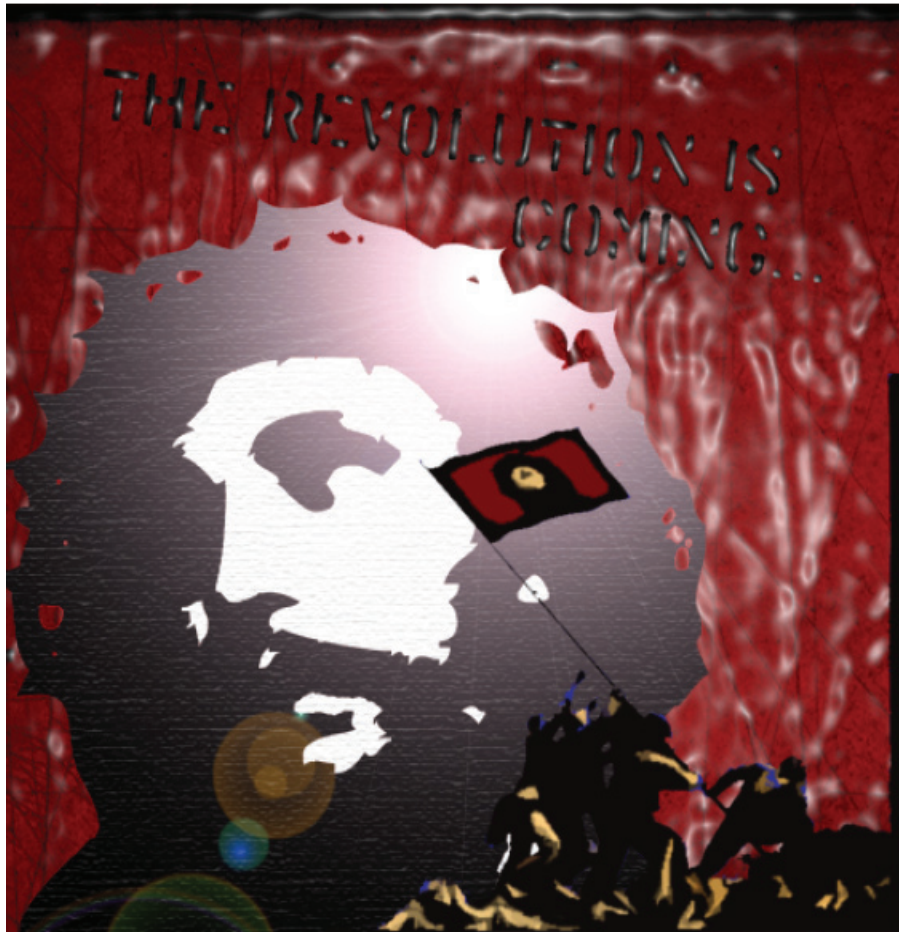


# Unit 5



## **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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## **ACKNOWLEDGEMENTS**

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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. You should have a copy of the Guidelines book on hand which sets out the full curriculum and explains a bit more about *TRIBE* – the preparation material, enrolling Corps Cadets, Discipleship Partners, certificates and awards, Recognition Sunday and the Get Involved and Grow strand.

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

---

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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# LET'S BECOME INVOLVED

## SESSION 1

### Aim

To train the young people so that they can effectively participate in a small group.

### OBJECTIVES

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

- ❖ some understanding of the development of group life and how to apply this in all relationships;
- ❖ some knowledge of the way in which Jesus interacted with His small group;
- ❖ an idea of the forces acting within a small group, which produce growth;
- ❖ an understanding of the principles which operated in small groups in the New Testament church.

### INSIGHTS FOