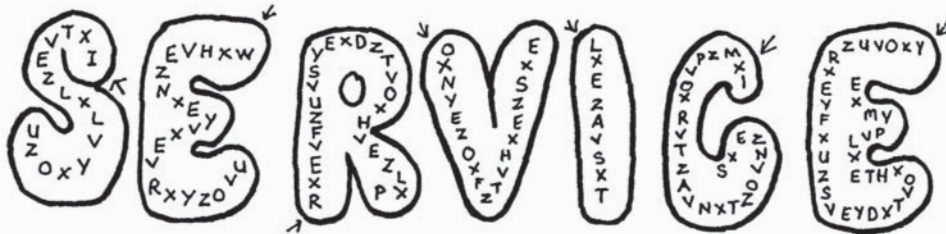
**Or ring them up to say we miss them and hope they are O.K.?**
- The bus company says that students should give up their seat for older people.**  
Do I see this as a service I can easily do?

**Or see this as discrimination against students?**

**Consider**  
If I stopped and helped everyone who needs help, I'd never get my own work done.  
I should make a conscious effort every day to give some practical help to somebody who is worse off than me.

2.

Work out the code and write out the message about service given to us by Jesus.



The sheep and goats ran together through the day. They were only separated at night.

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# 3

The shepherd could lead the sheep but he had to drive the goats.

○ Answer as many of these questions as you can.

a) What was the list of service Jesus mentioned in this parable?

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b) Make a list of service you could do right now.

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c) Why has the Army been called 'the Army of the helping hand'?

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d) Is this slogan still true? 'Where there is a need, there is 'The Salvation Army''. \_\_\_\_\_

e) How does our corps give practical help in our community?

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f) What else could we do?

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The right hand side was the favoured side.

# 4

○ **Discuss these two questions with your group and write down your answer.**

'In serving others, may I see that I am only serving Thee'. Was the writer of these lines considering this parable?

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What would you say to someone who said, 'It doesn't matter what I do as long as Jesus is my Saviour'?

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## SESSION 11

# GOD'S IN CHARGE

### FROM THE BIBLE

As contained in the Bible search in Going Deeper 1.

### ✓ CHECKLIST

There are two suggested Getting Started activities. Choose one and prepare accordingly.

There are five suggested teaching approaches. It is important that you use approaches 1, 2 and 5. Decide which other ones you will have time to include and will benefit your group most.

Approach 1 requires Doctrine 2 written out to display. Pens and paper and a dictionary are also needed for the various groups.

For approach 2 you need to write out Scripture references for the various groups. These then need to be mixed together so that the young people decide which attribute of God the verses are describing. They then write the verses onto their work sheet as they are selected.

Approach 3 is a discussion and reference should be made back to what the verses of Scripture said as the discussion progresses.

If you decide to include approach 4, make sure that the testimony is well prepared and kept within a time limit.

Approach 5 considers three examples of God's timing that serve to remind us that God does know what is happening in the world and is indeed controlling it.

### AIM

To increase the young people's awareness that God is still actively at work maintaining His creation.

### OBJECTIVES

As a result of this session the young people will:

- ❖ realise that God is actively involved in His world;
- ❖ become aware of how God preserves and governs His creation;
- ❖ confidently allow God to be the ruler and governor of their lives.

### INSIGHTS FOR THE LEADER

Doctrine 2 says, 'We believe that there is only one God, who is infinitely perfect – the Creator, Preserver and Governor of all things – and who is the only proper object of religious worship.'

The first part of this doctrine is taught in *TRIBE* unit 1:19, 'Worthy Of Our Worship'; unit 3:13 deals with the subject of 'God's Great Creation' and it would be helpful if you look at both of these sessions as you prepare for this one.

In this session we particularly focus on the part of the doctrine that says 'God is the Creator, Preserver and Governor of all things'.

The Christian believes that God not only created the world, but that He plays an active part in preserving and governing His creation and that although evil is present everywhere, God's ultimate plan will not be spoiled or frustrated by mankind.

Our doctrine teaches us that:

- a. God not only made all things, but He keeps and controls His creation which depends on Him in order to exist;
- b. God is Preserver and Governor of spiritual as well as material things, and His work will be right and best;
- c. there is meaning and purpose in all that God has made.

There are those who reject the idea that God is omnipotent because He seems to be inactive in the face of evil and suffering in the world. The problem of why God allows 'bad' things to happen to 'good' people has exercised mankind's mind over the ages. God did not create evil and it has no place in His ideal and final kingdom. God is totally against evil. He is the Governor of, or over all things, despite the existence of evil. He is working to save all people and will finally expel all evil.

The Preserver God sustains all that He has made. The universe would not continue to exist if left to itself. God keeps the planets and stars going by His power through certain 'natural' laws. The cycle of the seasons, with the sun and rain, etc., makes possible the provision of food. The 'order' which God set up and maintains by His power is one of the means of preserving His creation. (It is because of the certainty of these laws that trips can be planned into space.) This preservation includes God's provision for all the needs of His world (His care for it). Air and water are among the provisions which God makes to maintain the life and well-being of His creatures. God's providential care is complete and all-embracing – it includes plants, animal life, human beings, whole nations and, in a special way, those who have chosen to belong to God's family.

Spiritual, emotional, social and mental needs are provided for by God as well as material and physical needs. For example, the need for friends and the need of man's inner self (soul) for salvation and power to live a victorious life.

God takes care of all creation by His power. He provides all that is needed for life and its support. His greatest provision is His offer of salvation through Christ. God continues to care for those who rebel against Him.

When God made the world, He gave people the primary responsibility to take care of it (to till and keep the earth or to cultivate and guard it). God's provision does not imply that we can be lazy or careless. When we refuse to put in any effort, our lack of supply arises from our own failure, not from God's.

God also expects people to be loving and help others in need, such as orphans, widows, disabled people, strangers. Many people suffer and are needy because they have been forgotten, not by God, but by others. (1 John 3:16, 17; Isaiah 3:14, 15; Matthew 25:42 - 45.)

God rules over what He has created. His control extends to the whole universe. This implies God's control of nature, of His creatures, of people (both good and evil), of nations, of history, of all circumstances, of Satan.

God controls His creation by 'natural law', but is also able to interpose His direct control at any time. We are controlled by natural laws, such as the need to breathe and eat.

People and nations are also subject to the moral law of God, by which their thoughts and actions are judged. God sometimes used heathen nations to discipline His people, the nation of Israel (such as in the time of the Judges, and the exile).

The story of Joseph and the events of the exodus show God's control of history.

Try to help your young people see that God, as Creator, has intimate knowledge of every detail of His creation. To say that God is omniscient implies that He knows everything in nature, in human experience and in history. As Governor, He is indeed aware of all that takes place. God's perfect knowledge and His omnipotence combine in His role as Preserver – He knows each need and is able to meet it fully. God is omnipresent, that is, He is everywhere present allowing Him to be active in maintaining (preserving) His creation. The work of creating, preserving and governing relies on the operation of God's almighty power.

It is a sad fact that many people expect God to preserve things in the way they expect them to be preserved, but they are not prepared to allow Him to be the ruler or governor of their lives.

## GETTING STARTED

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### POINT

There are certain laws in our world that never change because God, as the Preserver of His creation, made them so. He is active in the world protecting His creation and this is what we want to consider in today's session.

### POINT

God created our world and He still takes an interest in it as the Governor and Preserver.

1. Put the young people into pairs or small groups. Supply them with pens and paper and ask them to make as long a list as they can of the certainties of our world, i.e., laws that never change.  
e.g., 24 hours = 1 day  
summer follows spring  
what goes up, must come down.

Set a time limit and then have the longest list read out. (You may wish to give a small prize to the best list makers.)

Or

2. Have a variety of clocks on display – wind up, electric and battery ones with some working and others not. Explain that when a clock maker finishes creating his or her clock, they no longer have a duty to keep the clock going.

Ask the young people to look at the clocks and decide why some are working and some are not.

Someone needs to see that the clock is in working order.

## GOING DEEPER

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1. **Defining key words**

Display Doctrine 2 and ask the young people to repeat it aloud. It is the doctrine that tells us what we believe about God.

Underline the words: infinitely, Creator, Preserver and Governor. Ask the young people to write a definition of these words.

Write up the words and the definitions the groups agree to accept, e.g..

Infinitely – subject to no limitation.

Creator – one who brings something new into being.

Preserver – one who protects, keeps alive and safe from harm.

Governor – one who rules or controls.

**Discuss:** How do we apply these words to God? Are they true of Him?

2. **Bible search**

There are many Bible verses showing us that God is the Creator, Preserver and Governor of all things.

Hand out the following references and ask the young people to read a verse and decide whether it describes God as Creator, Governor or Preserver.

They should then write the verse and the reference in the correct place on their work sheets.

### God as Creator

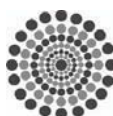
Psalms 33:6; Isaiah 44:24; Acts 17:24; Romans 11:36; Hebrews 11:3.

### God as Preserver

Genesis 8:22; Psalm 104:27; Psalm 145:9; Matthew 6:30; Acts 14:17.

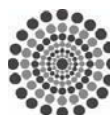
### God as Governor

Psalms 29:10; Psalm 33:10 - 11; Romans 13:1; James 4:12.



### LEADER TIP

If they worked in a group for Getting Started 1, they could work in these groups again with different groups working on different words. It would be helpful to have a dictionary on hand.



### LEADER TIP

The references are placed under the different headings for your benefit. Take them out of these categories as you hand them out to the young people to look up and read out. This ties in to activity 1 on the work sheets.

### 3. Discussion

#### a. God as Creator

If God's creation is perfect, why do things go wrong? This question will always torment good people. Because we are not God, we cannot see His plan being worked out. We can be sure that ultimately, the good will have eternal life with their Maker and the wicked will face the consequences of their actions.

Job asked questions about why things go wrong when he suffered terrible losses and a dreadful illness.

The answer given to Job is found in chapters 38 - 42 of Job. Read the following passages for God's answers:

i. Read Job 38:2 - 5.

God pointed out to Job that he had no right to question God's wisdom. He was certainly not around to be asked for his advice when the creation of the world took place.

ii. Read Job 39:19 - 22.

Was it Job or God who developed the wonders of animals such as a horse? Just observing a horse's movements should remind us of God's power.

iii. Read Job 40:7 - 10.

Did Job have any right to suggest that God was unjust? Was Job able to clothe himself with majesty and glory the way God can?

Finally Job hung his head and replied. (Job 42:2 - 6.) He confessed that he did know that God is all powerful. He admitted that he spoke about things he did not understand. But, once he saw God's glory, he was ashamed of all he had said.

He reached the only conclusion we can all reach when we consider this problem. People can never know and understand the thoughts of God.

#### b. God as Preserver

Ask what evidence can be seen that God takes an active role in maintaining His creation. How is God's care for His creation shown? Who/what are recipients of God's care? Do we have a role or responsibility in God's plan for preserving His creation? (See Genesis 1 :26, 28, 2: 15.)

#### c. God as Governor

The Bible is the story of God's control of the world. What events illustrate this? (Noah and the flood, the journeys of the Children of Israel through the desert, Jesus' coming to the world as a baby and so on.)

Who or what comes under God's control?

Why are there wars and suffering?

#### d. Consider how God's attributes of omniscience (knowing all things), omnipresence (being present everywhere) and omnipotence (being all powerful) are related to God as Creator, Preserver and Governor.

### 4. Testimonies

Invite someone from the corps to tell the young people how God has been at work in their lives, or let the young people and leaders share their experiences of answered prayer. God is active in people's lives



#### LEADER TIP

During the discussion refer to the verses used in the Bible search.



#### FOR SENIORS



#### LEADER TIP

The story from the work sheet ties into this.

today, changing them through conversion, making them aware of sin, giving them new visions or direction in their lives (e.g., call to officership or a particular vocation), etc.

**Or**

Relate incidents which illustrate God's continuing care for people or God's overruling in a situation (e.g., the stories on the work sheets could be read now.)

**5. Considering God's timing**

Because we are finite people with a short span of time allotted to us, we expect God to work out His plans for us quickly. We may even feel He is not omnipotent when He does not seem to be actively preventing evil and coming to the help of His people.

Yet, we need to remember that God's timing is perfect. Because He can see the beginning and the end, as well as the present, He knows the best time for something to happen.

**Consider Joseph**

Why could Joseph have felt that God cared nothing for him and turned away from God?

Try to get the young people to bring out all these points:

- He was sold as a slave by his brothers and taken far away from his home to Egypt.
- He was unjustly thrown into prison for an offence he did not commit.
- He was left in prison for a further two years after the wine steward forgot to bring his case before the Pharaoh.

Now read what the Bible says in Genesis 39:21. Does this mean that God's idea of blessing is different to ours? How important to the fulfillment of God's covenant with Abraham did Joseph become?

He became the prime minister of Egypt and saved the country from famine. His family was therefore welcomed to come and live in Egypt and so were continuing to become the great nation God had planned.

How did Joseph view the evil that had been done to him? Read Genesis 50:20.

**God uses many people**

God will also use people who are not actual believers in Him to carry out His plans. In Old Testament times, when Babylon was conquered by Cyrus of Persia, he made what may have seemed to many a very strange announcement.

Read Ezra 1:1 - 4.

God gave this man a responsibility and he accepted it.

**Consider the birth of Jesus**

Because of Greek culture, Greek was almost universally spoken so people from all parts of the known world could hear and read the message about salvation through Jesus.

Because of Roman power, roads had been built so that people could travel quickly from province to province. The message of salvation could be taken to many countries. The Emperor Augustus ordered a census and everyone had to return to their own town. This means that Jesus was born, not in Nazareth, but in Bethlehem as had been foretold hundreds of years before.

In all these situations we see that God was working out His plans.



## **TAKING IT HOME**

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Have the young people read the doctrine again and then make it personal, e.g., I believe that God is perfect without any limitation. He created me, keeps me safe and has the right to be the ruler of my life.

God, who made the world, is everywhere present in it. He knows the smallest detail about each part and where the world is heading. With His mighty power He continues to preserve and govern His creation. God's care and guidance are seen in the lives of people today. He deserves to be worshipped and obeyed.

Conclude by praying and thanking God that He is in control.

## **FOLLOW-THRU**

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Have your young people consider the first challenge in Get Involved and Grow in Worship – worship regularly. If their attitude to worship needs to improve, then now is the natural time to discuss God's greatness and how worthy He is to be worshipped with reverence.

## **BIBLIOGRAPHY**

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PRIME, Derek, *Questions on the Christian Faith Answered from the Bible*, Hodder and Stoughton, London, 1967, pages 26 - 31.

*The Doctrine We Adorn*, International Headquarters, London, 1982.

*The Salvation Army Handbook of Doctrine*, International Headquarters, London, 1969.

*Salvation Story*, MPG Books Ltd, Cornwall, 1998.

Find three verses of Scripture to write (with their reference) under each of these headings.

**God is Creator**

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

**God Preserves His Creation**

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

**God Governs the World**

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

**HIGHLIGHTS**

- God is the Creator, Preserver and Governor of all things.
- God's creation is generous enough to meet all our needs.
- It is human greed and mismanagement that causes people to suffer shortages.
- We can depend on God to care for us.
- We can confidently allow God to be the ruler or governor of our lives.

**G**  
**OD'S**  
**IN**  
**C**  
**HARGE**

2.

How would you explain to someone that God actively works to preserve and govern His world?

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3.

How much is humanity to blame for the evil and suffering that is in the world?

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What can you do about this?

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### God Continues To Care

Every year parts of Australia are devastated by bushfire. Not only are homes destroyed but many plants and animals are destroyed. These photos show of the damage caused by bushfire.

What is amazing about God's creation is its ability to recover – not only from bushfire but from the effects of human civilisation. The survival of plants, seen in the pictures below, show something of God's care for His creation. Around the new growth is evidence of a bushfire. These pictures reveal a small part of God preserving creation. Over the months following a bush fire other plants and trees will produce new leaves, flowers and branches.

He also cares for us, as part of His creation. When our skin is cut our body produces new cells to heal the wound. This too is part of God's role as Preserver of His creation.



1. Find three verses of Scripture to write (with their reference) under each of these headings.

**God is Creator**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**God Preserves His Creation**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**God Governs the World**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

2. List five ways that God is active in the world preserving and governing His creation.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

**GOD'S IN CHARGE**

When Queen Elizabeth was crowned, she was presented with a copy of the Bible.

God expects people to use the earth's resources as careful stewards.

Early tram-hauling steam engines were disguised as horses so as not to frighten the animals in the street.

It is because of the world's unjust distribution of wealth that some have too much and many have too little.

3. How would you reply to someone who said that if God were really omnipotent, there would be no evil or suffering in the world?

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4. What can you do to help alleviate evil and suffering?

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## SALVATIONISTS IN GUNFIRE

In 1998 Majors Bram and Judy Hindle from Australia were serving in West Africa in Brazzaville the Republic of Congo Territory when the political situation in the country erupted.

We were gathered together in the chapel at the Training College for prayers. It was eight days before Christmas Day and we were singing 'Silent night, holy night, all is calm, all is bright'. As we sang however, all was not silent, all was not calm. The automatic rifleshots and shelling was heavier and closer, and we sensed that the 'unrest' of recent weeks was breaking into something more serious.

### Fighting

Within a couple of days, the fighting between the government forces and rebels had come right into our district. The houses in our compound shook from the force of the shelling. We had no way of escape, so we sought 'refuge in God' and memorised Scripture assuring us of His promises.

A bullet came through the kitchen roof just after Judy had left to answer the door. Surely this was evidence of God's care!

In the next couple of days, the fighting became more intense and often we would all find the 'safest' spot in our houses to wait until things eased down.

Monday, 21st December, four days before Christmas, began quietly. Soon the fighting commenced again and we watched as militia burst into our compound shooting into the air and shouting. We hurried to lie down on our bedroom floor. Then we heard them yelling and shooting outside our bedroom

window at the back of the house and all of a sudden, they fired through our bedroom window. They were moving to the front of our house and we knew we had to open the door.

### Grenade

At that point, though we feared for our lives, we knew God was with us and we knew people were praying for us.

As we went to open the door, they fired through the front window. When we opened the door, a young man stood there with a grenade in his hand. Then he and a couple of others entered our home yelling and threatening us with rifles. They demanded and took money from us. As we tried to converse and reason with these young men, we also conversed with God, quoting Scripture and thanking him for protection.

Twice more other militia entered to loot our home at gunpoint and every moment we were alive, we knew it was because of God's protection and the prayers of many who were interceding on our behalf. God was our refuge. We prayed Psalm 37:39 and 40 - 'The Lord saves righteous men and protects them in times of trouble. He helps them and rescues them; he saves them from the wicked, because they go to him for protection.'

God's care continued until we flew out of the Congo on 24th December.

God kept Majors Bram and Judy safe and they are now serving in Australia.



# FEELING DOWN?

## SESSION 12

### AIM

To give the young people positive ways of working through the turmoil that fear, anxiety and depression can cause in their lives.

### OBJECTIVES

Following this session the young people will understand better that:

- ❖ fear, anxiety and depression can overwhelm them;
- ❖ these feelings are created by certain situations;
- ❖ everybody has these feelings;
- ❖ there are positive ways of coping with these feelings especially for Christians.

### INSIGHTS FOR THE LEADER

In this personal development session we want to help our young people to see that depression comes to all people at various times in their lives.

We want to help them recognise these feelings, learn to work out why such feelings come to them and teach them some positive methods of coping with simple depression.

For this reason you will need to study the following information and even highlight those parts you will want to use as you discuss this topic with your group.

The following information is summarised from the different books mentioned in the bibliography.

#### The teenager

Teenagers are children in transition. They are not young adults. Their needs, including their emotional needs, are those of children. One of the most common mistakes parents, teachers, and others make regarding adolescents is to consider them junior adults. Many people in authority over teenagers overlook their childlike needs for feeling love and acceptance, for being taken care of and for knowing that someone really cares for them.

Far too many teenagers today feel that no one really cares about them. As a result, many of them have feelings of worthlessness, hopelessness, helplessness, poor self esteem, and self-depreciation.

Two of the most frightening results of this poor self esteem are depression and revolt against authority. Teenagers feeling hopeless can become easy prey for unscrupulous persons who use young people for their own ends. They are susceptible to being influenced by authoritarian groups that provide easy answers and impossible promises.

### FROM THE BIBLE

Psalms 43, 69, 88, 102. (Notice that these songs of despair are set in a context of hope.)

1 Kings 19:3 - 5; Jonah 4:3; Matthew 26:36 -38; Philippians 4:12 - 13.

### CHECKLIST

There are two suggested Getting Started activities. Getting Started 1 is to complete activity 1 on the work sheets. Be sure to read the questions through beforehand so that you can be honest about your own responses. It will be important for the young people to realise that you, too, have low times in your life.

If you choose to do Getting Started 2 you will need to make copies of activity 2 on the work sheets.

There are four suggested teaching approaches and they are all important. Work out the time that you will allocate to each one and keep to it so that you fit them all in.

Approach 1 gives eight facts about depression and it would be helpful to list these as you deal with them.

Approach 2 points out that many great people of God have suffered depression, so we should not feel guilty about such feelings.

Approach 3 deals with ways of preventing depression.

Approach 4 lists practical ways of dealing with depression.

There is a great deal of teaching to be done in this session. Try to cover it all so that your young people become better equipped to handle this problem. Know your material thoroughly.



Adolescents are facing a lot of changes, both in body and in mind. They need time to think things over – time to daydream, time to be moody, time to be alone.

A Christian community plays a strategic role in this process because it is here that young people can find adult confidantes – parent substitutes on whom they can try new ideas and thoughts. These adults can supply mature Christian perspectives.

Your young people are probably spending a lot of emotional energy thinking about their own physical appearance, popularity rating, personal attractiveness. This is a very natural part of developing and should not be laughed at.

Talk about some of the problems you had at the same age. Never belittle the feelings the adolescent has about the all-important self.

The teenager is in the transition between concrete and abstract thinking, he or she can think deeply, philosophically, abstractly. This new depth is part of God's growth plan for adolescents.

As young people develop social freedom, they begin to reject the former closeness of the family. However, they still have a strong need to know that their family's love is unconditional, that no matter what mistakes they make, they will not be rejected.

Because these changes are so overwhelming, an adolescent can quickly be swamped by depressive feelings.

### **Understanding depression**

It is hard to understand what it's like to be depressed until you have been depressed yourself.

Onlookers so often underestimate the problem and think it's only a case of the blues, or self pity. Some people think it's just an overload of worry.

When we underestimate the problem, we may give unfortunate advice, such as 'snap out of it' or 'stop worrying'.

If only it were that simple! People who have been depressed say that these solutions don't work at all.

The depressed person will often think, 'I should be able to snap out of this. What's wrong with me! Maybe I'm just not trusting God', and will feel frustrated and guilty.

So this advice can actually make things worse.

Depression has other symptoms – hopelessness, strong pessimism, and lowering of self-esteem. There may be an inability to see anything positive in one's life.

Often, sleep is disturbed. Some people cannot get to sleep, others wake up very early and cannot get back to sleep.

Some people set high expectations for themselves which are impossible to reach.

As Christians we can convince ourselves that we must always be spiritually alive and enthusiastic but never angry or discouraged. As a result of these expectations, we can be crushed when failure comes.

Counselling must always help us to accept that we are only human. If we fail, we all need to make a list of our priorities and then figure out how much we can do without becoming angry, frustrated, exhausted or sorry for ourselves.



### **WEBQUEST**

More information about depression can be found from:

[www.christiananswers.net](http://www.christiananswers.net)  
[www.beyondblue.org.au](http://www.beyondblue.org.au)  
[www.depressionet.com.au](http://www.depressionet.com.au)  
[www.reachout.asn.au](http://www.reachout.asn.au)

## Different types of depression

Most people react to loss with some of the symptoms of depression. People may become sad, discouraged, apathetic; the future looks bleak and the zest for life goes. This type of depression, which everyone experiences, and which tends to be relatively short lived, is distinct from clinical or biological depression.

Clinical or biological depression is a more serious condition that involves chemical changes in the brain and needs to be medically treated. The cause of depression is uncertain. Recent loss, such as failure at school or work, death of a loved one or family breakup, illness and separation may all lead to depression. Neurochemical changes are also causes of depression. In most cases, clinical depression can be helped by medication.

Dr. Arch Hart, Dean of the School of Psychology at Fuller Theological Seminary, has written:

'More and more we are recognising that defects in body chemistry, specifically in the neurotransmitters that link nerve to nerve, may cause depressions which, while not always serious, are nevertheless incapacitating to some degree. Fortunately, they respond well to treatment with antidepressant medication.'

Clinical depression is the most common mental disorder. Children and adolescents are as vulnerable to depression as adults. If you are concerned about a young person, you should talk to your corps officer about finding appropriate help.

## Suicide prevention

When people are extremely depressed, they may consider suicide but not all teenagers with depression are suicidal. Some young people resist asking for help simply because they don't know who to turn to when they feel this way.

If any of your young people express thoughts of self harm or suicide, take them seriously. Help them make and maintain contact with a professional who can help.

# GETTING STARTED

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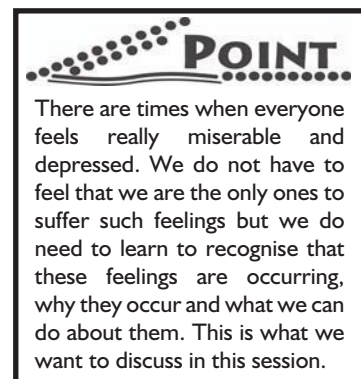
1. Hand out the work sheets and ask the young people to read through all the questions in activity 1.

Ask them to highlight three that they would particularly like to answer and give them several minutes to do so. They may then be willing to share some of their answers with the whole group. Try to deal with all of the questions as a group but be careful not to push for replies from those who seem hesitant. This activity should help your group see that feelings we try to cover up because we think nobody else ever experiences them are common to us all.

(Note that juniors only have six of the questions.)

**Or**

2. Complete activity 2 on the work sheet. Ask the young people to respond quickly because this is only a Getting Started activity.



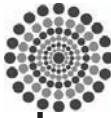
# GOING DEEPER

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## 1. What is depression?

What is it like to be depressed? Is it a sign of failure? Can any good come out of it?

Here are eight basic facts about depression.



### LEADER TIP

List each fact as you deal with it.

#### **Fact One: Depression is not just ‘the blues’.**

It can be 100 times worse than the blues but, of course, there are similarities. With a mild feeling of being ‘down’ we can lack energy, feel gloomy and irritable, and these are symptoms of depression.

However, with severe depression these experiences may be far more intense. For example, the person can be sad for a long time. So sad that he or she cries many times a day and doesn’t know why.

#### **Fact Two: Depression can be extremely painful.**

All these experiences are very distressing. Depression robs people of any confidence in their ability and they start to withdraw from socialising with others.

#### **Fact Three: All depression is not the same.**

There are various kinds of depressive conditions, each with different symptoms and often with different causes.

They may also need different treatments.

#### **Fact Four: Depression sometimes has a physical cause.**

Have you ever felt slightly depressed after a bout of flu, or after an exciting, demanding event? If you have, then you have noticed a mood change which is probably due to a physical cause.

A variety of physical factors have been linked with various forms of depression, e.g. constant lack of sleep or exercise, poor diet and the side effects of drugs.

#### **Fact Five: Depression is not sinful.**

There are some cases where a person’s own sinning has caused such guilt that they go into depression, but this is not always the case.

The Reverend Don Baker tells how he was hit by such a severe depressive illness that he had to be hospitalised. He explains the doctors discovered his depression had several contributing causes, some of which were entirely physical.

He did not need to feel guilty or blame himself if he became ill for a physical reason.

#### **Fact Six: Depressed Christians usually find it hard to pray.**

When you are very depressed, it is very hard to pray. It may even be impossible for a while.

Whether it is hard or easy to pray, depressed people need to remember God is still there. He will not change. He still loves us and is still there to help us. He understands and does not condemn.

It is comforting to know the Holy Spirit makes our needs known to God. The Bible says, ‘In the same way the Spirit also comes to help us, weak as we are. For we do not know how we ought to pray; the Spirit himself pleads with God for us in groans that words cannot express.’ (Romans 8:26, GNB).

#### **Fact Seven: God can bring good out of our depression.**

Depression need not always be our enemy. It may be an important

signal from our body that it is exhausted from all the stress we have been placing upon it.

We would be wise to take notice of such a signal and slow down.

**Fact Eight: You don't have to get over it on your own.**

Sadly many good Christians live under a cloud of depression for far too long. Some in fact, have suffered for years without ever seeking professional help. A depressed person in any household will affect all the other family members.

**2. Who is affected by depression?**

By nature and temperament, some people are nervous, anxious, or easily frightened. They are oversensitive and their feelings are easily upset. Paul was possibly one of these. As great as his work for God was, when he went to Corinth he says he 'was weak and trembled all over with fear' (1 Corinthians 2:3). Read what he said in 2 Corinthians 7:5. The young pastor Timothy was like this too. The entire second letter to Timothy seems to have been written by Paul to pull Timothy out of depression. People who are extremely shy, timid and sensitive often have the worst problems with depression.

Depression is not actually discussed in the Bible. The psalmist, however, cried out in words which showed he was depressed and there are several biblical descriptions which suggest depression.

- Choose and read **one** of these passages:  
Either Psalm 69:1 - 5; 16 - 18, 30 - 36 or  
Psalm 88:1 - 7 or  
Psalm 102:1 - 6, 12 - 17  
or selected verses Psalm 69:1 - 5; Psalm 88:9 and Psalm 102:15 - 17.  
Notice that these songs of despair are set in a context of hope. In Psalm 43:5 King David proclaims both depression and rejoicing when he writes:  

'Why am I so sad?  
Why am I so troubled?  
I will put my hope in God,  
and once again I will praise him,  
my saviour and my God.' (GNB)
- Elijah saw God's mighty power at work on Mt. Carmel, but when Jezebel threatened to kill him, Elijah fled to the wilderness in deep depression. He wanted to die and might have done so except for the 'treatment' that came from an angel sent by God.  
Read his cry to God in 1 Kings 19:4.
- Read Jonah 4:3. Jonah was depressed, yet he had been saved from drowning by God and the people of Nineveh had responded positively to his preaching, repenting and turning back to God. Jonah was depressed because they weren't punished!
- Even Jesus knew distress in Gethsemane, as He thought of all that was before Him. The Amplified Bible says: 'He began to show grief and distress of mind and was deeply depressed. Then He said to them, 'My soul is very sad and deeply grieved, so that I am almost dying of sorrow.' ' (Matthew 26:38.)

The Bible does not pretend that sorrow and depression are not part of life. But with this despair comes a certain hope. Each of the believers who sank into depression eventually came through and

experienced a new and lasting joy. The Bible emphasises belief in God and the assurance of abundant life in heaven, rather than human despair. Paul's confident prayer for the Romans will someday be answered for all Christians. Read it together from Romans 15:13:

'May God, the source of hope, fill you with all joy and peace by means of your faith in him, so that your hope will continue to grow by the power of the Holy Spirit.' (GNB)

Through the ages some of God's great people have acknowledged that there have been times when despair and depression gripped their souls.

J.B. Phillips, translator of the New Testament, suffered from severe depression for many years. Once, in a letter to a woman with similar struggles, he wrote, 'My faith in God remains completely unshaken by the mental pain which is often excruciating, especially at night.'

Martin Luther, a great German reformer, suffered with depression. So did General William Booth and the Earl of Shaftesbury (who fought for the abolition of slavery).

Each of these men were giants in the faith. God used them mightily.

When does depression occur?

It may be the result of some great loss or grief. It may even follow physical or emotional exhaustion (burn out) after doing service for God.

It may come following a great discouragement or because we find our life boring.

### 3. **Can we prevent depression?**

The answer probably is 'no, not completely.' As we saw in our starter activity we all experience disappointments, losses, rejections and failures which lead to periods of discouragement and unhappiness. For some people, these periods are rare and brief. For others, depression is more long-lasting. It may not be possible or even desirable to prevent times of discouragement, but there are several ways to do this.

Here's a list of simple things to do.

1. Talk about your feelings so you know you're not alone.
2. Join in sports and hobbies you enjoy and do some exercise.
3. Express your thoughts by writing or painting.
4. Realise that you can't base life on your emotions.  
Christians base life on truth, not feelings. Philippians 4:4 commands us to rejoice (whether we feel like it or not!).
5. Avoid being alone. Force yourself to be with people.
6. Seek help from others. Talk to someone you trust about your feelings.
7. Sing. Music can uplift your spirit as it did for King Saul (1 Samuel 16:14, 16, 23).
8. Praise and give thanks. Think about the blessings in your life. '... be thankful in all circumstances. This is what God wants from you in your life in union with Christ Jesus.' (1 Thessalonians 5:18, GNB)

9. Take notice of God's advice. 'Trust in the Lord with all your heart. Never rely on what you think you know.' (Proverbs 3:5, GNB).
10. Rest confidently in the presence of God's Spirit. 'I will put my hope in God, and once again I will praise him, my saviour and my God.' (Psalm 42:5, GNB.)

## **TAKING IT HOME**

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We know that there may be times when we will feel depressed. Hanging onto our trust in God at such times is important. We should not get anxious about things that may never happen.

When I feel depressed, I can ask myself:

1. What precisely is bothering me?
2. Is it actually impossible? Is it vaguely possible? Is it only probable? or is it inevitable?
3. In the whole objective view, how important is it?
4. What can I do about it? What should I do about it? What will I do about it?

Write the names of the young people on separate pieces of paper. Give time for each person to take a name. Form a circle and pray for the person named.

## **FOLLOW-THRU**

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This is a good session to remind the young people that being aware of others' problems helps us to count our own blessings. Helping with some form of social work as suggested in *Get Involved and Grow in Mission* is a good challenge to tie into this session. E.g., accompany a Community Care Ministries worker on visitation.

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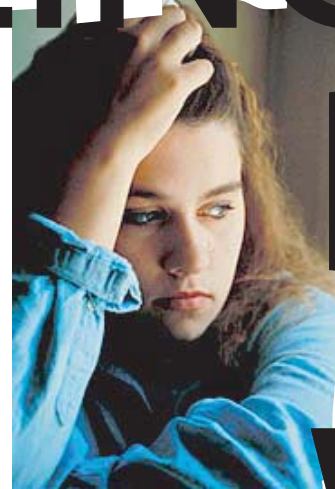
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# 1 FEELING

Choose 3 of these questions to answer on the lines below.

- a. Sometimes we can feel really high and sometimes really low. What two such experiences have you had recently?
- b. What do you do when you want to wipe out the memory of a bad day? (Sleep, play music, read a book, smash somebody, call a friend.)
- c. Describe how you have been helped by one person when you felt down.
- d. Do you read advice in magazines? Would you ever be guided by it?
- e. How do your friends help you? What do they say? Not say?
- f. Have you ever felt totally misunderstood? How did you feel about that?



# DOWN

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I get depressed when:	Always	Sometimes	Never
I feel I am all alone			
People misunderstand me			
I get pimples			
I am overtired			
People talk about me			
I am the butt of other's jokes			
I fail in a project			
A really great time ends			
I have a bad day			

# 2 Highlight or underline the appropriate responses for you. How do you usually react to failure?

- a. Kick myself for days.
- b. Run away from the situation.
- c. Hide my feelings from everyone.
- d. Ask forgiveness and move on.
- e. Try to be extra nice.



## When you blow it, what have you found helpful?

- a. Talk it over with a friend.
- b. Do something to make up for it.
- c. Forget about it.
- d. Try to learn from the mistake.
- e. Take some time off to get back on track.
- f. Write myself a long letter.
- g. Spend time with God.

## What have you found helpful in dealing with a friend who has experienced failure?

- a. Keep my mouth shut.
- b. Share some of my failures.
- c. Let your friend talk it out.
- d. Do something crazy together.
- e. Refuse to let the person dwell on it.



### HIGHLIGHTS

- Feeling blue is a natural follow-on of bad times.
- Everyone feels depressed at times.
- I must learn to be content with what I have.
- I should not get anxious about what might happen.
- I should talk to someone who can help me when I feel depressed.

# 3

Depression can be caused by

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Can cause people to

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Good ways to overcome feeling depressed are

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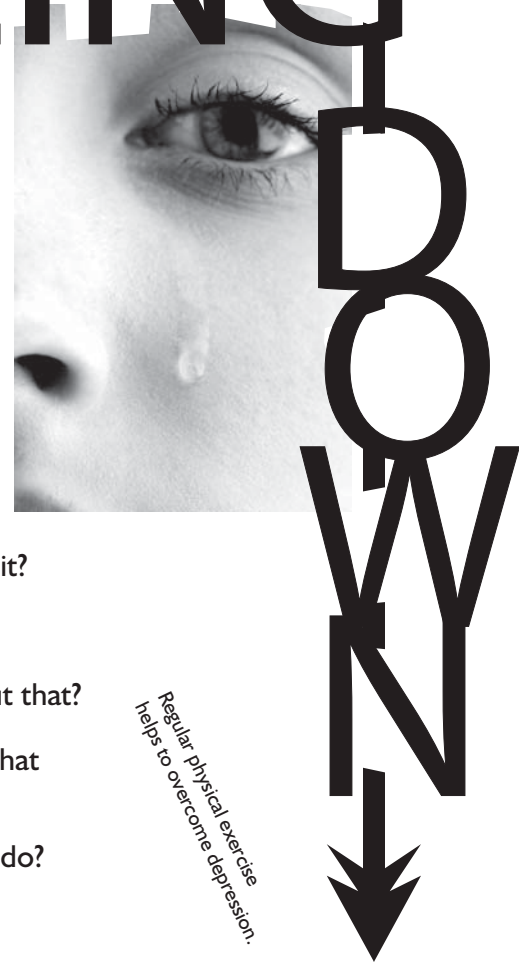
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# 1 FEELING

Choose 3 of these questions to answer on the lines below.

- a. Sometimes we can feel really high and sometimes really low. What two such experiences have you had recently?
- b. What do you do when you want to wipe out the memory of a bad day? (Sleep, play music, read a book, smash somebody, call a friend.)
- c. Describe how you have been helped by one person when you felt down.
- d. Do you read advice in magazines? Would you ever be guided by it?
- e. How do your friends help you? What do they say? Not say?
- f. Have you ever felt totally misunderstood? How did you feel about that?
- g. Recall the last time you were anxious or fearful or depressed. What questions were you asking God? Who else listened to you?
- h. If one of your friends said, 'I wish I were dead', what would you do?



*Regular physical exercise helps to overcome depression.*

Everyone has problems—they are a normal part of living.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I get depressed when:	Always	Sometimes	Never
I feel I am all alone			
People misunderstand me			
I get pimples			
I am overtired			
People talk about me			
I am the butt of other's jokes			
I fail in a project			
A really great time ends			
I have a bad day			

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 2 What are some attitudes that are bound to make you depressed?

- \* In order to be happy, I must be loved by everybody.
- \* Things have to go right.

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

## 3 Read Psalm 42 How did the psalmist cope with depression?

- \* (v3) \_\_\_\_\_
- \* (v5) \_\_\_\_\_
- \* (v6, 8) \_\_\_\_\_
- \* (v9) \_\_\_\_\_

Tick the methods you will use.

## 4 DEPRESSION



can be caused by

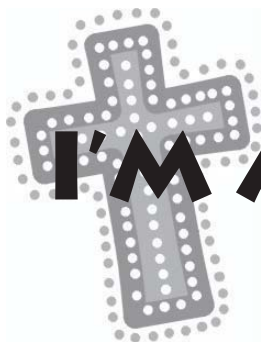
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causes people to

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Ways to prevent or overcome depression

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# I'M A BELIEVER!

## SESSION 13

### AIM

To show the young people how Christian beliefs are set out by Paul in his letter to the Romans.

### OBJECTIVES

As a result of a brief study of Romans chapters 1 - 8, the young people will understand:

- ❖ that creation gives all people an awareness of God;
- ❖ God's plan of salvation;
- ❖ we are justified by grace through faith;
- ❖ we have the power of the Spirit to live a Christian life.

### INSIGHTS FOR THE LEADER

Session 13 and 14 are to be used in sequence so these background notes relate to both sessions.

It is not possible to fully cover the teaching in Romans in two short sessions. Therefore the objectives for each session need to be kept clearly in mind as you prepare.

Romans, the longest of Paul's letters, does not follow his usual pattern and this is probably because he had had no contact with the Roman Christians but was hoping to be able to visit them soon. The believers in Rome had been on his heart for a long time and the destiny of his own people who were rejecting the gospel, caused the urgency with which Paul writes, as in chapter 1 verse 15, 'to preach the gospel also to you who are at Rome.' (NIV)

For this session, you will need to take time to read carefully Romans 1 - 8. The first part of the letter is a systematic, lengthy presentation of the gospel as Paul understood and proclaimed it. It shows how he worked at his ideas and how they affected him personally, so that this letter became a complete statement of his own belief. The Christian gospel does not depend on keeping rules and regulations, but on surrendering to God and relying through faith on His grace and love.

After his greeting and prayer of thanksgiving, Paul sets out to prove the gospel message.

He uses a quotation from Habakkuk 2:4 as the foundation for what he is going to present. (Read Romans 1:16 - 17.)

One Hebrew word was often translated as 'faith' or 'faithfulness'. We use these words as having two distinct meanings, so we need to keep the Hebrew usage in mind.

### FROM THE BIBLE

Book of Romans especially chapters 1 - 8; Habakkuk 2:4 (from RSV or NIV translations).

### CHECKLIST



Two Getting Started activities are suggested. Choose whichever suits the size and age of your group.

There is only one teaching approach suggested. It may need to be varied to suit the size of the group. If you only have 4 - 6 young people, you could work with the younger ones and have 2 - 3 older young people work together on points 2 and 3 from the teaching. You will need to give them a copy of the information in the Insights for the Leader under the points they are using.

If this is not feasible, condense the Bible readings and have the young people work as a group with you - writing their findings on the work sheet as they study each point.

The messenger bringing Paul's letter needs to be briefed, or just explain this to your group.

It would be helpful to have the four points written up so that the young people can refer to them during the session.

The counterpart to God's faithfulness is man's FAITH, i.e. his total trust in and reliance upon God. So he quotes this verse from Habakkuk as 'The righteous will live by faith.'

It would be quite normal for Paul, the Pharisee, to make what has seemed to scholars down through the ages an ambiguous statement, but his readers in that era, used to such subtleties, would have seen his point.

**Our righteousness** can only come from **God's faithfulness** and **our faith** includes receiving the gospel and continuing to live to please God, i.e. living righteously.

Paul intended that his quotation from Habakkuk be understood in the light of this meaning. He wanted to show his readers that there was a natural progression in God's revelation of Himself to us through Jesus' death for our salvation.

To avoid confusion use the NIV or RSV translation of Habakkuk 2:4 in this session.

The *New Lion Handbook to the Bible* gives a clear outline of Paul's letter to the Romans:

'The great theme of Romans is faith in the death and resurrection of Christ as the only ground of acceptance by God – a God who treats all people alike, Jew and Gentile.

Paul pulls no punches in describing the state the world is in (1:18 - 32). Everyone stands condemned by God's standards. Even the Jew, who has the unique privilege of knowing God's law, cannot keep it (2 - 3:20). But God offers us free pardon and new life. What we cannot do for ourselves, Jesus has done for us (chapter 5). We are free to make a fresh start – this time with all the power of God at our disposal (chapters 6 - 8).' (page 681)

## GETTING STARTED

**POINT**

Although Paul's letter to the Romans came to be accepted as holy Scripture, it was an important communication to the early Church in Rome and can be a guide for us in communicating the gospel to others.

**FOR SENIORS**

**POINT**

The heart of Christianity – as this session will show – is that salvation is from God. Good works alone can never bring salvation.

1. Prepare enough envelopes containing one of the following – an invitation, a greeting card, a thank you note, a bill/receipt, a letter with bad news, a newsy letter from a friend. (More can be included if the group is larger.)

Hand out the envelopes to the young people. Ask them to open and read the contents. Have each briefly say what their envelope contains, and how they felt when they opened it.

Discuss how important letters are and ask for suggestions about how letters or communications were made before 'Australia Post' or the internet.

Or

2. Discuss the 'I'm O.K., I've earned a place in heaven' trend which suggests that if you do good, God will be pleased; the philosophy that has the idea of 'paying God off'.

The young people could give examples of how we might do this: e.g., giving to the Red Shield or other appeals; sponsoring a World Vision child; playing in the band or timbrels; helping in Sunday School, Kids Club, Sagala and so on.



# GOING DEEPER

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If your group size allows, divide them into two house church groups who are meeting when Paul's letter arrives.

The briefed messenger will explain that Paul had written the letter because he had not been able to visit them. He wanted to present to them a full explanation of the gospel and to encourage them to give their lives totally to God rather than to sin.

There are four points to this session, so each group could study two of them using the references given. Have the group listen to the point and then read the Bible passages. Give the group a copy of the information printed under the points they will be studying. This will help them understand the passages. Have them prepare their statements to present to the combined group. There is a place for these to be written out on the work sheet.

## **1: Creation gives all people an awareness of God.**

Reference: Romans 1:19 - 23.

Knowledge about God can be found by anyone. Just looking at the created world should make everyone, whether they have heard the gospel message or not, aware that God is a wonderful Creator.

'Through nature', says Paul, 'God has made it plain to all people what He is like.'

In verses 21 - 23 Paul goes on to say that people who refuse to accept this evidence of God's existence, refuse to honour or thank Him and foolishly worship images made to look like people, birds, animals or reptiles. They worship the created, not the Creator.

The evidence of God in nature is clear and ever present. No person can ignore it. Even those who declare they are atheists have, at some time in their lives, felt that there must be more to life than what they have. By looking at creation we can learn about the qualities of God.

Discuss what qualities of God we become aware of as we look at nature.

## **2: God's plan of salvation.**

References: Romans 1:16 - 18; 3:20 - 26.

Paul, an educated Pharisee, knowing in fine detail all of the Jewish law, has absolute confidence in the gospel – the good news about Jesus. It is this gospel that makes it plain how God 'justifies' or 'puts people right' with Himself.

This gospel makes it clear that we can only be made right before God through faith. There is nothing we can do ourselves to be made right with God. The gospel does not just inform us about salvation. It is 'God's power to save all who believe.' (1:16)

People believed, and some still believe today, that they were saved or made righteous by doing good works. Paul reminds them that the Scriptures – i.e., the Old Testament, backs up the gospel. He is quoting from Habakkuk 2:4 when he says 'The person who is put right with God through faith shall live.' (Habakkuk was a prophet in the seventh century BC and he was concerned that good people were suffering because of the wickedness of the powerful. God's reply was that 'the righteous will live by his faith' Habakkuk 2:4, NIV.)

In chapter 3:20 - 26 Paul points out that salvation has nothing to do with the keeping of the ancient law. It is a free gift of God, offered to all who

### **DEFINITION**

Atheist: one who does not believe in the existence of God.

### **DEFINITION**

Pharisee: the Pharisees were committed to a strict keeping of and preserving the smallest detail of the law of Moses

believe. It doesn't matter who we are or what we have done, everyone has sinned and is far away from God, and in need of being put right with God.

We all stand condemned before God and are helpless and hopeless apart from God's grace. 'God puts people right through their faith in Jesus Christ.' (v.22) This is God's wonderful plan of salvation.

### **3: We are justified by grace through faith.**

Reference: Romans 4.

Justification is the act of being 'made right' in God's eyes. That is, God acquits us and makes it just as if we had never sinned. None of us can do this ourselves. We can only be made right by accepting in faith God's gift of sending Jesus to die for us. This is the message of the gospel.

In using Abraham as an example, Paul was pointing to the father of the Jewish nations. God accepted Abraham, not because of his good life, but because of the faith that he showed. When it seemed impossible for him to become a father, let alone father a nation, Abraham believed God's promise. 'He was absolutely sure' that God's promise would be kept and this was why 'he was accepted as righteous' (v.21 - 22)

### **4: We have the power of the Spirit to live a Christian life.**

References: Romans chapters 5 and 8.

Chapter 5:1 - 5 reminds us of two great truths. In all the problems of life we can hold on to the hope we have. Jesus has made it possible for us to have access to God. We have peace and hope and the gift of the Holy Spirit.

Verses 6 - 10 remind us that Christ died for us because we were sinners and so He changed us from God's enemies to being God's friends.

Verse 17 reminds us that because of Adam's sin, death came into the world and everyone will die. Through Jesus Christ, however, we are freely forgiven and put right with God.

Verse 20 reminds us that God's grace (i.e., God's wholly undeserved favour) is for all and cancels out the power of sin. Knowing this helps us to live a victorious life.

Chapter 8:9 reminds us that Christians have the Holy Spirit living within them, telling them what to do.

Verse 11 tells us that through Him we have the hope of eternal life.

It is the Holy Spirit's presence that convinces us that we really are God's children (v.16). It is the Spirit who comes to help us and helps to turn our deepest longings into prayers. (v.26 - 27).

Verses 35 - 39 are like a victory dance! We can be sure that there is no power in heaven or earth that can cut us off from the love of Christ. He pleads our case. Whatever life may bring, we can be winners. These are the great certainties of the Christian faith!

### **Review of study**

Having completed their two statements, the groups should now meet together. One young person should read out the point and what they found in the book of Romans to back up their statement, until the four points and statements have been read.

Make sure that the young people give the references in Romans because this information will be needed for the work sheet.

# TAKING IT HOME

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Have the young people recite: 'The righteous will live by faith.'

Remind the group that this Old Testament prophet's statement was used by Paul in his letter to the Romans as he explained the gospel to them. This statement remains central to the plan of salvation today, and shows us that Paul's letter can help us to understand our Christian beliefs.

## FOLLOW-THRU

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Those young people who complete writing a letter on the work sheet and give it to a friend will have completed the 'Your Choice' task in Get Involved and Grow in Mission.

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# I'M A BELIEVER

1

From Romans chapter 1, write out the verses which best explain that 'all people have an awareness of God'.

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2

From Romans chapter 3, write out verses which show 'God's plan of salvation'.

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3

From Romans chapter 4, write out verses to show that 'we are justified by grace'.

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**HIGHLIGHTS**

- Paul's letter to the Romans was written in anticipation of a follow-up visit.
- All people have an awareness of God through creation's beauty.
- Salvation is a free gift offered by God to all who believe.
- We cannot earn our salvation, it comes by God's grace.
- The Holy Spirit gives the believer the power to live the Christian life.

4

From Romans chapter 5 or chapter 8, write out the verses which explain that 'we have the power of the Spirit to live the Christian life'.

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Letters can be exciting! Some, we'd rather not get. Some tell us good news, others bring us bad news.

Paul wrote to the Christians at Rome to encourage them to hold fast to their beliefs and to practise their faith in good living.

Write a letter explaining the way of salvation and how good it is to know we are right with God.

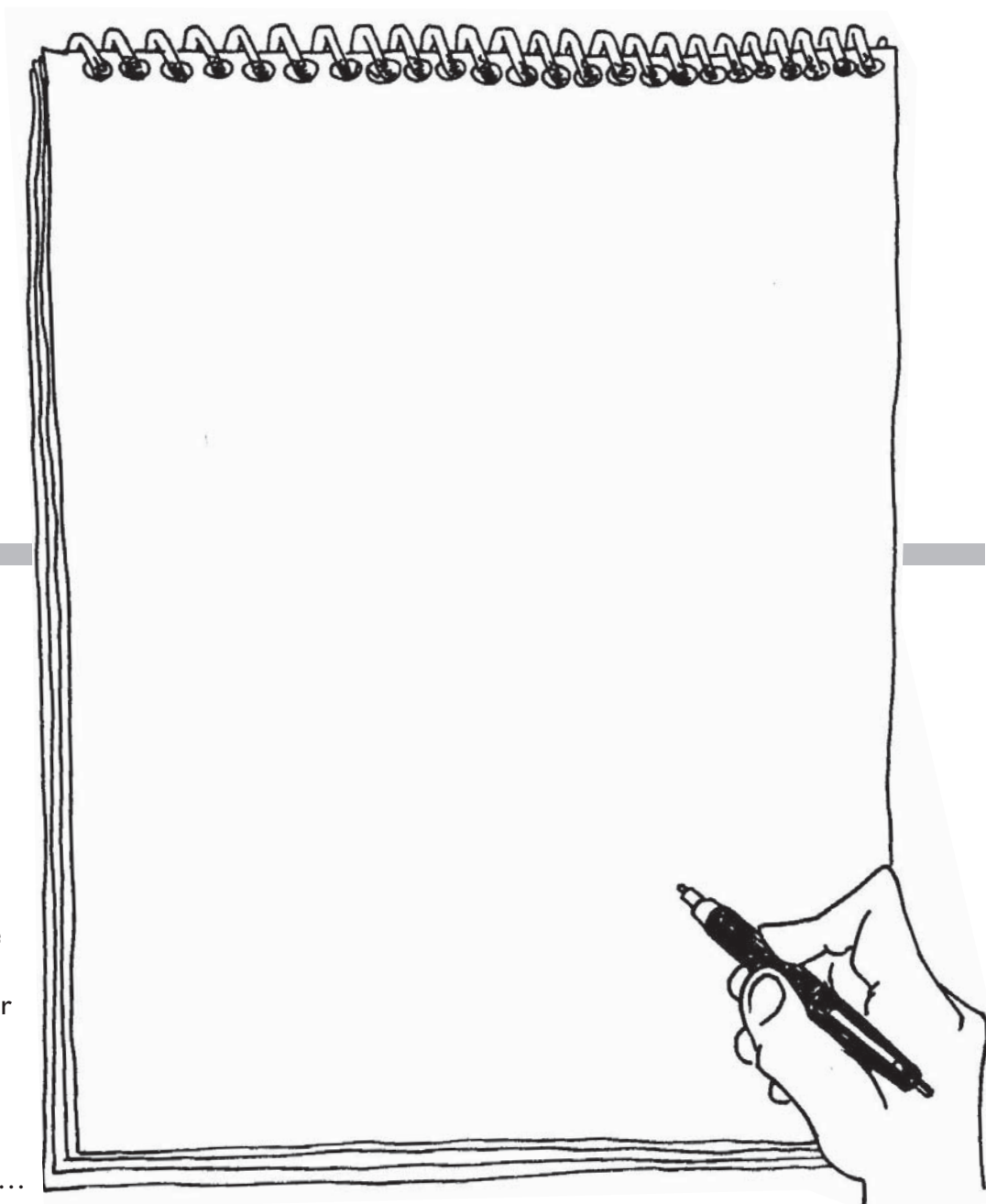
HAPPY  
BIRTHDAY

Tim  
*Hope you have  
a great day and  
that the coming  
year will be full  
of good things.*

So, I'm really  
sorry to have  
to tell you  
that Matthew  
fell off the  
ladder and is  
now in  
hospital.

*Dear Jane,  
I'm having a  
pool party on  
6th February.  
I hope you  
can come.  
It's going to  
be great.*

Please find  
enclosed the  
final  
statement for  
your dental  
work. We  
would  
appreciate  
payment by ...



*Thank you very  
much Tanya  
for the lovely  
gift you sent  
for my  
graduation. It  
was just the right  
colour to go ...*

...when the three  
of us got down to  
the beach, we  
couldn't believe our  
eyes. The waves  
were huge,  
the sand clean and  
the sky a clear blue.  
We had a terrific time.

**You may like to copy this letter out and  
give it to a friend as a 'Your Choice'  
challenge in Get Involved and Grow in Mission.**

1

# I'M A BELIEVER

Paul's letter to Romans has become an important part of helping Christians know what they should believe.

Imagine you have an opportunity to write as Paul did. Compose a letter based on the four points discussed in this session that would set out clearly for the reader what a Christian believes.

You could cut out this letter or copy it out to give to a friend and a challenge for the Get Involved and Grow segment would be completed.

*My dear ...*

We are saved by Christ's dying, not by our doing.

The Emperor as Paul wrote Romans was Nero, who persecuted Christians very cruelly.



2

How would you explain that all people have an awareness of God? Use Scripture references in your answer.

Three horizontal lines for writing an answer.

The Spirit of God enables the child of God to obey the word of God.

Explain how you could use these words to help someone who is convinced that they are 'good enough' because they do lots of good works.

Three horizontal lines for writing an answer.

Which verses in Romans 5 or 8 help us to realise that Christians have the power of the Holy Spirit to live in the Christian life?

Three horizontal lines for writing an answer.

The only valid passport to Heaven is signed in Jesus' blood.

This song written by Russell Fragar says:

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.

So You Would Come  
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PO Box 1195, Castle Hill NSW 1765  
Ph: (02) 8853 5353 Fax: (02) 9899 4591  
Email: publishing@hillsong.com

What verses in Romans are the basis for this song?

## SESSION 14

# WOULD A CHRISTIAN DO THAT?

### FROM THE BIBLE

Letter to Romans – especially chapter 12.



### CHECKLIST

For the Getting Started activity you will need to prepare pictures and have them hanging around the room, or have some 'Spot the difference' pages to be done.

There are four suggested teaching approaches. Work through all of them.

In approach 1 Romans chapter 12 is read by the whole group. Use the version printed on the work sheet so they can easily read it together.

Approach 2 considers what the verses are saying. The young people can complete the table on the work sheet to summarise the teaching of Romans 12.

For approach 3 you need to have 3 young people prepared to present their problem (as on the work sheet) and to discuss each case.

Approach 4 is **important** because the young people need to apply what they have learned to their own lives.

### AIM

To show the young people the clear standards of acceptable Christian behaviour set down by Paul in his letter to the Romans.

### OBJECTIVES

As a result of this study, the young people will have a better understanding of how a Christian should behave:

- ❖ in the home;
- ❖ in fellowship with other believers;
- ❖ in the society in which they live.

### INSIGHTS FOR THE LEADER

This session follows session 13, 'I'm a Believer'. Reviewing the background notes in that session will be helpful.

Paul had clearly explained the gospel and how we are justified by faith. He then followed this with clear guidelines on how a believer should live. The early church had believers who came from many different cultures and had many different attitudes concerning their behaviour. Paul wanted to make the Christian ethic perfectly plain. And it still applies to us.

In Romans 12:1 - 2 he clearly explains what a believer's attitude to God should be. This was revolutionary thinking! God wasn't far away, disinterested in what His followers did. He wanted to be in control of their lives.

True service to God no longer involved animal sacrifice. It involved the offering of ourselves dedicated to do His work.

In verses 3 - 8 Paul shows us our relationship to other believers and the need for cooperation and working together to build the church or the body of Christ.

He then moves on to our relationships with other people at home and in society. How important it is that our young people learn the Christian way of treating others instead of the 'me first' attitude taught in so many ways by our society. Loving others and serving them with love through the power of the Holy Spirit is the basis of acceptable Christian behaviour.

# GETTING STARTED

1. Have a series of 6 - 8 pictures in which you have made an obvious addition, e.g., put an Army cap on someone sitting on the beach. Place these around the wall and have the young people walk around and spot the errors.

Or

2. Use a puzzle (as often appears in 'Kidzone') 'Spot the differences'. Have sufficient copies so that your group can work in pairs.

# GOING DEEPER

1. **Read the Bible passage**

Read together Romans chapter 12. It is printed on the work sheet so that everyone has the same version.

2. **What the verses tell us**


Complete the table on the work sheet to summarise the teaching from Romans 12.

The answers are:

v.1	Dedicated to God and His service.
v.2	Not conformed to the world, but transformed by God.
v.3	Not thinking more of yourself than a Christian should.
v.4 - 8	Faithful in using the gifts God has given us.
v.9	Sincere in love, hating evil and following good.
v.10	Love and respect for others.
v.11	Work hard and don't be lazy.
v.12	Exercising Christian hope, meeting trouble with patience and praying all the time.
v.13	Sharing with those in need and welcoming strangers.
v.14	Asking God to bless – not punish those who persecute them.
v.15	Being sensitive to others' feelings.
v.16	Be prepared to do the 'dirty' jobs and listen to others.
v.17	Being honest in all actions, never seeking revenge.
v.18	Live in harmony with others, never being responsible for lack of peace.
v.19 - 21	Not seeking revenge but helping rather than cursing an enemy.

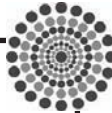
3. **Discuss case studies**

Have three young people ready to present their problem from the case studies on the work sheet.



Sometimes things look OK, but there is a difference we didn't expect. Have you begun to realise that many people who have no Christian standard for their own life expect Christians to be different?

In his letter to the Romans Paul set out very clearly how Christians should behave at home, in their church group and in the society in which they live.



**LEADER TIP**

Either have one good reader read the whole of chapter 12 or read around the group – whichever suits your group.



## LEADER TIP

Room to write their advice is on the work sheet. Some verses will apply to all three situations.

After a problem is presented have the young people suggest solutions that can be found in Romans 12.

- a. Kari's problem is her friends (**society**). She feels that they do not seem to be any the worse for the 'sinful' things they are into – binge drinking, drugs, cheating, lying, sex and disobedience at home and school. They keep pushing her to join them and not be a wuss. Kari knows that if she wants to stay right with God, she cannot join in their activities. She's frightened that if she doesn't, she'll be lonely and without friends – so wants to know how far she can go before she loses their friendship and God's blessing on her life.
- b. Tricia's problem is at **home**. She is the middle one of three girls and feels she is never regarded as important. She **thinks** she is always blamed for her little sister's mistakes and can't stand her older sister's 'know-it-all' attitude. So when there was a Christmas party to which they were all invited, she decided it was her chance to 'get her own' back. Her little sister asked for the loan of a pair of earrings (which she'd forgotten she had and hadn't used for ages) and her older sister wanted to be first in the shower because she was being picked up early. Tricia decided suddenly that she'd use the earrings herself and just got the bathroom door locked as her sister came out of her bedroom to go to the shower. So having 'got her own' back, she wondered why she did not enjoy the party! !
- c. At church Ben wonders why he is not always chosen to do the things **he** knows he can do so well. After all **his** father is CSM, so why doesn't everyone realise how important he is. He would be more than willing to be involved if people recognised his ability to be in charge! How could anyone have thought he should sweep the floor after the corps supper instead of leading the chorus time. After all he **is learning** to play the guitar! He has spoken to the youth group leader several times about his willingness to be used, but has decided never to speak to him or the committee again since they continue to only give him tasks that he feels are beneath his capabilities. **AND** how could they have asked him to have a supper at his house, when the last time they came, one of those 'new kids to the Army' even asked if they could borrow his copy of 'Chosen to be a soldier'. He hadn't even touched it himself for years but he didn't want it to look used and out of place with all his other good books.

He wonders how he can get everyone to understand his point of view and treat him as he deserves.

### 3. **What about me?**

Ask the young people to look again at Romans 12. Have them read it silently as they think about their own particular situations and problems.

Give them time to highlight or underline verses they know they must try to follow so that their behaviour is truly Christian.

## TAKING IT HOME

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Just as we are put right with God through faith, so we must live by faith, prepared to obey God's commands. Whether we are at home, in society, or in fellowship with other believers, the Holy Spirit helps us to live a life that pleases God.

Ask your young people to quietly pray about the verses they underlined, seeking God's help to live for Him.

## **FOLLOW-THRU**

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Romans 12:9 - 19 is well worth memorising. Some of your young people may like to accept the challenge to Get Involved and Grow in Worship by memorising scripture.

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HIGHLIGHTS

- The Bible gives us good advice on how we should behave no matter where we are.
- I need to be aware of this advice and try to live by it.
- I can only live by such high standards through the power of the Holy Spirit.

WOULD A CHRISTIAN DO THAT?

The Book of Romans: Chapter 12

Life in God's Service

<sup>1</sup> So then, my friends, because of God's great mercy to us I appeal to you: Offer yourselves as a living sacrifice to God, dedicated to his service and pleasing to him. This is the true worship that you should offer. <sup>2</sup> Do not conform yourselves to the standards of this world, but let God transform you inwardly by a complete change of your mind. Then you will be able to know the will of God - what is good and is pleasing to him and is perfect.

<sup>3</sup> And because of God's gracious gift to me I say to every one of you: Do not think of yourself more highly than you should. Instead, be modest in your thinking, and judge yourself according to the amount of faith that God has given you. <sup>4</sup> We have many parts in the one body, and all these parts have different functions. <sup>5</sup> In the same way, though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body. <sup>6</sup> So we are to use our different gifts in accordance with the grace that God has given us. If our gift is to speak God's message, we should do it according to the faith that we have; <sup>7</sup> if it is to serve, we should serve; if it is to teach, we should teach; <sup>8</sup> if it is to encourage others, we should do so. Whoever shares with others should do it generously; whoever has authority should work hard; whoever shows kindness to others should do it cheerfully.

<sup>9</sup> Love must be completely sincere. Hate what is evil, hold on to what is good.

<sup>10</sup> Love one another warmly as Christians, and be eager to show respect for one another.

<sup>11</sup> Work hard and do not be lazy. Serve the Lord with a heart full of devotion. <sup>12</sup> Let your hope keep you joyful, be patient in your troubles, and pray at all times. <sup>13</sup> Share your belongings with your needy fellow Christians, and open your homes to strangers.

<sup>14</sup> Ask God to bless those who persecute you - yes, ask him to bless, not to curse. <sup>15</sup> Be happy with those who are happy, weep with those who weep. <sup>16</sup> Have the same concern for everyone. Do not be proud, but accept humble duties. Do not think of yourselves as wise.

<sup>17</sup> If someone has done you wrong, do not repay him with a wrong. Try to do what everyone considers to be good. <sup>18</sup> Do everything possible on your part to live in peace with everybody. <sup>19</sup> Never take revenge, my friends, but instead let God's anger do it. For the scripture says, 'I will take revenge, I will pay back, says the Lord.' <sup>20</sup> Instead as the scripture says: 'If your enemies are hungry, feed them; if they are thirsty, give them a drink; for by doing this you will make them burn with shame.' <sup>21</sup> Do not let evil defeat you; instead, conquer evil with good.

(Quotations from the Good News Bible © 1992. Used by permission.)

I need to remember that God wants ME to

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**ACCEPTABLE  
CHRISTIAN  
BEHAVIOUR**

Complete this summary of Romans 12.

v.1 Dedicated to God and His service

v.2

v. Not thinking more of \_\_\_\_\_ than a Christian should.

v.4 - 8 Faithful in using the \_\_\_\_\_ God has given us.

v.9 \_\_\_\_\_ love, hating evil and following \_\_\_\_\_.

v. Love and \_\_\_\_\_ for others.

v.11

v.12

v.13 Sharing with those in \_\_\_\_\_ and welcoming \_\_\_\_\_.

v. Ask God to bless, not \_\_\_\_\_ those who \_\_\_\_\_.

v.15

v. Be prepared to do the 'dirty' jobs and listen to others.

v.17

v.18 Live in harmony with \_\_\_\_\_, never being responsible for lack of \_\_\_\_\_

v.19 - 21

God doesn't condemn us for making errors. Get up and keep going.

**a.** Kari's problem is her friends (**society**). She feels that they do not seem to be any the worse for the 'sinful' things they are into—drink, drugs, cheating, lying, sex and disobedience at home and school. They keep pushing her to join them and not be a wuss knows that if she wants to stay right with God, she cannot join in their activities. She's frightened that if she doesn't, she'll be lonely and without friends—so wants to know how far she can go before she loses their friendship and God's blessing on her life.

## WOULD A CHRISTIAN DO THAT?

Kari is \_\_\_\_\_

She ought to \_\_\_\_\_

All my behaviour is to bring glory to God's name, not mine.

**b.** Tricia's problem is at **home**. She is the middle one of three girls and feels she is never regarded as important. She **thinks** she is always blamed for her little sister's mistakes and can't stand her older sister's 'know-it-all' attitude. So when there was a Christmas party to which they were all invited, she decided it was her chance to 'get her own' back. Her little sister asked for the loan of a pair of earrings (which she'd forgotten she had and hadn't used for ages) and her older sister wanted to be first in the shower because she was being picked up early. Tricia decided suddenly that she'd use the earrings herself and just got the bathroom door locked as her sister came out of her bedroom to go to the shower. So having 'got her own' back, she wondered why she did not enjoy the party!!

**c.** **At church** Ben wonders why he is not always chosen to do the things **he** knows he can do so well. After all his father is CSM, so why doesn't everyone realise how important he is. He would be more than willing to be involved if people recognised his ability to be in charge! How could anyone have thought he should sweep the floor after the corps supper instead of leading the chorus time. After all he is **learning** to play the guitar! He has spoken to the youth group leader several times about his willingness to be used, but has decided never to speak to him or the committee again since they continue to only give him tasks that he feels are beneath his capabilities. **AND** how could they have asked him to have a supper at his house, when the last time they came, one of those guys 'new to the Army' even asked if they could borrow his copy of 'Chosen to be a soldier'. He hadn't even touched it himself for four years but he didn't want it to look used and out of place with all his other good books.

Tricia is \_\_\_\_\_

She should \_\_\_\_\_

He wonders how he can get everyone to understand his point of view and treat him as he deserves.

Ben is \_\_\_\_\_

He needs to \_\_\_\_\_

If your friends feel at your standards, are they really your friends?



# WRECKED BY DIVISIONS

## SESSION 15

### AIM

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Through a study of Paul's letter to the Corinthians to show the young people how quickly selfish desires can divide and even destroy a Christian fellowship.

**FROM THE BIBLE**  
1 Corinthians 1:10 to 4:21.

### OBJECTIVES

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As a result of this study of 1 Corinthians 1:10 - 4:21 the young people will understand better how to identify and beware of wrong attitudes that quickly damage the fellowship that should exist amongst all believers. They will be more aware that divisions are caused by:

- ❖ jealousy;
- ❖ envy;
- ❖ gossiping tongues;
- ❖ ambition;
- ❖ spiritual pride.

**CHECKLIST** ✓

This session aims to make the young people more aware of how easily and quickly Christian fellowship can be destroyed by wrong attitudes. Consider whether jealousy, envy, gossip, ambition and spiritual pride cause problems in your corps or whether one particular problem needs to be addressed for your group. Explaining the hurts and damage caused by such attitudes, rather than pointing the finger of blame, is what you should attempt to do in this session.

Getting Started 1 is for a group of at least eight and you need a large table set up as a football field. You also need young people who will participate well for this activity to work.

Getting Started 2 only needs three participants and most young people will have already met a situation like this.

There are four suggested teaching approaches. Have the diagram ready to display showing the information in approach 1 and deal with it quickly.

### INSIGHTS FOR THE LEADER

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As a prelude to this session it may be helpful to study the historical significance surrounding Paul's correspondence to the Corinthians. John Drane in writing about Paul (*Paul*, Lion Publishing) identifies Paul's dealings with the church at Corinth:

- i. **Bad News from Corinth:** During his three years' stay at Ephesus, Paul received bad news of the state of the Corinthian church. He wrote a letter referred to in 1 Corinthians 5:11, which warns them of the dangers of immorality.
- ii. **Paul writes 1 Corinthians:** This letter was probably in reply to certain definite questions brought in a letter by Stephanas (1 Corinthians 16:1, 17) from Corinth.
- iii. **Paul visits Corinth:** Paul learned from Timothy who had returned from Corinth that his letter was having no effect. So he decided to pay a visit. (2 Corinthians 2:1 describes it as a painful visit.)

From the book of Acts we learn that after Paul had left Corinth another convert had been sent from Ephesus to look after the Corinthian church. He was Apollos, a Jew from Alexandria, an eloquent speaker, eager to spread the message of Jesus. (Acts 18:24 ff.)

Although he was no doubt very different to Paul, Paul always spoke highly of Apollos. There is no reason to believe that Apollos in any way caused the division which occurred in the Corinthian church.



Apollos was with Paul in Ephesus when the letter to the Corinthians was being written and Paul urged him to go back to Corinth to help sort out the problem. (1 Corinthians 16:12)

As Gunther Bornkamm says in his book *Paul*:

'After Paul's departure the church in Corinth had increased amazingly and been very active, and had by no means relapsed into spiritual poverty or barrenness (1:4 - 9). Nevertheless, it presents a confused picture. Its wealth exposed it to great dangers, and while advising it, the apostle was also forced sharply to criticize it. The very first question, treated at length (chaps. 1 - 4), shows that the church had seriously departed from the foundations that Paul himself had laid. It had split up into rival groups, thus imperiling the unity of the body of Christ, the church. The slogans of these groups – 'I belong to Paul, I to Apollos, I to Cephas, I to Christ' (1:12) – do not let us see the differences in detail. Significantly, however, Paul never thought of entering into discussion of their various ideas and inclinations, and of favouring one side to the exclusion of the rest. All parties, his own adherents included, showed that they had forsaken the gospel of Christ crucified and replaced it with a puffed-up, supposedly 'spiritual' wisdom which was in fact very human. In the excess of spiritual experience and knowledge, the Corinthians had lost sight of Christ as the basis and foundation of their freedom and thus prostituted themselves to human 'authorities' (3:21 ff.).

## GETTING STARTED

---

1. Turn a large table (or two tables joined together) into a football field. Use string or masking tape to mark out the field. For goalposts use straws stuck in clay with the crossbar fastened with pins.

Put the young people into two opposing teams:

Team A known as the Church Dividers and Team B known as the Church Builders.

Explain that they must really enter into the role of the team they are in and that they must display these characteristics during the game.

Team A will show jealousy, envy, gossiping, ambition, spiritual pride.

Team B will show love, compassion, forgiveness, care and humility.

(Add any other attributes that you feel apply to your situation.)

Tell the group that they must make comments all through the game according to the role they are in.

The team members stand alternately around the table.

With a ping-pong ball on the centre spot, the referee blows the whistle. Everyone, with hands under the table, and chin on the table, blows the ball toward the opponent's goal. If the ball falls off the table, place it where it fell off and continue.

The object of this game in this context is to show how one bad attitude can disrupt or side track people from their goals – spiritual or otherwise.

Make sure you debrief your group after the game and they do not feel hurt by insults hurled at them.

Or

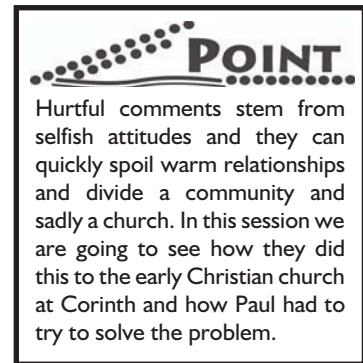
## 2. Role play

How wrong attitudes hurt innocent people.

Choose three people – A, B & C.

A has a simple message to pass on to C via B, but B is jealous, or adopts a bad attitude and distorts the message to suit his/her own purpose. e.g., A asks B to tell C that she is really sorry that she can't make it tonight as she had forgotten that she had an important engagement that she must keep. B however tells C, 'A wants you to know she'd much rather be somewhere else tonight than with you, so she's not coming.'

- How does A feel when the truth is revealed?
- What is C's reaction?
- How can A and C help B?

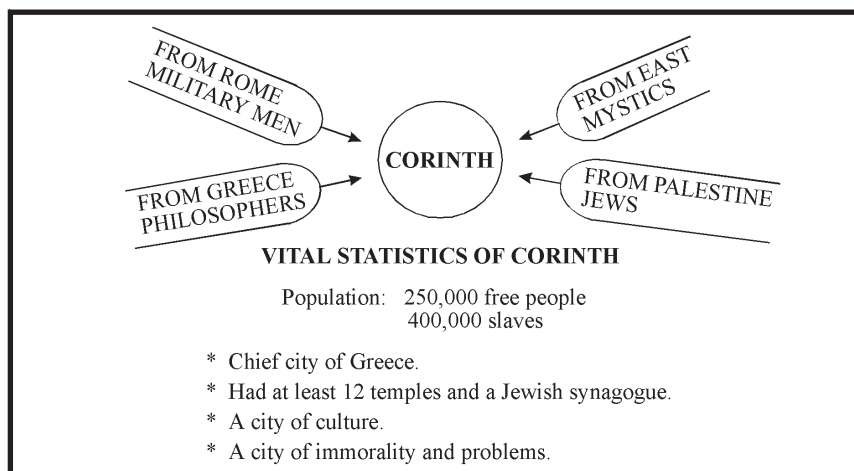


## GOING DEEPER

### 1. Setting the scene: Corinth – the multicultural city

Discuss the multiculturalism of a large city, e.g., Sydney, Brisbane, Melbourne.

Corinth was a cosmopolitan city, the crossroads for travellers and traders, a busy sea port on the Mediterranean Sea, and the destination of people from differing cultural backgrounds.



### LEADER TIP

Refer to the diagram of Corinth. You may wish to have this enlarged or drawn up on a board.

Paul preached the good news about Jesus in this city. While Paul was with them, the various sections of the young congregation were held together. But when Paul departed, there was division and disagreement.

### Question

- What problems might have resulted from new Christians of different cultural backgrounds?  
(Refer to values, beliefs, customs, interpretation of new knowledge.)

### 2. What caused the problems?

It is very hard to deal with problems in a group.

It is very painful to deal with them in a church because we expect Christians to know better.

And when it is necessary to point out wrong actions or attitudes to people, they often get offended and even leave the church altogether instead of asking God to help them face the problem honestly.

When Paul left the young church in Corinth, he had high hopes that it would continue to grow and become firmly established.

The advice he gave on several occasions is joined together in the letters we call first and second Corinthians.

Becoming a Christian is just the beginning of our new life. We must grow as we learn more about God's will for our lives.

Paul was sad when he received bad news about the church in Corinth. So, because he could not go back to visit them, he wrote to them to warn them that problems must be sorted out and squabbling must stop. He also answered questions he had been asked.

Read together I Corinthians 1:10 - 17.

The church had split into four groups giving their spiritual allegiance to various people. What were the groups?

1. We follow Paul.
2. We follow Apollos.
3. We follow Peter.
4. We follow Christ

Give the young people time to re-read verses 11 and 12 and then give them a little overview of how these groups formed.

**The Paul followers:** Interpreted Paul's teaching about freedom to mean that Christians could ignore the Old Testament Law and do as they pleased.

**The Peter followers:** These were the legalists who believed that the Christian life meant strict observance of the Jewish Law and that those who did not keep all of it were not real believers.

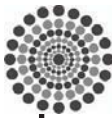
**The Apollos followers:** Apollos, a Greek Jew brought up in Alexandria, had looked after the young church. He may well have tried to show that all that was in the Greek philosophy had been written about by Moses and other Old Testament writers. He was an acceptable teacher for the Christians with a Greek background.

**The followers of Christ:** This group of men and women considered themselves to be above the other groups because they thought they were more spiritual than other members of the church. They were puffed up with spiritual pride, boasting of mystical experiences with Christ and not helping to join the divided groups together.

### 3. How Paul handled this problem

Read the following verses in I Corinthians to find out the answers to the questions.

- a. Who did Paul remind them was their leader, the one they all worshipped? (1:2)
- b. What reaction did unbelievers have to the teaching that salvation came through a crucified Christ? (1:22 - 25)
- c. How did Paul handle the boasting that was occurring? (1:26 - 31)
- d. Why did Paul feel he had to treat them like babies still feeding on milk instead of solid food? (3:1 -3)
- e. Why can no leader be more important than another? (3:5)



## LEADER TIP

This is activity 1 on work sheet.



- f. What argument did Paul use to show that God uses many different leaders? (3:6 - 9)
- g. What Christian responsibilities did Paul point out in v.16 - 17 and 21 - 23?
- h. What warning did Paul give to the people causing the problems? (4:18 - 21)

**4. Am a builder or a knocker?**

Sometimes one of our Christian leaders has to speak to us about wrong attitudes or behaviour that we have allowed to creep into our lives and are causing problems in our corps.

Nobody likes to be told off and it is very easy to feel that more was being said to us than was meant.


Make a list with your young people about attitudes and actions that need to be altered. Ask them to consider why such behaviour occurs and whether leaders see it differently.

How do I react when I am spoken to about a problem?

- How dare they talk to me like that?
- Who do they think they are? They're not perfect themselves.
- Well! I'll leave if you don't want me!
- Tell my friends an exaggerated version of what was said.
- Stop and consider whether what was said to me was really fair.

What wrong motives and feelings had caused the division in the church at Corinth? Make a list of them, e.g., jealousy, envy, spiritual pride, ambition, gossiping tongues.


Which of these could be applied to the reactions we have just considered? e.g., Telling my friends an exaggerated version is a gossiping tongue.



**LEADER TIP**  
Complete the chart on the work sheet. (A completed chart is provided below for your information.)



**LEADER TIP**  
This is activity 4 on the work sheet.



**LEADER TIP**  
If you played the 'football' game in Getting Started I, or used the role play, you could now remind the young people how easy it was to cause division and hurt others.

<b>An attitude or action causing problems</b>	<b>Why do we act this way?</b>	<b>How do our leaders see it?</b>
Always running late.	Too many things to do.	We are becoming slack or careless.
Talking in meetings.	So much to tell our friends.	We are being irreverent.
Being unkind to somebody.	Jealous of others' ability, personality or good looks.	It is unchristian and must be stopped.
Keeping to our circle of friends and not allowing others to join in.	We're satisfied with what we have.	How can our corps grow if we don't welcome and include newcomers?

## TAKING IT HOME

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Paul was very careful to focus on construction – laying a good foundation, instead of destruction. He was trying to build up the believers.

Selfish attitudes can very quickly hinder and spoil Christian fellowship. Each young person has a valuable role to play in building up fellowship within the corps. It is important that young and old Christians identify with one another.

- Have the young people read I Corinthians 3:9.
- Pray for wisdom and guidance in our attitudes towards other Christians.

## FOLLOW-THRU

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This session leads into looking at how well we participate in worship.

Do I build up or knock my corps by the way I worship?

There could be some other challenges in Get Involved and Grow in Worship that the young people would like to accept.

## BIBLIOGRAPHY

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DRANE, John, *Paul*, Lion Publications.

BARCLAY, W., *Commentary on I Corinthians*.



The church at Corinth had split into four groups. What were they?

Four horizontal lines for writing the names of the four groups.

How had this happened?

Three horizontal lines for writing the cause of the split.

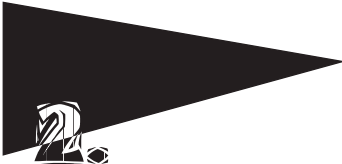
How do such divisions occur in corps today?

Three horizontal lines for writing modern examples of divisions.

WRECKED BY



DIVISIONS



How did Paul handle this problem?

Four horizontal lines for writing Paul's response.



In your own words write Paul's letter to the Corinthians. Look up each reference for some KEY word to use.

- 1 Corinthians 1:2 Dear \_\_\_\_\_
- v.3 Greetings \_\_\_\_\_
- v.4 I always \_\_\_\_\_
- v.10 I appeal to you about \_\_\_\_\_

1 Corinthians 3:16 You yourselves are \_\_\_\_\_

Yours faithfully,

1 Corinthians 1:1 Paul \_\_\_\_\_

## Am I a builder or a knocker?



Fill the answers in the columns

An attitude or action causing problems.	Why do we act this way?	How do our leaders see it?
Always running late.		We are becoming slack or careless.
Talking in meetings.	So much to tell our friends.	
	Jealous of others' ability, personality or good looks.	It is unchristian and must be stopped.
Keeping to our circle of friends and not allowing others to join.		How can our corps grow if we don't welcome and include newcomers?

### HIGHLIGHTS

- Selfish desires can quickly divide and spoil Christian fellowship.
- Paul had to write to the Christians at Corinth about divisions that were harming the church.
- It is painful to have wrong attitudes pointed out to us.
- We must beware of jealousy, gossip and spiritual pride.

### How do I react when I am spoken to about a problem?

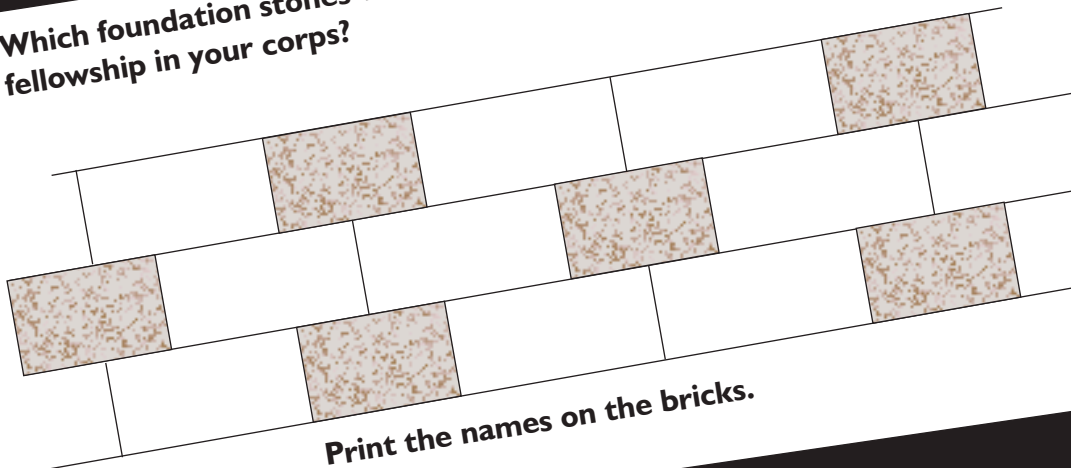


- How dare they talk to me like that?
- Who do they think they are? They're not perfect themselves.
- Well! I'll leave if you don't want me!
- Tell my friends an exaggerated version of what was said.
- Stop and consider whether what was said to me was really fair.



Which foundation stones would you use to build strong Christian fellowship in your corps?

spiritual pride  
 friendship  
 wisdom  
 jealousy  
 compassion  
 gossip  
 ambition  
 home groups  
 envy  
 prayer cells  
 cliques  
 TRIBE members



Print the names on the bricks.



The church at Corinth had split into four groups. What were they?

\_\_\_\_\_

\_\_\_\_\_

How had this happened?

\_\_\_\_\_

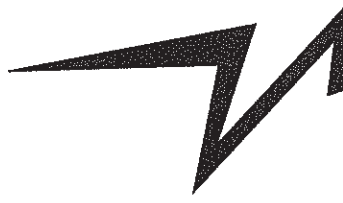
\_\_\_\_\_

How do such divisions occur in corps today?

\_\_\_\_\_

\_\_\_\_\_

**WRECKED BY**



**DIVISIONS**



Compose, with the help of the key verses from Paul's letter, a letter that you might write to a friend, whom you really care about, but who is causing problems at church, school or wherever through a bad attitude.

I Corinthians 1:2 Dear \_\_\_\_\_

v.3 \_\_\_\_\_

v.4 \_\_\_\_\_

v.10 \_\_\_\_\_

I Corinthians 3:16 \_\_\_\_\_

I Corinthians 1:16  
v.23 and v.24 (ending) \_\_\_\_\_

Yours sincerely,

Paul wrote to the Corinthian church while he was at Ephesus.

Corinth was dominated by the temple of Aphrodite—the goddess of love.

## Am I a builder or a knocker?



Fill the answers in the columns

Corinth was notorious for excess and sexual licence.

An attitude or action causing problems.	Why do we act this way?	How do our leaders see it?
Always running late.		We are becoming slack or careless.
Talking in meetings.	So much to tell our friends.	
	Jealous of others' ability, personality or good looks.	It is unchristian and must be stopped.
Keeping to our circle of friends and not allowing others to join.		How can our corps grow if we don't welcome and include newcomers?

### ► How do I react when I am spoken to about a problem? ◀



- ▷ Stop and consider whether what was said to me was really fair.
  - ▷ Who do they think they are? They're not perfect themselves.
  - ▷ Tell my friends an exaggerated version of what was said.
- ▷ Well! I'll leave if you don't want me!
- ▷ How dare they talk to me like that?



### Case Study: The Gossiping Tongue

Kerryn, Sue and Meryl are senior TRIBE members at Northbound Corps. Kerryn is a very pleasant young Christian who gets along well with everyone in the TRIBE group as well as the other Salvationists. However, lately Meryl has begun spreading rumours about Kerryn's behaviour at school. Even though these are completely untrue, the rumours have reached Sue who is Kerryn's best friend.

Sue is confused but chooses to believe the rumours and is now making excuses about not going to Kerryn's home for the weekends, etc.

Some older folk at the corps also choose to believe the rumours and ignore Kerryn when she greets them.

Kerryn is really concerned about the division caused by the untrue rumours that Meryl is spreading. Sue and Meryl won't sit near Kerryn in the meetings. The clique they have formed is hurting Kerryn deeply. She is thinking of quitting church altogether.

- i. What would you do about this situation?
- ii. Who can help sort things out?
- iii. What would Paul have to say about this?
- iv. Can you foresee any damaging outcomes?

Corinth was a multicultural city with many more slaves than free people living in it.





# A PERSONAL KING

## SESSION 16

### AIM

---

To help the young people have a clearer picture of who Jesus is through a study of Matthew's concept of Jesus.

### FROM THE BIBLE

Various passages from Matthew's gospel.

### OBJECTIVES

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As a result of this session the young people will have looked at Matthew's Jesus and understood better:

- ❖ the impact Jesus had on Matthew's life;
- ❖ Jesus' ability to meet the various needs of different people;
- ❖ the truly biblical concept of who Jesus is.

### INSIGHTS FOR THE LEADER

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This session looks at the character of Jesus through the eyes of Matthew and why he sees Jesus the way he does. We also examine other people's encounters with Jesus and the impact this had on their lives.

As Matthew sat down to write his account of Jesus he had two main objectives:

1. **To impress his readers with the majesty of Jesus.** Jesus had completely turned Matthew's life around and he wanted his readers as they finished his book to bow their heads and hearts in loyalty to Jesus the King.
2. **He wanted to reach his own people, the Jews.** He constantly had them in mind as he wrote about his memories of Jesus and his encounters with others. Matthew quoted the Jewish scriptures more than any other gospel writer and anchored what Jesus said and did in the prophecies of the Old Testament. A key verse in the gospel is Matthew 5:17. 'Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfil them'. (NIV) Matthew carefully focused on Jewish readers because he wanted his own family, his own people, to know the truth about Jesus.

Matthew alternates in his book between what Jesus *did* and what Jesus *taught*. He records at least twenty specific miracles and shows Jesus' absolute authority over disease, deformity, demons and nature. He reports that Jesus stilled a storm with a single command and that Jesus caused sickness to leave people with just a touch or a word. Many came to Jesus for healing.

### CHECKLIST

For Getting Started 1 you will need snapshots or photographs of people the young people don't know.

For Getting Started 2 you will need to copy the list of events of Jesus life on to sheets of paper (do not write the Scripture references down, they are for your reference only, or just use the senior work sheet).

There is one teaching approach that you need to work through. The character stories could be portrayed by older people (invite their discipleship partners to role play a character) who have learnt the passage or you can show the 'Matthew' Jesus video. Try to include each story.

He taught parables about the Kingdom, the unforgiving servant, the labourers in the vineyard and the ten bridesmaids. None of these appears in the other gospels.

Matthew also focuses on what Jesus *said*. About sixty percent of the book is a record of Jesus' words. The most well known teaching passage in the gospels is the Sermon on the Mount (chapters 5 - 7).

All through his book Matthew places the focus on the New Kingdom that Jesus was ushering in. The Old Testament prophets had promised a deliverer and Messiah and Jesus was the fulfilment of that prophecy.

Jesus was not a King who came to rule and overthrow, but one who changed the hearts of those who put their trust in him. It is this emphasis in Matthew's gospel that we want to communicate to the young people during this session. The New Kingdom exists wherever Jesus reigns as king, He reigns in the hearts of those who follow him. He is a 'Personal King'.

Jesus was not into oppression but liberation. He came so that we might be set free from bondage and not be oppressed by a long list of rules! He is not a king who is a cruel dictator forcing us to obey His every demand. He commands our love because He has already made the ultimate sacrifice to rescue us from sin's power.

It is this personal king we want the young people to understand, know and love as they consider personal encounters Jesus had with different people in Matthew's gospel.

## GETTING STARTED

1. Have some snapshots or photos of people your young people do not know. Pass them around and have them try and tell or write down what they think the people are like. Eg: their personality, their family situation, what occupation they have. Have them share these impressions with the group.

**Or**

2. Divide the young people into small groups. Give each group the following list of events in the life of Jesus. Have them written on separate pieces of paper. Ask the group to put them into the order Matthew mentions them by looking at the headings in Matthew.

- Birth (Matthew chapter 1)
- Baptism (3:13 - 17)
- Temptations (chapter 4)
- Sermon on the mount (chapter 5)
- Calms the storm (8:23 - 27)
- Feeds the 5000 (14:15 - 21)
- Blesses the little children (19:13 - 15)
- Clearing the temple (21:12 - 13)
- Death (chapter 27)
- Resurrection (chapter 28)

### POINT

It is impossible to really 'know' someone unless we have a relationship with them. It is also impossible to experience who Jesus is as a 'Personal King' unless we have a personal relationship with Him.

### LEADER TIP

The Scripture references are provided for your benefit only, don't write them on the pieces of paper. This is also activity 3 on the senior work sheet.

### POINT

During this session we are going to take a closer look at Jesus through the eyes of someone who really knew Him – Matthew.

# GOING DEEPER

Matthew's gospel tells us how the following people each encountered Jesus in a different way. By looking at these 'snapshots' we will have a closer view of who Jesus was and what He can mean to us personally.

There may be some people in your corps who could portray dramatically these personal encounters. Don't just read them but get to know each encounter so you can tell it confidently.

## 1. Matthew

Read Matthew 9:9.

Matthew, also known as Levi, son of Alphaeus, was a tax collector. In Jesus' day tax collectors were the lowest of the low. They did the dirty work of the Roman oppressors. Tax collectors were seen as vultures who squeezed every dime out of poor people. Matthew was looked upon as a thief and a traitor to his own people.

- This isn't how Jesus saw Matthew.
- What did Jesus see in him?

Jesus saw something more in Matthew, He saw a man ready to exchange his loyalty to money for a new allegiance so He called him to be a disciple. 'As Jesus went out from there, he saw a man named Matthew sitting at the tax collector's booth. "Follow me", he told him, and Matthew got up and followed Him.' (NIV)

Matthew responded immediately to Jesus' call to follow Him and leave his old life behind. But he couldn't leave his old friends who were tax collectors too. (No one would be a friend to a tax collector except another tax collector).

He invited all his friends to his house for a party and Jesus was there in the middle of them (Matthew 9:10 - 13). These were the very people Jesus had come to rescue!

- What did the religious leaders think of Jesus associating with people like Matthew?

The religious critics looked down on such gatherings but Jesus said He was a spiritual doctor to those who were spiritually sick.

Matthew was never the same after his confrontation with Jesus, he was a transformed man. Jesus had touched his heart and changed him from a hated tax collector into a man with a desire to share Jesus with others.

### Discuss:

- Why did Matthew respond so wholeheartedly to Jesus call?
- Do I?

## 2. A paralysed man

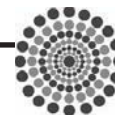
Read Matthew 9:2 - 8.

Some men brought a paralysed man to Jesus. He saw their great faith and said to the man, 'Your sins are forgiven'. The men obviously had brought him for physical healing but Jesus saw his greatest need and that was forgiveness of his sins.

The teachers of the law who were present when Jesus met this man challenged His authority to forgive sins so Jesus reaffirmed His claim to be 'The Son of Man'.

## LEADER TIP

If you have the 'Matthew' Jesus video, you could show these passages for discussion.



The paralysed man experienced Jesus' authority through the forgiveness of sins and physical healing (v.6, 7) leaving him in no doubt as to who Jesus was after their encounter.

**Discuss:**

- How did this man see Jesus?
- Would it have made a difference to how he lived the rest of his life?

3. **Andrew**

Read Matthew 4:18 - 20.

Andrew was one of John the Baptist's disciples. One day John was preaching and he pointed to Jesus and said, 'There is the lamb of God.' (John 1:29)

What did Andrew do after he met Jesus?

Andrew was so excited, he went and found his brother Peter to tell him he had found the Messiah.

One day while Peter and Andrew were fishing Jesus called them to be 'Fishers of men' (Matthew 4:19).

Andrew had lots of other opportunities to bring people to Jesus. It was Andrew who brought the little boy with the lunch to Jesus, who was able to use what he had to feed the five thousand. He also took some Greeks to meet Jesus when they expressed an interest in meeting Him.

Andrew was so touched and influenced by Jesus that he couldn't stop bringing others to Him.

**Discuss:**

- Does Jesus have this effect on me?

4. **Joseph of Arimathea**

Read Matthew 27:57 - 60.

Who was Joseph of Arimathea?

Joseph was a wealthy man who lived in Arimathea, a town in Judea. He was a respected, good living man who took his responsibilities as a member of the Jewish Council (Sanhedrin) very seriously.

He had heard Jesus preach and it is believed that he was a secret follower of Jesus. So he could not agree with how the council had condemned Jesus to death.

- For some time Joseph's encounter with Jesus was kept secret. He was afraid of the 'in-group' no longer accepting him and losing his place of respect.
- What about me?

But Jesus' death seemed to stir Joseph to action. He put his future at risk by going to ask Pilate for the body of Jesus after he had died so that he and his friend Nicodemus could give Jesus a proper burial.

At last Joseph's encounter with Jesus moved him to go against the pressure of other council members and to jeopardise his standing in the Jewish community.

5. **The rich young man**

Read Matthew 19:16 - 22.

This rich young man asked Jesus what he must do to receive eternal life.

- What was Jesus' response to the question?

Jesus told him he must obey the commandments.

The young man said he had done this but still felt something was missing in his life. Jesus told him to sell all his possessions, give to the poor and follow Him. This really hit a nerve.

In reality, his wealth stopped him from having a relationship with God. It had become his idol and he could not give it up. So though he had kept the commandments relating to other people, he was not keeping the first and greatest commandment (Matthew 22:36 - 40).

His encounter with Jesus became a confrontation. Jesus always challenged people about their spiritual priorities and to make that commitment above all other things.

We don't know the ending of this young man's encounter with Jesus, but we do know that the Scripture says, 'He went away sad'.

**Discuss:**

- What could the young man have done and said for a happier result from His encounter with Jesus?
- How about me?

**6. The little children**

Read Matthew 19:13 - 15.

- What do these verses tell us about how Jesus regarded children?

Jesus wanted little children to come to Him because He loved their attitude to life, they were full of humility and a simple believing faith.

Jesus never meant to have us think that heaven is only for children! He was emphasising that all people need a childlike trust in God. The receptiveness of these little children was a great contrast to the stubbornness of the religious leaders who let their sophistication and education stand in the way of the simple faith Jesus required.

- How did the disciples react to having the children around?
- Am I moving away from the childlike faith I had when I first met Jesus?

In rebuking the disciples Jesus showed the importance of allowing all people irrespective of age or education, to be allowed to come to Him. He also showed genuine compassion and love for the little children by spending time with them in his busy schedule of teaching.

These children truly knew who Jesus was!

**Discuss:**

- Do you think that encounter would stay with those children for the rest of their lives?

Questions to ask and discuss with your group after the portrayal of these personal encounters with Jesus:

- Were these encounters all the same?
- How were they different?
- Were they all positive experiences?

## TAKING IT HOME

Matthew wrote his gospel because he was compelled from his heart to express to others the transforming power of Jesus he had experienced first hand.

He told the stories of others' encounters with Jesus to show His kingship and divine authority and power to heal, deliver and teach the word of God.

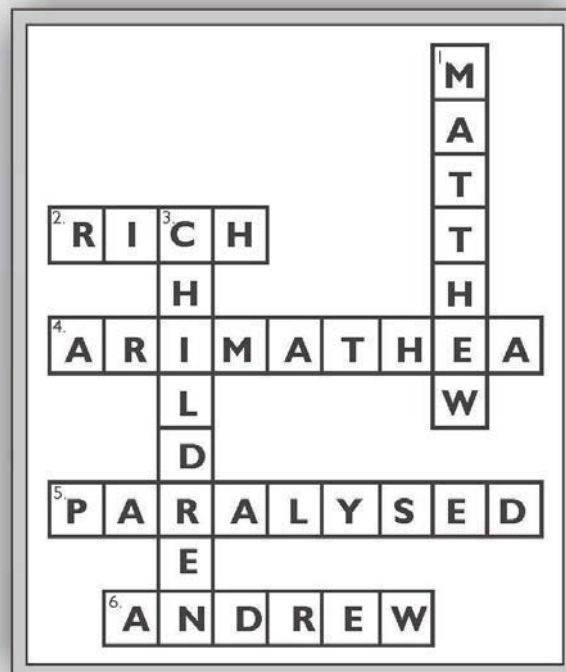
It is however, one thing to know and read about Jesus, and another thing to know Him personally. We, like Matthew need to respond immediately, without hesitation to Jesus' calling to walk with Him as our Lord and Saviour.

When we do, we will, like the others who encountered Him in this gospel, experience Jesus as a 'Personal King'.

## FOLLOW-THRU

The follow on challenge for this session would be 'tell others what God has done for you'. Your young people may like to prepare testimonies for your next session or to give in a senior meeting. Be sure to use them!

**Solution to crossword on junior work sheet:**





1. Matthew

Me



Matthew was a \_\_\_\_\_

He was also known as \_\_\_\_\_

His best friends were \_\_\_\_\_

I am \_\_\_\_\_

My nickname is \_\_\_\_\_

My friends are \_\_\_\_\_

His first encounter with Jesus was (Matthew 9:9) \_\_\_\_\_

I first met Jesus when \_\_\_\_\_

What Jesus liked about Matthew \_\_\_\_\_

What Matthew liked about Jesus \_\_\_\_\_

What Jesus likes about me \_\_\_\_\_

What I like about Jesus \_\_\_\_\_

'A PERSONAL KING'

- HIGHLIGHTS**
- Jesus turned Matthew's life around.
  - When we meet Jesus He challenges us to make Him our King.
  - Andrew couldn't stop bringing people to Jesus.

2.

Read the following passage and answer the questions.  
Matthew 9:2 - 8

What was wrong with the man on the mat? \_\_\_\_\_

What did his friends want Jesus to do for him? \_\_\_\_\_

\_\_\_\_\_

What were Jesus' first words to him? \_\_\_\_\_

\_\_\_\_\_

3. Complete these sentences correctly and then place the words in the crossword.

Joseph was a wealthy man from \_\_\_\_\_ who  
(4 across)  
asked Pilate for Jesus' body.

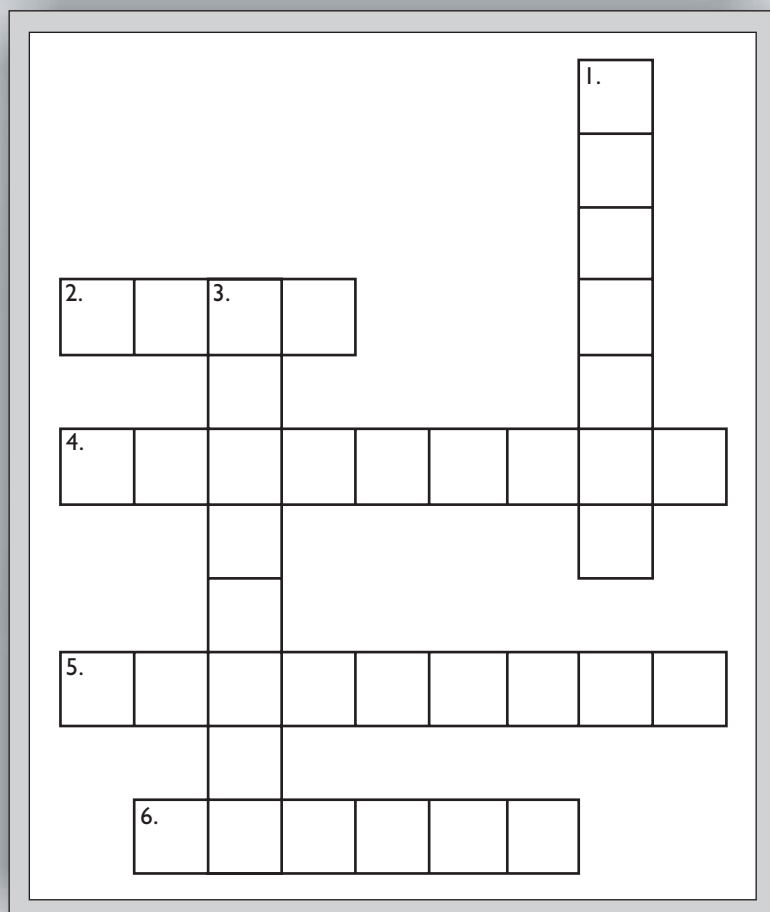
\_\_\_\_\_ used to be a tax collector before Jesus  
(1 down)  
called him.

Jesus blessed the little \_\_\_\_\_ . (3 down)

The man brought to Jesus on a mat was \_\_\_\_\_ .  
(5 across)

Peter and his brother \_\_\_\_\_ were fishermen  
(6 across)  
who followed Jesus.

The young man who walked sadly away from Jesus was very  
\_\_\_\_\_. (2 across)



1.

Data File

Matthew

Me

<p>Matthew was a</p> <hr/> <p>He was also known as</p> <hr/> <p>His best friends were</p> <hr/>	<p>I am</p> <hr/> <p>My nickname is</p> <hr/> <p>My friends are</p> <hr/>
<p>His first encounter with Jesus was (Matthew 9:9)</p> <hr/>	<p>I first met Jesus when</p> <hr/>
<p>What Jesus liked about Matthew</p> <hr/> <p>What Matthew liked about Jesus</p> <hr/>	<p>What Jesus likes about me</p> <hr/> <p>What I like about Jesus</p> <hr/>



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2.

Because Matthew had been a tax collector, he may have been the richest of the apostles. (Leon Morris)

Read the following passage - Matthew 27:57 - 60

Joseph was a member of the Sanhedrin who opposed Jesus. He had been a secret admirer of Jesus.

What do you think changed him? \_\_\_\_\_

How has your encounter with Jesus changed you? \_\_\_\_\_

Matthew's life of Jesus focuses on His teaching.

3. By looking at the headings in Matthew's gospel number the following events in Jesus' life in the order they occurred.

The Greek for 'teacher' used in Matthew's gospel is used today for 'professor'.

- Clearing the temple \_\_\_\_\_
- Sermon on the Mount \_\_\_\_\_
- Jesus' Death \_\_\_\_\_
- Jesus' Birth \_\_\_\_\_
- Jesus' Baptism \_\_\_\_\_
- Temptations of Jesus \_\_\_\_\_
- Jesus' resurrection \_\_\_\_\_
- Calming the storm \_\_\_\_\_
- Blessing the little children \_\_\_\_\_
- Feeding the 5000 \_\_\_\_\_



4.

Read the following passage:  
Matthew 19:16 - 22

What did the rich young man ask Jesus?

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What was Jesus' response?

---

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What do you think was the most important thing in this man's life?

---

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How was he feeling as he walked away?

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Matthew was actually collecting taxes when Jesus called him to follow Him.



# GIFTS FOR ALL

## SESSION 17

### AIM

To give the young people a basic understanding of what the Bible teaches about spiritual gifts.

### OBJECTIVES

As a result of this session the young people will:

- ❖ understand that there are many gifts;
- ❖ seek to discover the gifts that God has given them;
- ❖ realise that all gifts are given by God to be used for His glory;
- ❖ understand the place of spiritual gifts in the body of Christ.

### INSIGHTS FOR THE LEADER

#### Defining the gifts

Before attempting to say what spiritual gifts are, we need to consider what they are not. This allows 'gifts' to be put into context.

Like most gifts, spiritual gifts need to come 'gift-wrapped'. The 'wrapping' for spiritual gifts is the fruit of the Spirit.

In studying the Scripture passages you will note that a passage on 'fruit' accompanies every one of the primary passages on 'gifts'.

While spiritual gifts help define what a Christian **does**, the fruit of the Spirit helps define what a Christian **is**. Dr. C. Peter Wagner says: 'The fruit of the Spirit is the normal, expected outcome of Christian growth, maturity, Christlikeness, and fulness of the Holy Spirit.'

Christian responsibilities, or roles, on the other hand are those ministries, activities and responsibilities which every Christian is expected to carry out. Without recognising these responsibilities, the matter of spiritual gifts can become an excuse for laziness and selfishness rather than Christ-centred service.

An introduction to both the fruit of the Spirit and Christian responsibilities will help the young people gain a better appreciation of spiritual gifts. In fact it is unwise not to link the two.

#### What is a spiritual gift?

Specifically spiritual gifts are 'CHARISMATA' or grace gifts; gifts given by grace. If a gift is truly a 'CHARISMATA' then God is the source of it. This is a vital truth in our understanding and appreciation of spiritual gifts.

A good definition proposed by Dr. C. Peter Wagner is:

*'A spiritual gift is a special ability given by the Holy Spirit to every member of the body of Christ for use within the context of the body.'*

### FROM THE BIBLE

Romans 12:6 - 8; 1 Corinthians 12:4 - 11, 28; Ephesians 3:7, 4:11 - 12; 1 Peter 4:9 - 10; 1 Timothy 2:1; James 5:16b.

### CHECKLIST



There are two suggested Getting Started activities. For Getting Started 1 you will need a piece of paper and writing materials for every person and a container.

If you decide to hold the party, have some small cakes or muffins. Prepare a small gift box for each young person and leader with a slip of paper inside saying 'spiritual gift'.

There are 4 suggested teaching approaches so you will need to be selective.

Approach 1 suggests looking at the fruit of the Spirit and reminding the young people that these must be produced in all Christians' lives so that their gifts work to benefit all the church. Use this only as a short introduction to the session.

Approach 2 is long. Watch your time so that you fit in every gift mentioned. The group will list the gifts on their work sheets.

Approach 3 uses activity 1 on the work sheet.

Approach 4 is important. The young people need time to think about what they can do for God and be challenged to take His promise that every believer is given some special gift.

Authorities differ on how many spiritual gifts there are. The numbers range from 16 - 27. Various writers mention some and neglect others. Some combine gifts and others, using differing translations, find new ones! What is important is discovering, not only what gifts appear in Scripture, but what gifts appear in one's life. The issue in the end is not **defining** gifts, but **using** them for the extension of God's Kingdom.

The Salvation Army doctrine book, *Salvation Story*, says on pp.111 - 112:

**The use of and abuse of spiritual gifts**

Spiritual gifts are given by the Holy spirit to unite the Christian fellowship in its life together and in its mission. As such, they are to be recognised as evidence of God's loving generosity to his people and of his desire that they be fully equipped to share in his mission.

In the New Testament there are a number of passages where specific spiritual gifts are identified. While these texts are not exhaustive, they speak of the many differing ministries that the Spirit has given to sustain the life of the Church. There are gifts that enable Christians to proclaim the gospel message, such as preaching, teaching and prophecy. Others are given so that Christians may serve people in Christ's name, for example, gifts of service, healing, generosity and hospitality. Some are gifts of leadership. Some are gifts which enhance and encourage devotion to God, such as gifts of prayer, faith and speaking in tongues. Whatever our gifts, they are to be used to serve one another and to glorify God....

The New Testament shows that spiritual gifts are exercised in different ways in different congregations, often because of different circumstances and needs. It also emphasises the special value of those gifts that enable the Church clearly to present Jesus Christ as Lord and Saviour.


Do not get side tracked into a long discussion of any one gift. Keep the objectives for the session in mind.

Try to help the young people recognise and be accepting of each others' gifts.

This session promotes a sense of 'I could do that if God wanted me to', while keeping a sense of awe that God really does work through us.

## GETTING STARTED

---



There is always something good that every person can do. God has promised that when we become members of His church, He will fit us to do special tasks for Him.

We want to consider in this session how God fits everyone to do a special work by giving them spiritual gifts.

1. **Play the game: 'Everyone can do something'**

Have every member of your group write their name on a piece of paper and place in a container. (Include all leaders as well as young people.) They then take another piece of paper from the container. Check they do not get their own name.

Ask them to consider some strong point that person has. These can be simple statements and you should give your young people examples before they begin to write. e.g., ... is a good cook, plays sport well, is always friendly, tells a good story, can be counted on to help others, is always honest, etc. Remind the group that what they write will be read out. After the statements have been written, they should be collected and read out. Be careful that nobody with a sense of inferiority is hurt or embarrassed.



Or

## 2. Birthday party

(Adapted from *Learning to serve*, Student Impact, Volume 3.)

Tell your group you are having a party for everyone in the group.

Serve some cake or party food and hand out the gift boxes to each young person and leader.

Open the gifts – if they have not already done so – to reveal the slip of paper that states ‘Spiritual gifts’.

## GOING DEEPER

### 1. The fruit of the Spirit

When Jesus left this earth, He promised His followers that someone else was going to come and help them. The Bible says He is our Helper (John 16:7) or Counsellor. Who was Jesus talking about? (The Holy Spirit.)

The Holy Spirit still helps everyone who becomes a follower of Jesus and as He helps us grow more like Jesus, we say that the fruit of the Spirit is growing in our life.

Read Galatians 5:22 - 23.

Why does Paul say, ‘There is no law against such things as these.’? (They are all good products and we should all want them to grow in our lives.)

Having a person with these characteristics in your group/corps makes a difference. The fruit of the Spirit is very important and must be seen to be growing in every Christian’s life.

The Bible also talks about the gifts of the Spirit and how they are used. They too are very important but they must always be used with love, kindness, patience and gentleness. Otherwise the user can hurt others and become arrogant about their gift.

### 2. Defining spiritual gifts

a. Spiritual gifts are given to help the church function well.

Look at Ephesians 4:12.

b. A gift is given to **every** member of the church.

When we became Christians, and part of Christ’s body, the Holy Spirit gave each of us a special gift that makes it possible for us to play our particular part in the body. The Spirit’s presence is shown in some way in each person for the good of all. It is one and the same Spirit who does all this; as He wishes, He gives a different gift to each person.

Read 1 Corinthians 12:7, 11 emphasising the word ‘each’ both times.


All gifts are from God, uniquely given, so that you can fulfil your part in His plan.

c. The gifts can be identified.

Several places in the Bible list spiritual gifts.


Read the following passages that clearly discuss gifts :

- Romans 12:6 - 8;
- 1 Corinthians 12:8 - 10, 28;



When we become Christians, the Holy Spirit gives us a special gift that builds up God’s church on earth.

In this session we will be looking at what is meant by spiritual gifts, where they come from and how they know what their spiritual gift is.



**LEADER TIP**

There is room for these gifts to be named on activity 2 of the work sheet.

- Ephesians 3:7; 4:11 - 12;
- 1 Peter 4:9 - 10;
- 1 Timothy 2:1;
- James 5:16b.

Make a list of the gifts as you find them and give a short explanation of each one.

**Prophecy** is speaking God's message.

**Service** is helping accomplish the goals of a task related to God's work.

**Teaching** is helping Christians to learn about the message of Christ.

**Encouragement** is helping others so that they feel pleased to continue with their work.

**Giving or sharing** of material resources is done generously and cheerfully.

**Leadership** is guiding people in such a way that it brings glory to God and furthers His work.

**Mercy or kindness** is showing compassion for those in need in a practical way that eases suffering and reflects Christ's love.

**Wisdom** is knowing how to apply Christian ideas to the specific needs of believers.

**Knowledge** is discovering and sharing information and ideas that help Christians to grow.

**Faith** is a confidence in the will and purposes of God for the future of His work.

**Healing** is God's intervention through people to restore health.

**Miracles** are the powerful acts that God performs to alter the ordinary course of nature.

**Discerning of spirits** is telling the difference between gifts or powers that come from the Spirit and those that don't.

**Tongues** is the ability to speak God's message or pray in a language never learned.

**Interpretation of tongues** is to translate a message given in tongues.

**Apostle** is the spiritual leader over a number of churches.

**Helping** is helping others when there is a need.

**Administration or directing others** is working out and implementing plans that accomplish the goals of a body of believers.

**A servant** of the gospel often becomes a missionary to another culture.

**Evangelism** is sharing the gospel with unbelievers in a way that prompts people to respond.

**Pastoring** is caring for the spiritual well-being of a group of believers.

**Hospitality** is providing food, shelter and a warm welcome to those who need it.

**Intercession** is praying on behalf of others and seeing answers.

### 3. **How gifts are used**

Read the case histories in activity 1 on the work sheets and have the young people identify the gift being used. Choose one of the gifts named in the gift boxes on the page..

### 4. **How I find my gift/s**

There are many spiritual gifts given to people. They are special abilities to enable each Christian to help the church work at its best.

**Sometimes** God takes our natural abilities and uses them. We need to remember that our natural abilities are gifts – we did nothing to earn them either. If we hand our natural abilities over to God, then He can use them.

We need to look at these and ask such questions as:

- Are they controlled by the Spirit?
- Do they help Christians to grow?
- Do they equip me to continue Christ's ministry to the world?

Here are four ways to help you discover your gift.

a. Firstly, what are your talents? Carefully think about and list those things that you enjoy and do well. For example, good listener, organiser, good worker, thinker. Think about your Christian life. Have there been times when you have felt particularly useful to God?

Think about how you have grown since you became a Christian. Have new abilities become more evident?

b. Secondly, consider as many gifts as you can. Are there things you'd really like to do for God? Check out the list and try them. That will help you find the ones you don't have, which is as important as knowing which ones you do have. But remember, where there is a need, God will develop gifts to meet that need.

c. Thirdly, think about your effectiveness. Gifts are given to produce results, so using your gift will produce a recognisable result for which God designed the gift. So, are others obviously helped by something you do? Is God using you to help people see Him in some new way? Do you find the particular task to be enjoyable and relatively easy?

d. Fourthly, what do other Christians say? This is particularly important. Other Christians will recognise your gift in operation, even if you don't. Ask someone close to you what they think you are good at, and what they see you could do for God.

## **TAKING IT HOME**

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Spiritual gifts are the special abilities given by the Holy Spirit at conversion, to enable Christians to help the church work at its best. And that's an important point to remember. These gifts are to be used to build the church.

God needs workers. He wants people who are involved in His world and His church, instead of just sitting warming a seat each week.

Maybe you don't feel real sure about your gift/s just yet. Maybe you are still searching. That's OK. You are still growing up. But make sure you obey God by doing the tasks He puts before you.

Get started. Get involved in your group or fellowship. Get serious about encouraging Christian growth in yourself and your friends.

If you get led into a small, unglamorous job – go for it with all you have got. Be faithful and committed to what God asks you to do.

If you gave out the gifts in the Getting Started 2, encourage your young people to take their gift box home and place it somewhere they will see it every day. Challenge them to pray when they see their gift box that God will reveal to them their spiritual gift.

## **FOLLOW-THRU**

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This would be a good session to have the young people look at the Get Involved and Grow in Mission segment to see if there is something there they believe God would like them to do as a way of using His gift in growing His church. E.g. Being involved with carolling activities; helping with open-air outreach; helping in a smaller Corps.

Encourage them to choose and complete a challenge.

## **SUGGESTED READING LIST**

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HILLMAN, Robert, *27 Spiritual Gifts*, Australian Joint Board of Christian Education.

YOHAN, Rick, *Discover Your Spiritual Gift and Use It*, Tyndale House.

HURN, Raymond, *Finding Your Ministry*, Beacon Hill.

WAGNER, C. Peter, *Your Spiritual Gifts Can Help Your Church Grow*, Regal Books.

GANGEL, Kenneth, *Unwrap Your Spiritual Gifts*, Victor Books.

*Salvation Story*, MPG Books, 1998.

# Gifts for all

Jeffrey is popular with the teenage boys at the corps. He is great fun but better still, they know he'll be there if they have a problem. He is a good listener and seems to feel what they are going through. They can tell him anything. Jeffrey has a gift of \_\_\_\_\_.



Peter is amazing. He loves to share his faith with non-Christians. Send him talking to people at street ministry and you can just about guarantee that one of them will come back to the hall. Peter has a gift of \_\_\_\_\_ : the ability to share your faith and get results.

George is retired. He was a successful businessman and used his brain most of the time. Now he just loves to use his hands. You'll often find him fixing things around the hall or tidying up the garden. Not too many people realise that George has a gift of \_\_\_\_\_ , but they'd soon notice if he stopped doing the jobs.

Amanda is a woman on a very low income. She has four children. Yet she still has visitors all the time. If anyone new comes to the corps, you can guarantee that within a week Amanda will have given them a meal. Amanda has a gift of \_\_\_\_\_ : providing an open house for those in need. But it doesn't stop there. On one occasion, Amanda used her last loaf of bread to feed visitors, knowing that there was no money coming into the house for two days. 'God will provide,' she said. When she got home that night, someone had left a sack of bread on the doorstep. Amanda also has a gift of \_\_\_\_\_.

Jenny was having a tough time spiritually. Steven had a conversation with her in which he realised that something was wrong. During the week he felt that God wanted him to ring her and tell her that he was concerned and praying for her. This gave her the courage to get help for her situation. Steve was using a gift of \_\_\_\_\_.

Captain and Mrs Johnson were passing the Phillips' place one evening. They knew Mrs Phillips was away for the weekend. As they drove past, they both said 'Something's wrong – we must check on Mr Phillips'. When they went in they found him having a heart attack and were able to get medical help before it was too late. Captain and Mrs Johnson were given a word of \_\_\_\_\_ : God giving information they would not have known otherwise.



Romans 12:6 - 8

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

2.
  - a) List the gifts mentioned.  
(Don't repeat ones already on another list.)

## God's Gifts To His Church

- b) Highlight or underline the gifts you think God could develop in your life.

Ephesians 3:7 adds

\_\_\_\_\_

Ephesians 4:11

\_\_\_\_\_

\_\_\_\_\_

1 Peter 4:9 - 10

\_\_\_\_\_

1 Timothy 2:1;  
James 5:16b

\_\_\_\_\_

1 Corinthians 12:8 - 10, 28 adds

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### 3. What are spiritual gifts?

Look up the Scriptures and use them to fill in the gaps:

Spiritual gifts are given by \_\_\_\_\_  
(1 Corinthians 12:6)

Spiritual gifts are not earned, they come through the  
\_\_\_\_\_ given to us.  
(Romans 12:6)

Spiritual gifts are not to make us feel good but to  
\_\_\_\_\_ up the body of Christ - the  
church.  
(Ephesians 4:12)

#### HIGHLIGHTS

- God gives special gifts to all believers to help His church to grow.
- No gift is better than any other.
- Because they are gifts, we have no right to boast about them.
- If we don't use our gifts, they will waste away.
- We must search for our gift and then use it.



# Gifts for all



Jeffrey is popular with the teenage boys at the corps. He is great fun but better still, they know he'll be there if they have a problem. He is a good listener and seems to feel what they are going through. They can tell him anything. Jeffrey has a gift of \_\_\_\_\_.

Captain and Mrs Johnson were passing the Phillips' place one evening. They knew Mrs Phillips was away for the weekend. As they drove past, they both said 'Something's wrong – we must check on Mr Phillips'. When they went in they found him having a heart attack and were able to get medical help before it was too late. Captain and Mrs Johnson were given a word of \_\_\_\_\_: God giving information they would not have known otherwise.

George is retired. He was a successful businessman and used his brain most of the time. Now he just loves to use his hands. You'll often find him fixing things around the hall or tidying up the garden. Not too many people realise that George has a gift of \_\_\_\_\_, but they'd soon notice if he stopped doing the jobs.

Jenny was having a tough time spiritually. Steven had a conversation with her in which he realised that something was wrong. During the week he felt that God wanted him to ring her and tell her that he was concerned and praying for her. This gave her the courage to get help for her situation. Steve was using a gift of \_\_\_\_\_.



Paul reminded the Corinthians that if a gift was used without love it was useless.

Kelly has a real ministry with people. When she prays with them, they are helped. But she has problems keeping up with her own life, often having to eat takeaways with housework taking second place. Julia is a woman in the corps who knows what Kelly does and supports her. Kelly knows she can always get a meal at Julia's house and that Julia will help in any way she can. Julia has a gift of \_\_\_\_\_: the ability to support someone else in ministry.

Amanda is a woman on a very low income. She has four children. Yet she still has visitors all the time. If anyone new comes to the corps, you can guarantee that within a week Amanda will have given them a meal. Amanda has a gift of \_\_\_\_\_: providing an open house for those in need. But it doesn't stop there. On one occasion, Amanda used her last loaf of bread to feed visitors, knowing that there was no money coming into the house for two days. 'God will provide,' she said. When she got home that night, someone had left a sack of bread on the doorstep. Amanda also has a gift of \_\_\_\_\_.

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Romans 12:6 - 8

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2  
a) List the gifts mentioned.  
(Don't repeat ones already on another list.)

## SPIRITUAL GIFTS

The following Scriptures give lists of gifts.  
Write them down as you find them.

b) Underline or highlight ones you believe  
God could develop in you.

Ephesians 3:7

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Ephesians 4:11

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1 Corinthians 12:8 - 10, 28

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1 Peter 4:9 - 10

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1 Timothy 2:1  
James 5:16b.

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The Salvation Army has always tried to use the gift of  
making the message of salvation clear and plain.

### Scripture search

Jesus used spiritual gifts. Study the story of the woman at the well (John 4:7 - 26) and see if you can work out where or how He used the following gifts:

**Knowledge:** \_\_\_\_\_

**Prophecy:** \_\_\_\_\_

**Teaching:** \_\_\_\_\_

**Evangelist:** \_\_\_\_\_

Now try to think of spiritual gifts in action that you have seen (or maybe have experienced yourself). Think of any times you have done something because you felt God wanted you to. Then see if it fits one of the descriptions of spiritual gifts.

Prophecy does not have to done in a loud voice.

As some cranes migrate, the followers honk their encouragement to their leader and they often change the leader when weariness sets in.



# WHY WORK?

## SESSION 18

### AIM

To increase the young people's awareness of the Christian attitude to work.

### OBJECTIVES

As a result of this session the young people will realise that:

- ❖ work is an essential part of life;
- ❖ work is more than just being employed;
- ❖ all work should be done to honour God.

### INSIGHTS FOR THE LEADER

#### What is work?

Work will occupy a significant part of our lives. It is important that as Christians, we can identify our response to work, and our responsibility as workers.

Some people are almost hostile towards their job and give the impression that, if possible, work is something to be avoided. Other people tolerate their job as a necessary nuisance, a way of earning a living. Some Christians feel the same way but see that their workplace is a useful sphere of witness. But it is more than only a place to win souls.

To develop a Christian mind on work, we need to look first at creation. Because of Adam and Eve's disobedience, labour became a chore. Genesis 1 records God as a worker, with His creative plan unfolding stage by stage. In creating human beings, He made them workers too, giving them some of His own dominion over the earth. So from the beginning, men and women have been privileged stewards of God – this position is not restricted to a desk job situation, but involves manual labour (Genesis 2:8, 15).

Work is intended to help us feel fulfilled. If we are idle instead of active, or destructive instead of creative, we are contradicting God's purpose for our lives, and so forfeiting a part of our own fulfilment. Ecclesiastes backs this up: 'The best thing we can do is to enjoy ... working.' (Ecclesiastes 2:24; see also 3:22 and 5:18 - 20 CEV.)

Work is also intended to benefit the community. It is supposed that Adam did not cultivate the soil for mere pleasure, but to feed and clothe his family. In the New Testament, the thief is not only told to stop stealing and work with his hands, but to do so in order that he 'may be able to help the poor.' (Ephesians 4:28)

### FROM THE BIBLE

Genesis 1:27 - 28; 2:1 - 3; 3:17 - 19; Ecclesiastes 5:18 - 20; Matthew 20:1 - 16; Ephesians 6:5 - 9; 2 Thessalonians 3:7 - 12.

### CHECKLIST

Make sure you are familiar with the background material so that you can use it during the discussion time.

There are two suggested Getting Started activities. For Getting Started 1 you will need three ping pong balls and lollies for the 'reward'.

Getting Started 2 will be suitable for your group if you have five seniors who are confident speakers. (Some leaders could be used if you haven't enough young people willing to participate.)

There are 4 suggested teaching approaches so you will need to select those most suitable for your group. Approach 1 takes time to define the word 'work' and is meant to be an introduction to the lesson.

For approach 2 you will need some 'Positions Vacant' columns for the young people to read and this is followed by a Bible search and further discussions. If some of the questions are irrelevant for your group, just omit them.

Approach 3 examines the right to work and is probably best used with a senior group.

Approach 4 is important because the young people are developing attitudes to work even though most of them are still at school.

Work is of service to the community but more importantly it is service to God. Christians believe that the highest function of work is that through it, God can be glorified; i.e., His purpose can be revealed and fulfilled.

Keeping these three purposes for work in mind, a definition can be formed: *Work is the expenditure of energy (manual or mental or both) in the service of others, which brings fulfilment to the worker, benefit to the community, and glory to God.*

### **Unemployment**

In the 16th and 17th centuries, religious leaders taught that it was part of everyone's duty to work hard and look after each other. If you didn't work, you didn't deserve to eat and you were not serving God in an acceptable way. (See 2 Thessalonians 3:6 - 10.)

They did not mean that work is what gives a person worth but that when we are busy and usefully employed we are less inclined to become involved in meaningless activities. They also believed the Bible's teaching that men and women are God's special creation, of infinite value because of who they are, not what they do. But in time, people came to think that work was as important as the person who did it. Those who didn't have jobs were often made to feel guilty and a failure.

Most people who cannot find paid work would gladly surrender their place in the dole queue for some kind of satisfactory employment.

Many of us need to change our attitudes towards the unemployed. Those who have been brought up with a strong work ethic can be less understanding of those who are not working. There is a need, therefore, for more Christian sympathy and pastoral care for the unemployed. The church must take its own initiatives. We also need to make a distinction between 'work' and 'employment'.

'For although all employment is work (we are not paid for doing nothing), not all work is employment (we can work without being paid for it). What demoralizes people is not so much lack of employment (not being paid in a job) as lack of work (not using their energies in creative service).' John Stott, *Issues Facing Christians Today*, p.169.

If unemployed people could see their unpaid activities as worthwhile and providing work, then perhaps they would be able to cope better with their situation.

William Booth's blueprint for dealing with a wide range of social problems in the 1890 book *In Darkest England and the Way Out*, led to a number of social reforms which paved the way for unemployment benefits and employment exchanges (like Employment Plus). The Founder's ideas that the unemployed should be absorbed into some productive and satisfying form of work, are still relevant. All work must include mutual concern and responsibility for others, stemming from our love for God.

## **GETTING STARTED**

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1. Divide your young people into three groups. Assign each a specific task: Group 1 – hard e.g., crawl from starting line, blowing a ping pong ball till finally it is under a chair at finishing line.

Group 2 – medium e.g., kick a ping pong ball from starting line to under the chair.

Group 3 – easy e.g., walk from starting line and place a ping pong ball on the chair.



Once the tasks are completed, share out equal reward to all e.g., two lollies per person.

Discuss how groups felt about (a) their task, (b) the reward.

Ask: What is it that makes people work hard? Advancement? Job satisfaction? The pay?

**Or**

## 2. For seniors

Choose five people, and give each person an occupation from the list below. Stand them at the front of the group. Explain that they are all in the basket of a hot-air balloon flying 3 km above the earth. The balloon is about to crash. Four people have to be thrown out of the balloon, leaving one survivor. The survivor will be the person who can convince the rest of the group that his job is of vital importance to society. Each of the five young people prepares a short speech aimed at persuading the hearers to vote for him/her.

Here are the five occupations: (Replace these with ones of your own choice if you feel these are not suitable.)

- disc jockey;
- mechanic;
- doctor;
- mother;
- garbologist.

## GOING DEEPER

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### 1. Defining work

Ask the question 'What is work?'

Some suggestions may be:

- 9 - 5, Monday to Friday job;
- an after school job;
- what a housewife does everyday;
- assignments given at school or university.

Look at the following sentences and see which of them sum up what work really is. Choose your top three.

- Work is what you do every day for money.
- Work is what you don't enjoy doing, but have to do.
- Work can be anything – cooking, washing clothes, gardening – it's basically what we do in our daily lives.
- Work is hard – it's what we do because it has to be done.
- Work is the opposite to free time.

Now look at the three sentences you have chosen and ask yourself 'is that what work really means?'

One definition of work is: 'The application of effort and skills and knowledge to meet a defined purpose.' (Have this written up for the young people to read.) Ask them if they agree with it or want to alter it in any way.

Then ask: In what places do we work? (i.e., school, home, place of employment, church.)

Ask each young person to consider:

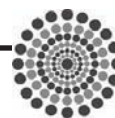
- Where would you say you are currently working?
- What do you hope your work will be:  
– in 5 years time?



The Bible does not condemn financial gain but it offers an even more powerful incentive to Christian workers, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for men.' (Colossians 3:23, GNB). Work done for Christ is working at your best. Christian workers should be as highly motivated when the conditions are bad as when they are ideal. This is what we want to talk about in this session.



The Bible refutes the idea that some jobs are more worthwhile than others. The person who empties the bins conscientiously is making as great a contribution to community health as a qualified surgeon. A person's worth should never be judged by the work that they do.



### LEADER TIP

This is activity 1 on the work sheet.

– in 10 years time?

## 2. What is work?

- a. Hand out the employment section of newspapers (1 between 3 - 5 people) and ask the young people to find and tear out:
  - i. a job which they would like to do;
  - ii. a job which they would hate to do.

Allow a few minutes for them to share their choices and explain their reasons for choosing them. If you want a specific job, what do you have to be prepared to do? (Work hard at school so that you have the marks to gain entrance into that particular field.)

### b. What does the Bible say?

- The Bible makes it clear that God worked at creation. Read and discuss Genesis 2:1 - 3.
- God put man in charge of looking after the earth. Read and discuss Genesis 1:27 - 28.
- After Adam and Eve sinned, God told them that they would have to work hard to get things to grow. Read and discuss Genesis 3:17 - 19.
- The writer of Ecclesiastes comments on work in chapter 5:19 - 20. The NIV translates v.19 as 'Moreover, when God gives any man wealth and possessions, and enables him to enjoy them, to accept his lot and be happy in his work – this is a gift of God.'

### c. Discuss: In these days of high unemployment many people have to take any job that is going. Do you think God can help them to be happy in their work? How could He do this?

- Read and discuss Ephesians 6:5 - 9. Check what Paul says our motive for work should be. What does he say about the boss's attitude?
- Read 2 Thessalonians 3:7 - 12 and discuss idleness. What did Paul say had always been his practice when visiting the different churches? What did he say was the main danger of idleness?

### d. Some questions to ask

If work is only what you get paid for – what about people who aren't paid, such as someone who runs a home or a voluntary worker without wages or unemployment benefit?

- Is paid work the only kind which matters?
- Do all kinds of work have the same value?
- Are there any kinds of work a Christian should not do? (Should a Salvationist sell beer, can a Christian work in a casino or TAB, etc?)
- What responsibility do we have to those without a job? (In these days of high unemployment the major problem is the effect it has upon them.)

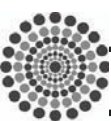
### e. What about me?

We must understand why we work. It is not just for money, or position, but for Christ and His glory. It is sometimes hard to find a job and find one that is satisfying. Now is the time to consider our future. God not only knows and loves us, but also has a detailed



### LEADER TIP

Be familiar with the material in the Insights for the Leader to help with these discussions.



### LEADER TIP

Unit 2 session 20 'Careering Ahead' goes into further detail for the young people about choosing life's vocation.



plan for our lives. The skills we take to potential employers are God's special gifts to us. Even a job that is taken on reluctantly as a temporary measure could be helpful preparation for our unknown but God-planned future.

Our attitude to work is important – imagine the impact of Christians who realised that God has called them to the factory or office as much as He calls missionaries to overseas service.

Wherever we are, we are God's person. That's something which must show up in every part of our lives – including work.

### 3. **The right to work**

(This ties in to Getting Started I.)

Read Matthew 20:1 - 16 – the teaching of Jesus in this parable has certain implications:

#### a. **Everyone has a right to work.**

It is astonishing how recently the worker acquired any rights at all. William Booth published a book called *In Darkest England and the Way Out* which is still referred to as important in the movement for better working conditions. As late as the 1890's there were no unemployment benefits and no old age pension.

Discuss what this would mean if such reforms were not in place today!

#### b. **Everyone has a right to earn a living.**

'A fair day's pay for a fair day's work,' is the catch cry for today as well as in the past. In the days of Booth's investigation into workers' rights in England, the horses that drew cabs around London were looked after better than labourers. It was not uncommon for a mother and her two children under 9 years of age to work 16 hours a day to produce 1,000 matchboxes for a wage of 15c!

And they were so in need of the money they generally ate their lunch as they continued to work not realising that this would turn out to be lethal to their health. Their gums rotted away! Because of Booth's lobbying, the working conditions for these families were changed.

#### c. **Everyone has a right to reasonable work conditions.**

What would you consider to be unreasonable and reasonable working conditions for workers today?

You may know of stories about child labour in mines, people standing in damp conditions, and so on.

#### d. **Workers expect too much today.**

You've probably all heard about strikes called to improve workers' conditions and the debates that they cause.

For a long time unions had to fight to get decent working conditions, reasonable working hours, holidays, etc., for their workers.

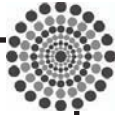
Do you think there is still room for improvement?

Many people feel that union demands are now unreasonable and causing firms to go bankrupt. Do you agree?

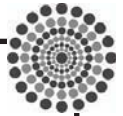
The Christian must try to see both the worker and the management point of view.

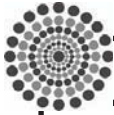
## **LEADER TIP**

For seniors, see question 3 on the work sheet.



## **FOR SENIORS**





## LEADER TIP

These statements are on the work sheet.

#### 4. The Christian attitude to work

Ask the young people to read each statement and decide whether it is a fair description of a Christian at work.

- A Christian must give an honest day's work for a fair day's pay.
- A Christian must be reliable and honest.
- A Christian does not carry out his/her own business in the boss' time.
- A Christian should only take 'sickies' when he/she is sick.
- A Christian is loyal to his/her boss, working for the good of the firm.

## TAKING IT HOME

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Have your group pray for people who are unemployed, for people who are unhappy in their work and for themselves that they will seek God's plan for their own lives.

## FOLLOW-THRU

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Those young people who worked on reporting on the role of the local officer and their responsibilities might like to talk about this. It would give them all a reminder of the many hours of unpaid work our soldiers often do because it is a way of serving God and bringing honour to His name.

## BIBLIOGRAPHY

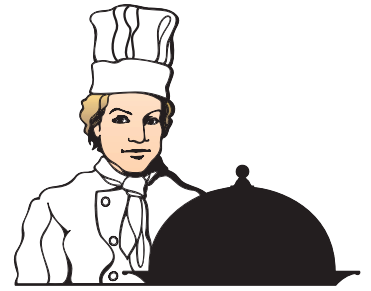
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# WHY work?



1

Read these definitions of work. Number in the boxes the three statements you most approve.

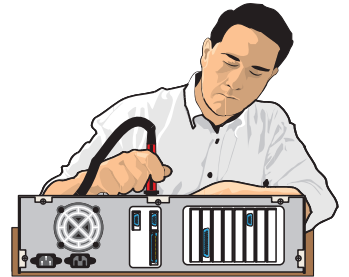
Work is what you do every day for wages.

Work is what you don't enjoy doing, but have to do.

Work can be anything—cooking, washing clothes, gardening—it's basically what we do in our daily lives.

Work is hard —it's what we do because it has to be done.

Work is the opposite to free time.



Now look at three sentences you have chosen and ask yourself 'is that what work really means?'

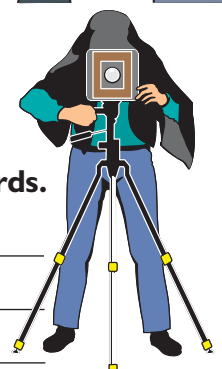
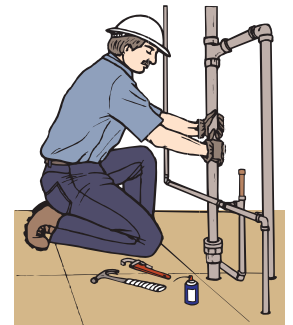
2

## WORD SEARCH

Circle the words in the wonderword

- attitude
- business
- carpenter
- Christian
- creation
- employed
- idleness
- incentive
- job
- labour
- leisure
- money
- parables
- poor
- positive
- promotion
- responsibility
- serve
- slave
- Thessalonians
- toil
- unemployment
- union
- useful
- vocation
- wages
- work
- worth

U N E M P L O Y M E N T C Q  
 S I T O W O R T H J V Z R E  
 E D H N O G E M P L O Y E D  
 F T E E R C S P A A C B A U  
 U B S Y K H P V R B A H T T  
 L C S M I R O F A O T S I I  
 N A A C L I N S B U I S O T  
 O R L A E S S O L R O E N T  
 I P O S I T I V E F N N V A  
 T E N L S I B U S I N E S S  
 O N I A U A I W P L R L J E  
 M T A V R N L N I T V D P R  
 O E N E E U I O E K Q I O V  
 R R S E V I T N E C N I O E  
 P W A G E S Y N O I N U R E



Write a sentence about work using some of these words.

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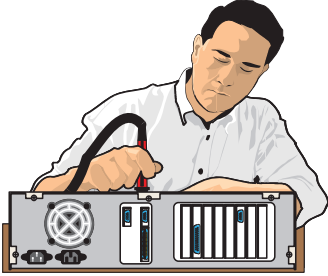
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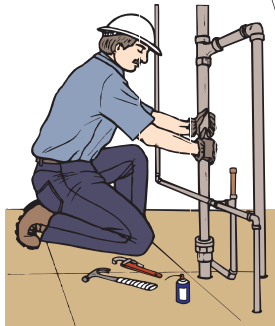
### A Christian's attitude to work. Do you agree with these statements?

- A Christian must give an honest day's work for a fair day's pay.
- A Christian must be reliable and honest.
- A Christian does not carry out his/her own business in the boss' time.
- A Christian should only take 'sickies' when he/she is sick.
- A Christian is loyal to his/her boss, working for the good of the firm.



4

Here are 4 verses from the Bible about attitudes to work.  
How do you react to them? Do you agree or strongly disagree?

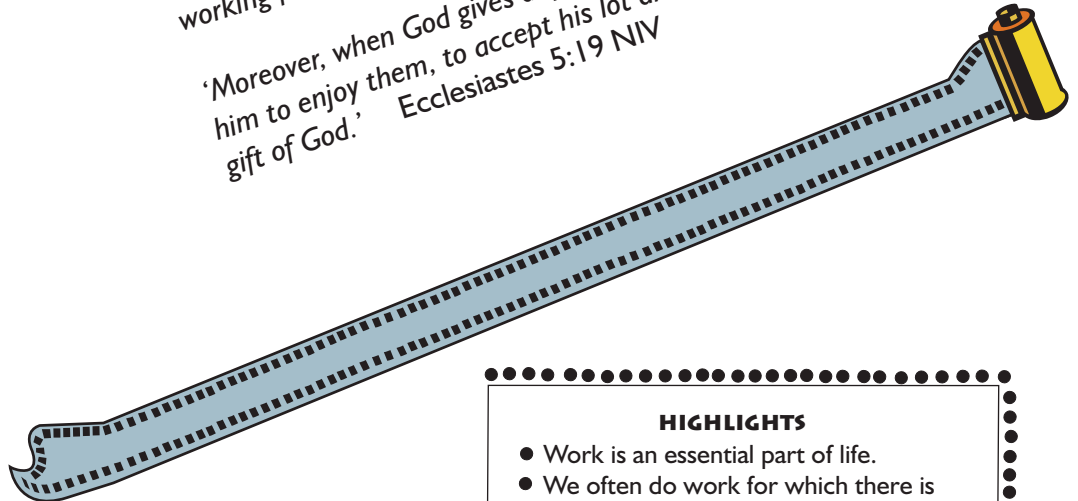
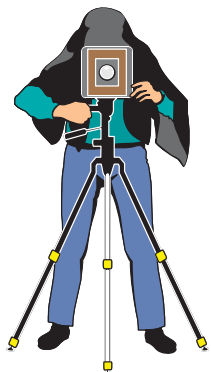
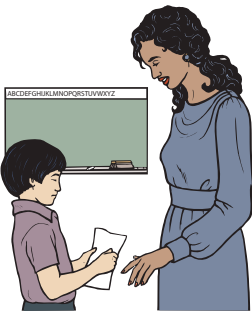


'Some people are too lazy to put food in their own mouths.' Proverbs 26:15

'An employer who hires any fool that comes along is only hurting everybody concerned.' Proverbs 26:10

'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for men.' Colossians 3:23

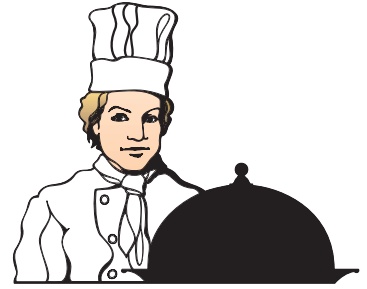
'Moreover, when God gives any man wealth and possessions, and enables him to enjoy them, to accept his lot and be happy in his work—this is a gift of God.' Ecclesiastes 5:19 NIV



#### HIGHLIGHTS

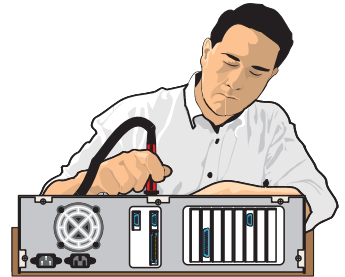
- Work is an essential part of life.
- We often do work for which there is no monetary reward.
- We should do all our work so that it brings honour and glory to God.
- The Christian worker will be honest and hardworking.

# WHY work?



**1** Read these definitions of work.  
Select the three you approve most.

- Work is what you do every day for wages.
- Work is what you don't enjoy doing, but have to do.
- Work can be anything—cooking, washing clothes, gardening—it's basically what we do in our daily lives.
- Work is hard —it's what we do because it has to be done.
- Work is the opposite to free time.



Now look at three sentences you have chosen and ask yourself 'is that what work really means?'

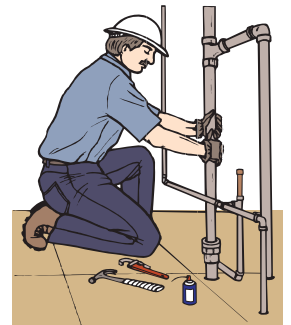
*'Some people are too lazy to put food in their own mouths.' Proverbs 26:15*

**2**

## Office Hours

OPEN Most days about 9 or 10  
Occasionally as early as 7,  
But **SOMEDAYS** as late as 12 or 1.  
WE CLOSE about 5.30 or 6  
Occasionally about 4 or 5, But  
sometimes as early as 11 or 12.  
**SOME DAYS OR** afternoons, WE  
aren't here at all, and lately  
I've been here just about all the time,  
Except when I'm some place else,  
But I should be here then, too.

*'An employer who hires any fool that comes along is only hurting everybody concerned.' Proverbs 26:10*



Is this a reasonable way to approach work? If not, why not?

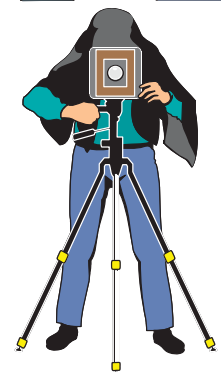
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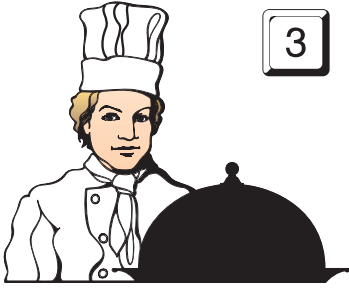
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Choose one of the following and discuss with your group.



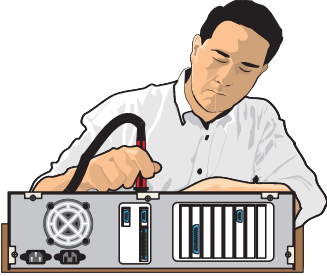
3

The company you are employed by is small. There is a reliance on each and every person to operate as a 'team' to meet work demands.

You notice someone:

- take something for home use which has small monetary value.
- waste time on non-productive activities.
- use the company's materials for personal reasons.
- endanger their, or someone else's, safety by taking short cuts to save time.
- lie to cover up for their mistake which has created delays.

'Whatever you do work at it with all your heart, as though you were working for the Lord and not for men.' Colossians 3:23

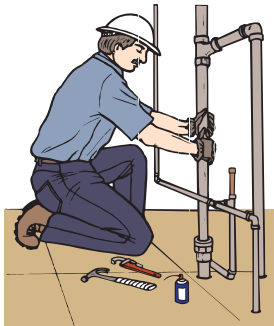


How would you react?

Hand-drawn lines for writing, with a blue ribbon graphic on the right side.



**Read Ephesians 6:5 - 9. Although Paul is addressing slaves, the principles still apply.**



4

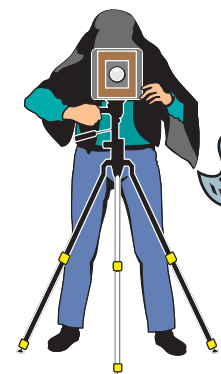
a) What is to be our motivation in working?

b) How do our circumstances change the way we approach our work? (Before answering, look at the conditions the slaves worked in.)

I love work. I could sit and watch it for hours.



c) If we were in a position of authority, how should we treat our employees?



5

**A Christian's attitude to work**

- A Christian must give an honest day's work for a fair day's pay.
- A Christian must be reliable and honest.
- A Christian does not carry out his/her own business in the boss' time.
- A Christian should only take 'sickies' when he/she is sick.
- A Christian is loyal to his/her boss, working for the good of the firm.



## SESSION 19

# WHO CAN BE SAVED?

### FROM THE BIBLE

2 Corinthians 5:14 - 20; 1 John 2:2; John 3:16; Romans 10:9 - 17.



### CHECKLIST

Read the Insights for the Leader thoroughly as you will need to be able to refer to this material during the session.

There are three suggested Getting Started activities. Choose the one best suited for your group. You need a bag of goodies for Getting Started 2 and a copy of the number chart and an envelope with the answer in it for Getting Started 3.

Try to use all the teaching approaches. Have Doctrine 6 written out and slips of paper to cover the different words for approach 1.

Approach 2 is a Bible search that includes matching statements as well. It can be done by using activity 1 on the work sheet.

Approach 4 follows on from the discussion held in approach 3 and is best suited for seniors.

Make sure you have a nicely wrapped present on display through the session ready for approach 5. This is unwrapped and shared with everyone in the Taking it Home. Choose something for the contents of the present that can be shared – food, bookmarks or similar.

### AIM

To enable the young people to answer the question: 'Will the whole world be saved?'

### OBJECTIVES

As a result of this session the young people will:

- ❖ be aware of the conflict arising from the question 'Will the whole world be saved?'
- ❖ arrive at an understanding that Christ died for all and that 'whosoever will' may be saved;
- ❖ know some Scripture to support this statement;
- ❖ understand the need for the individual to choose to accept/reject Christ and the consequences of this choice;
- ❖ feel the need to share the Good News with others.

### INSIGHTS FOR THE LEADER

This is the second session based on Doctrine 6 – 'We believe that the Lord Jesus Christ has, by His suffering and death, made an atonement for the whole world, so that whosoever will may be saved.'

In *TRIBE* session 19 in unit 2 (Wipe Out) emphasis was placed on understanding the atonement. This session places the emphasis on 'whosoever will' (from John 3:16, KJV).

It is important that you are familiar with these concepts and their scriptural basis.

The concepts which need to be understood by your group to answer the question 'Will the whole world be saved?' are:

a. **the concept of atonement**

The word 'atonement' is a translation of the Hebrew word meaning 'to cover' or 'to wipe away'. An equivalent word is 'reconciliation' or the act of making 'at one'.

At-one-ment therefore means Jesus brought God and people together; Jesus bridged the gap separating them.

The work of Jesus was for all (2 Corinthians 5:14 - 15); and makes all people God's friends (2 Corinthians 5:19).

Jesus is both the way to God and the means of God coming to people.

b. **the concept that salvation is available for all**

The Salvation Army holds strongly to the doctrine that God's offer of salvation is open to the whole world. 1 John 2:2 clearly states that

'Christ himself is the means by which our sins are forgiven, and not our sins only, but also the sins of everyone.' (GNB)

Ephesians 1:9 - 10 points out that Jesus' work has wider application because all creation is under His control.

### **The Calvin versus Arminian doctrine**

The controversy about the universal availability of salvation has raged for over 300 years.

Calvin, the great French Reformer, believed that God was absolutely in charge of the world.

He rightly came to the conclusion that, in spite of God's plan of atonement, many people were still dying as sinners. The idea that people were able to reject God was unthinkable to Calvin. God was in complete control of His subjects. Therefore, he argued, if people were dying in their sins, it was because God had decreed that this should be so. Such logic went on to state that God had chosen some to be saved and had predetermined that the rest should be damned.

This doctrine of election is still held in some churches today.

Some fifty years after Calvin's death Arminius argued against such teaching. He used the strong, sound argument that such a doctrine is inconsistent with the belief that God is love and with scriptural teaching as a whole.

The Bible teaches that:

- It is God's will that all should be saved (1 Timothy 2:4; 2 Peter 3:9; 1 John 4:14).
- The blessings of salvation are offered freely and equally to all people (John 3:16; Acts 10:43; 1 Timothy 4:10).

The Salvation Army holds to the doctrine that 'whosoever will may be saved'.

For further reading see *Salvation Story* pp.71 - 73.

### **c. the concept that salvation must be accepted by the individual**

i. The truth that Christ died for all does not necessarily mean that all will be saved because of:

- our freedom to choose;
- our need to respond to God's offer;

ii. The benefits of the atonement are only received by those who identify with Christ.

Those who reject God's offer:

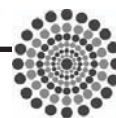
- are lost because they would not be saved;
- have denied Jesus (2 Peter 2: 1) and rejected life (John 5:40);
- face the possibility of final rejection (Hebrews 10:29);
- will perish (2 Thessalonians 2:10).

Further reading: *Salvation Story*, chapter 7.

### **d. the concept that the Good News needs to be spread**

Our duty is to spread the Good News.

- We are co-workers with the Holy Spirit (John 15:26 - 27).
- Jesus' instructions – Matthew 28:19; Acts 1:8.
- How will others hear without a messenger? (Romans 10:12, 14)  
Answer – Romans 10:17.
- Everyone needs to hear the gospel – it is our duty to take it to them (1 Corinthians 9:16).



### **LEADER TIP**

These verses are needed for the first activity on the back of the senior work sheet – "Why will some people be lost?"

# GETTING STARTED

## 1. Bridge building game

Divide your group into two teams. Mark two places that are approximately four metres apart. The young people must position themselves in between these two spots so that they can 'move' another young person from point A to point B without that person touching the ground. (Smaller groups can do it as one group or discuss how they could do it.)

Or

2. Show the young people a bag (plain or fancy, but not transparent). Have some lollies, chocolates etc., in the bag. Ask the young people whether they would like to have its contents.

No, they can't look first – they have to decide whether they want it. Those who would like to have the contents are invited to come and stand beside the leader. (Others should remain seated.) Pass contents around to those who decided to accept your offer. No, it's too late for the others to change their mind. They were invited to come and refused the offer.

Or

## 3. Choices game


Play a game called 'Your choice'. Ask for a volunteer from the group to hold a sealed envelope for all to see during the game. (It has the number 111 written on a card inside it.) Explain that at the end of the game you are going to open the envelope

Display the chart of 36 numbers and ask for a volunteer to choose any one of the numbers. This game is a little bit like life in that when you make a choice to do something, it will affect other people. For example, when you choose to play cricket on Saturdays, then someone has to drive you to the games, the captain has to make sure you get a bowl and your parents have to make sure that you have some white clothes to wear. In our game, 16 (e.g.) was chosen, so we will cross it off and at the same time we cross off all the numbers in the same row and the same column. (Write the chosen numbers on the side so that they can be totalled later.)

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

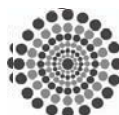
Ask for another number. (Repeat this process for a total of 5 times, remembering to cross off the numbers in the same row and column as each number chosen.) Emphasise the freedom, which you are giving the audience to choose any number they like. Give people the chance to change their minds etc.

After 5 choices, only 1 number remains on your chart. If the young people have made the first 5 choices, then point out that it is not fair



**POINT**

In this session we are going to discuss how God made a bridge to bring people back to Himself. People have to accept God's offer of salvation because God will not force them to take it against their will.



## LEADER TIP

The game board consists of 36 numbers arranged in 6 rows of 6 – see sample. This works well on a chart.

that the leaders aren't given a go. Ask a leader to make a choice. Say to the leader: 'Think carefully before making your choice! Do you want to change your mind!'

Ask the group if (leader's name) really had any choice in the game. Of course not, there was only one number left. Cross off the last number and add it to the list of 5 on the side of your game. Ask the group to add these numbers up. The sum will always be 111 (if you have crossed off the rows and columns correctly). Now see what is in the envelope which (volunteer) has been holding so patiently. (Surprise! Surprise!)

## GOING DEEPER

### 1. Doctrine 6

Have Doctrine 6 written up. Ask the young people to read it together. Cover a key word and have them read it again. Continue covering words and having the group read until they are 'reading' the whole doctrine from memory.

'We believe that the Lord Jesus Christ has by His suffering and death made an atonement for the whole world so that whosoever will may be saved.'

### 2. Bible search

The Bible makes it clear that Christ died so that everyone might be saved, and that He saves all who commit themselves to Him in faith.

Complete the Bible search in activity 1 on the work sheet. The answers are:

- 1 Timothy 2:3, 4 – God wants everyone to be saved.
- 2 Corinthians 5:15 – Jesus died for all.
- John 3:16 – It is because of God's great love for the whole world that He gave Jesus to die.
- Matthew 28:19 – Jesus expects His followers to tell others the Good News.
- John 3:36 – Even though Jesus died for everyone, those who reject Him will be punished.
- Joel 2:32a – All who ask the Lord for help will be saved.
- Acts 2:39 – God's promise was made to all people.

### 3. Discussion of whosoever

Ask the young people to repeat Doctrine 6 again.

What was the last phrase? (Whosoever will may be saved.)

This is based on a verse of Scripture. Who knows which one? (John 3:16.)

What does 'whosoever will' mean? – whoever wants it; anyone who'd like it.

Is there a limit on who may accept it?

There are many other verses that make this point clear. Read together Romans 10:10 - 13 and discuss the importance of the truth of each of these verses.

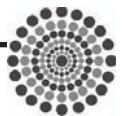
### 4. Discussion

#### All vs The Elect

Outline the Calvin/Arminian controversy from the Insights for the Leader. From the Bible passages already mentioned, have the young

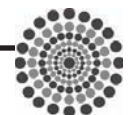


Point out that just as you knew what the sum total of their choices in the game would be, God knows the sum total of our lives. He knows all about us, because He made us. You might be able to fool your teachers, or your parents, or your best friend, but you can't fool God. He knows what choice you have made in your life. He knows whether or not you have a place in His heaven. In this session we will be discussing the choices we each need to make about accepting or rejecting Jesus.



### LEADER TIP

Choose verses randomly, not in this order. The young people will connect the verse to the matching statement in activity 1 on the work sheet.



### FOR SENIORS

Use activity 2 on work sheet.

people prepare an answer to someone who says that 'Salvation is for 'the elect' only.'

**Discuss** the answers and which doctrine (Calvin/ Arminian) we believe in The Salvation Army.

#### 5. **The choice everyone must make**

If God wants everyone to be saved, why will some people be lost? Jesus has done everything that can be done to save us **all**. But we are still faced with a choice. We can:

- follow and accept Him and the benefits;
- reject Him and be lost from God.

**Discuss** If you used Getting Started 2, discuss what motivated the young people to accept/reject the offer.

Point to the present that has been sitting on the table all through the session.

Salvation through Jesus is like a present to all of us from God.

People respond in different ways. Have the young people suggest what these different ways are:

- some are eager and happy to accept it;
- others know about it but ignore it and eventually the present is taken away from them;
- others don't even know it is there.

We must be sure that we have accepted Jesus for ourselves.

## **TAKING IT HOME**

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The Bible teaches that:

- 'whosoever will may be saved';
- salvation is available to all;
- everyone needs to hear the Good News;
- we each have to choose either to accept or reject Christ.

Open the present that has been referred to previously and share the contents with everyone. This symbolises how the great news of the gospel message is for everyone. It is also every Christian's responsibility to share this good news.

Discuss ways of sharing the good news of Jesus with their family and their friends.

It's great to know that God loves us so much that He wants everyone to be saved. Let's make the most of His gift of Jesus and explore the benefits of following Him. Let us share what we discover with others so that they will know too.

## **FOLLOW-THRU**

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It would be good to have the young people accept a challenge to share the good news with people they know. From Get Involved and Grow in Mission they could select to bring a friend along to a youth group or SAGALA event **or** prepare invitations for a special event and help give them out.



### **LEADER TIP**

Make sure you have a nicely wrapped present visible throughout the whole session to now bring to the young people's attention.

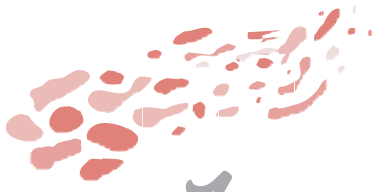
### **REFERENCES**

*Salvation Story*, MPG Books, 1998.

LARSSON, John, *Doctrine without Tears*, Salvation Army, London, 1974.

*The History of Christianity, A Lion Handbook*.

# WHO CAN BE SAVED?

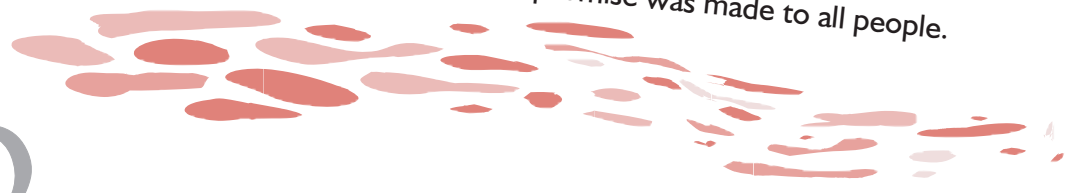


1

Match the statement with the correct verse

- Jos 2:32a
- John 3:36
- Acts 2:39
- 2 Corinthians 5:15
- 1 Timothy 2:3, 4
- John 3:16
- Matthew 28:19

- \_\_\_\_\_ God wants everyone to be saved.
- \_\_\_\_\_ Jesus died for all.
- \_\_\_\_\_ It is because of God's great love for the whole world that He gave Jesus to die.
- \_\_\_\_\_ Jesus expects His followers to tell others the Good News.
- \_\_\_\_\_ Even though Jesus died for everyone, those who reject Him will be punished.
- \_\_\_\_\_ All who ask the Lord for help will be saved.
- \_\_\_\_\_ God's promise was made to all people.



2

Write out the verse you have just read that you would use to show that God's plan is that everyone can be saved.

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3

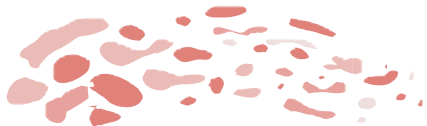


If you want it—it's yours!

God has done all He can to see that we are saved because He

Four sets of horizontal lines for writing.

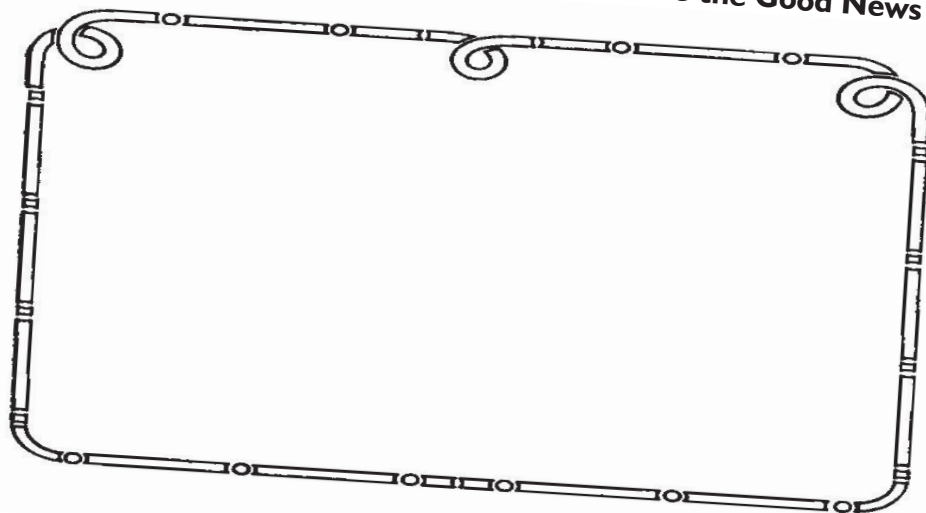
All people must make up their own mind whether



4

- HIGHLIGHTS**
- It is up to each person to accept or reject God's plan of salvation.
  - God wants everyone to be saved.
  - God's gift of salvation is offered freely to all people.
  - Jesus died for everyone but those who reject His offer will be lost.
  - We must help spread the Good News of the gospel.

Design a catchy slogan for a car / bag sticker that would share the Good News with others.



# WHO CAN BE SAVED?

1

Match the statement with the correct verse

- Joel 2:32a
- John 3:36
- Acts 2:39
- 2 Corinthians 5:15
- 1 Timothy 2:3, 4
- John 3:16
- Matthew 28:19

- \_\_\_\_\_ God wants everyone to be saved.
- \_\_\_\_\_ Jesus died for all.
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- \_\_\_\_\_ Jesus expects His followers to tell others the Good News.
- \_\_\_\_\_ Even though Jesus died for everyone, those who reject Him will be punished.
- \_\_\_\_\_ All who ask the Lord for help will be saved.
- \_\_\_\_\_ God's promise was made to all people.

2

Write down what you would say to someone who believes that only 'the elect' or those 'already chosen' will be saved. In your answer use some of the Bible verses you have read for activity 1.

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3

Why will some people be lost? Use Scripture in your answer. Point out whose fault it will be if this happens.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4



Which of the following is the best way or ways for you to share Christ with others? (Choose as many as three.)

- a. \_\_\_\_\_ hand out gospel tracts
- b. \_\_\_\_\_ carry a Bible to school
- c. \_\_\_\_\_ talk to my friends about Jesus
- d. \_\_\_\_\_ invite a friend to church
- e. \_\_\_\_\_ live a moral life
- f. \_\_\_\_\_ show love to others
- g. \_\_\_\_\_ wear a Christian T-Shirt
- h. \_\_\_\_\_ wait for the right opening before talking about Christ
- i. \_\_\_\_\_ bring a friend to a youth group activity
- j. \_\_\_\_\_ give a speech in class about my faith
- k. \_\_\_\_\_ other:

If we are God's children, we will develop a likeness to our Father.

## SESSION 20

# WE ARE THE WORLD

### FROM THE BIBLE

Genesis 1:28; Exodus 16:2 - 3; 11 - 21; Acts 4:32 - 35;

### ✓ CHECKLIST

For Getting Started 1 you will need to have balloons, garbage bags and marker pens ready.

For Getting Started 2 you will need to make a copy of material in the Insights for the Leader so that this can be read and discussed by your group.

There are 4 suggested teaching approaches. If you decide to use them all, allocate your time appropriately.

Approach 1 is a case study on energy use and the table for the young people to fill in is activity 1 on the work sheet.

Approach 2 involves a guest speaker or a video and the time allocated for this must be kept within its limit, as it is more of an information giving exercise rather than fulfilling the major aim of the session.

Approach 3 is a brainstorming session for living simply. Their choice from these ideas can be written on the work sheet in activity 2.

Approach 4 is a Bible study. Make sure you are familiar with each passage. The fact that we are here to care for God's world needs to be reinforced so the Bible study is most important.

In the Follow-thru there are several ideas. If choosing the tree planting project, organise purchase or donations of trees, preferably Australian natives. There are regional centres of the Forestry Commission that you can contact or most local nurseries keep a good supply of native plants.

### AIM

To help the young people understand that Christians must care for and share the resources of the world.

### OBJECTIVES

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

- ❖ God's plan for the world has been spoiled by greed;
- ❖ our actions can affect others;
- ❖ Christians must learn to be aware of the inequality of riches and resources in the world;
- ❖ we can do something to correct this situation.

### INSIGHTS FOR THE LEADER

There is more to sharing than giving money. This session is planned to help the young people realise that no one can sit back and expect others to sort out the problems of the world. As reliable, responsible citizens of God's good earth, all Christians must be aware that we each make an impact on our planet. We need to work out how we can lessen that impact and how our efforts to live more simply may help other citizens of the earth to simply live.

Many of your young people will know a great deal about this problem from school assignments. Why include it here? They need to see that **Christians** must and do care about the world.

Environmental degradation, injustice, and world poverty are not separate issues. None can be solved in isolation from the others. As the gap between rich and poor increases, so do the pressures on our fragile planet.

#### How poverty destroys the environment

Over two fifths of the world's people cook with firewood they gather themselves. Their poverty leaves them no affordable alternative. Trees are reluctantly cut just to provide the fuel needed for day to day survival.

As well, over 20 hectares of tropical forest (equivalent to the area of 40 football fields) is currently being destroyed every minute of every day.

The tropical forests are being cut down for two main reasons:

- to sell as timber to affluent countries – earning necessary foreign exchange to repay national debts;
- to provide land for cattle grazing and cash crops which also helps to earn export revenue.

Small farmers are being forced to over use their land just to meet their basic needs. The debt crisis and unfair trading practices are indirectly causing the erosion and desertification of much of the productive land in developing countries.

### **How affluence destroys the environment**

Each Australian uses on average, more than 17 times the energy used by a person living in the third world, and up to 80 times the energy used by a person living in sub-Saharan Africa.

The effects of such high fossil fuel energy consumption are well known: air pollution and the build-up of carbon dioxide contributing to the Greenhouse Effect (the depletion of the earth's ozone layer). The earth cannot sustain the current level of global energy use, let alone allow the world's poor to increase their energy consumption and material living standards to Australian levels.

The United Nations Children's Fund (UNICEF) estimates that more than half a million children die each year because of the global debt crisis and other international economic factors.

God gave us laws way back in the Old Testament times on how to care for the poor. See Leviticus 25:10. God knows that people can get into a lot of trouble with debt and interest repayments so He commanded that no advantage should be taken of other people's poverty.

The report of the World Commission on environment and development, called 'Our Common Future' or the Brundtland report, calls for action: 'to combat poverty, maintain peace and enhance security worldwide, and to manage the global commons'.

This report recognised that no one group of nations could take sole responsibility for action. Poverty and affluence have equally added to the global problems of desertification, deforestation and pollution. The world too suffers from the drastic environmental changes resulting from these problems.

The report also maintains that all nations will have a part to play in changing their destructive habits and the global economic situation in order to begin reversing this process.

### **The problem of living in a disposable world**

Paper consumption in Australia averages about 150 kilograms of paper per person each year. Only one third of this (53 kilograms) is recycled. The rest is thrown away. Few facilities exist in Australia to make newsprint from recycled paper, although the technology and the supply of recycled paper is readily available.

By contrast, paper consumption in the developing world averages only 8 kilograms of paper each year – or 5% of Australian per capita consumption.

If all the world were to follow the Australian pattern, the planet would need to supply an extra 330 million tonnes of paper each year, requiring the annual harvest of about 5 billion trees.

Such a harvest is unsustainable and would cause environmental catastrophe – and this does not take into account the massive amounts of water and energy needed to manufacture the paper.

It simply is not possible for the earth to sustain for all its inhabitants, the level of resource consumption now enjoyed by Australians.

### Why don't we recycle more?

Whilst recycling of our rubbish is happening more and more, manufacturers are still producing packaging that is not environmentally friendly. Think about what is collected from our waterways and roadsides on a Clean-Up Australia Day.

The environment comes off second best when companies are focussed on making money and selling a product. The cost of recycling waste is greater than making new packaging and so the problem continues.

## GETTING STARTED

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### I. Play 'Bursting the bubble'

You will need approximately 10 balloons for each team of 3 - 5, marker pens to write on balloons (one per group), plastic garbage bags (one per group), pen and paper for each group. (If your group is small, play as individuals not as teams.)

Divide your group into small teams of 3 to 5. Ask each group to make two lists.

- A. A list of the basic things people **need** to live (air, water, food, shelter etc.)
- B. A list of things people in Australia **want** (because they think they are necessities, e.g., car, house, TV, computer, mobile phones, etc.)

Ask the group to choose 5 items from each list. These are to be written onto the balloons. Distribute balloons for groups to inflate and write on.

Give each small group a garbage bag to hang from a chair. All the balloons are placed in the middle of the room.

Each group must then try to get as many balloons as possible into their bag. They may steal them from other groups.

Allow about 5 minutes or until about half of the balloons have burst in the struggle.

Determine the 'winning team'.

Count up how many balloons are left from list A.

Call the group back into a large circle to discuss what happened during the game.

Why did some of the balloons burst during the game? Did any group end up with a full set of balloons from list A? This can lead into discussion about what happens when people want too much. It would have been possible for every group to have at least what they needed if they agreed to cooperate instead of competing.

How many balloons are left from list B?

This can lead into discussion on how the earth is becoming less able to provide for our basic needs because we are wanting too much from it.

If all or most of these balloons have burst, did anyone really win the game?



## 2. What do you think?

Use activity 4 on the work sheet. Read the questions and have them make a quick response by ticking the appropriate box. Then discuss these issues:

Each of these questions has the potential for further discussion. 'No way' would be a good answer for each, the point being that God does want His people to be involved in helping others. We may not be able to solve all the world's problems, but God can use us to touch others' lives. The last thing we should be doing when Jesus returns is to be sitting around on our hands. Remember, young people need to know they can make a difference in spite of the overwhelming immensity of our world's problems.

## GOING DEEPER

### I. A case study on energy use

Australia is often called the lucky country. We have so much of all the basic resources needed to sustain life. Although we talk about 10% of Australians living below the poverty line, compared to many developing nations, we do not know what poverty is.

Because we have so much, we tend to be wasteful. But efforts are now being made to teach Australians to conserve energy.

Do you think that Christians need to adopt a responsible attitude to this problem?

Fill in the first column in activity 1 on the work sheets. (The young people list all the types of energy they use in a week and where each comes from.)

#### Consider these facts

Australians use a lot of energy compared to most other people in the world. On average, each person in Australia uses the energy equivalent to burning about 160 kilograms of wood per week (as electricity, gas, and petrol).

People living in rural Africa use much less energy. On average about 10 kilograms of wood each per week. Most of the energy they use for cooking and heating comes from firewood or from kerosene and animal dung. Electricity is either too expensive to afford or is just not available. Many people have to walk long distances (up to 50 kilometres) to gather their firewood. Children usually have to help collect wood before and after school.

(Imagine having to collect enough firewood to provide for all the energy you use in a week!)

How much time would it take to collect 160 kilograms of wood each week? (How much can you carry? How far would you need to walk?)

What would happen to the trees in your area if everyone had to collect this much firewood every week?

**Discuss:** Should/could we do something about conserving energy?

How would you define the word 'enough'?

How much is 'enough' for you to live a happy and healthy life? Write this down and discuss it with someone else. What do you agree on?

The young people could then fill in the second column about ways we could conserve energy.



What we **need** to live is different from what we **want**.

Enjoying life is not based on having lots of material things in our home. Some of the best things in life are free yet we, as citizens of this earth, seem bent on destroying them. In this session we want to consider how Christians should care for and share the world's resources.

### DEFINITION

Enough: adequate or sufficient.

They may like to share their ideas before beginning to write them down.

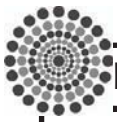
Why should a Christian be concerned?

Read Genesis 1:28. Notice that there are three directions given by God.

‘God blessed them and said to them, “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground.” ’ (NIV)

- To be fruitful and multiply. (We have certainly done that.)
- To replenish or fill the earth. (How do we score on this?)
- To rule or have dominion over all the living creatures. (Rulers have responsibility of caring for those in their charge.)

Where we have fallen short of the mark is in replenishing what we use. If we use, we should, where possible, replace. Because so many of us live in cities, we tend to forget the need to replant, care for soil, forests, etc.



## LEADER TIP

TEAR Australia also provides resources that you could share with your group. Check out their web site on [www.tear.org.au](http://www.tear.org.au) or borrow one of their videos.

### 2. Talk or video on an underdeveloped country

To help the young people understand how people live in less developed countries, film, video, magazine articles or a talk and slides from someone who has lived there would be an advantage. (You could show selected parts of the Self Denial video.)

Do not make this too long as the major part of the session needs to be spent in thinking about **our** impact on the environment and what **we** can do.

### 3. Strategies for living simply

Use the 6 headings on the work sheets to brainstorm strategies for living simply. The following ideas can be used as a guide.

#### REDUCE

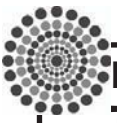
- Energy
  - Use car less and public transport more.
  - Turn off lights.
  - Use dishwashers/clothes dryers less.
- Consumption
  - Do I need it?
  - Is there a simpler, less wasteful alternative?
  - Do I use it too much?
  - Can I use less?
  - If I need it, is it durable?
  - Can it be repaired?
  - Can it be upgraded?

#### REUSE

Reusable products are used many times for the same purpose e.g., glass milk bottles, cloth nappies, cloth hankies.

#### RECYCLE

Has to be melted/broken down so still uses energy but can be made into the same product e.g., glass, aluminium, some paper.



## LEADER TIP

This is activity 2 on the work sheet.

## REPROCESS

Makes a lower grade product than the original, uses more energy, e.g., PET bottles and plastics, newsprint.

## RECOVER

Collects methane gas from garbage/sewerage, compost food scraps and grass clippings.

## DISPOSE

Get rid of garbage by sorting it into recycling or disposal bins. Consider the environment when shopping by looking for products with minimal packaging and when disposing of waste products.

Two generations ago most of these things were regularly done.

Were our grandparents wiser than us? Of course some packaging is necessary for hygiene and protection of the consumer's health – but how can we cut back?

Has the discovery of plastics and the technology that produces containers so easily been partly to blame?

What efforts are being made in society today to reduce our 'expensive' habits?

#### 4. Bible study

Use the five following passages of Scripture as a way of working out whether our attitudes are based on God's teaching, or whether we are becoming too materialistic.

- a. Exodus 16:2 - 3; 11 - 21 – Enough is enough.
- b. 2 Corinthians 8:12 - 15 – Believers are generous givers.
- c. Acts 4:32 - 35 – Believers share with those in need.
- d. Philippians 4:11 - 13 – Paul's secret about contentment.
- e. 1 Timothy 6:6 - 9 – True riches matter most.

Consider what these passages are saying to us when we accept that all Christians must be responsible in their attitude and actions about the use of our world.

## **TAKING IT HOME**

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The Bible clearly shows us that we must care for our world and fellow citizens.

Christ set an example for us as He expressed love to others in both word and deed. Change does and can only start with each person doing something.

I need to live simply so all may simply live.

Go back to activity 2 on the work sheet or have the young people choose at least 2 of the ideas they wrote down and commit to putting them into practice over the next few weeks, with a view to it becoming a normal part of their lives. Follow them up over the next few weeks and encourage them to 'stick at it'. Share what you will do yourself.

Conclude this study with a prayer thanking God for His provision and asking His help to keep the commitments they have just made.

## **FOLLOW-THRU**

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It would be a good follow through to involve your group in specific, practical action. Why not plan to work as a group to clean up the surroundings of your corps building? (Check with the corps officer and others may join in.) Planting some trees or shrubs could well be included. Or you could help pack up in a corps section for two weeks. This includes cleaning up any rubbish left by the group.

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# WE ARE

# the



1. Aside from energy you get in food, list all the types of energy you use in a week and where each comes from:

	How I could conserve energy
Cooking	
Lighting / Appliances	
Heating	
Transport	
Other uses	

2. Choose the ideas you think you could actually put into action. Write at least two under each heading.

Reduce

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

Reuse

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

## What can I do?

Recycle

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

Reprocess

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

Recover

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

Dispose

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



# JUNIOR WORK SHEET

## 3. Growing Healthy Human Beings

### Paul's Secret

Paul was a teacher in the first century (about A.D. 41 - 65) who travelled to many places spreading the Christian message. He often had to live with very little and sometimes went hungry. Paul had a secret to staying happy with whatever he had. Work out the ancient Greek code to discover his secret (A).

In Paul's time there were also many people living in poverty, and others who were rich. Paul had a special instruction to people who had more than enough for their needs. What was this special instruction? Use the code to find out (B).

**HIGHLIGHTS**

- The world is God's gift to humanity to use wisely.
- As a citizen of the world I must do my part to care for it.
- Because I live in a developed country, I need to be aware of trying to live more simply.
- Christians give and share what they have to help those in need.

Code:     $\mu = O$      $\pi = G$      $\lambda = T$   
 $\phi = B$      $\beta = R$      $\theta = N$      $\psi = U$   
 $\chi = C$      $\alpha = E$      $\sigma = S$

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(A)     $\phi \alpha$      $\chi \mu \theta \lambda \alpha \theta \lambda$

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(Philippians 4:12)

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(B)     $\phi \alpha$      $\pi \alpha$      $\theta \alpha$      $\beta \mu$      $\psi \sigma$

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(1 Timothy 6:18)

## 4. What do you think?

- One person cannot make a significant difference in today's society.  
 FOR SURE     NO WAY
- The world's problems will eventually be solved by science and technology.  
 FOR SURE     NO WAY
- The world hunger situation is God's will and we should not try to change it.  
 FOR SURE     NO WAY
- The church can solve the problems of the world.  
 FOR SURE     NO WAY

## 5. What does 2 Corinthians 8:10 - 15 teach us?

- The welfare system will eventually solve the problems of the poor.  
 FOR SURE     NO WAY
- The poor are responsible for their situation.  
 FOR SURE     NO WAY
- The world's problems should not concern Christians because Christ is returning soon.  
 FOR SURE     NO WAY



The loss of land through unsound land use exceeds the amount of new land being brought into production.

3. Choose one of the following passages of Scripture to use as a basis for your ideas and write out how you would explain to a fellow Christian that it is our responsibility to care for God's world and its citizens.

Exodus 16:2-3; 11 - 21; 2 Corinthians 8:12 - 15; Acts 4:32 - 35;  
 Philippians 4:11 - 13; 1 Timothy 6:6 - 9.

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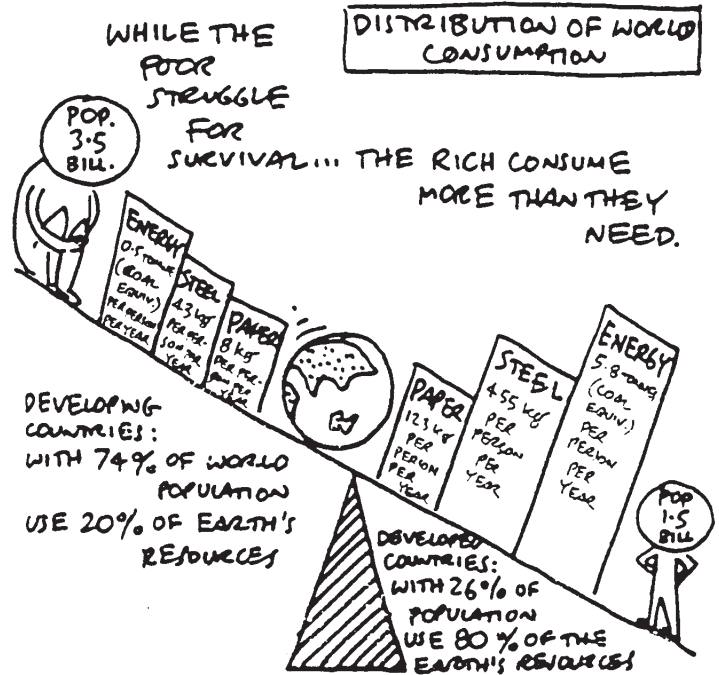
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Eventually we will run out of food, fuel and air. This is something we must learn to live with!

10% of the world uses 90% of the resources of the world.



4. What do you think?

a. One person cannot make a significant difference in today's society.

FOR SURE  NO WAY

b. The world's problems will eventually be solved by science and technology.

FOR SURE  NO WAY

c. The world hunger situation is God's will and we should not try to change it.

FOR SURE  NO WAY

d. The church can solve the problems of the world.

FOR SURE  NO WAY

When people no longer care about people, they no longer care about the world.

e. The welfare system will eventually solve the problems of the poor.

FOR SURE  NO WAY

f. The poor are responsible for their situation.

FOR SURE  NO WAY

g. The world's problems should not concern Christians because Christ is returning soon.

FOR SURE  NO WAY

## 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.

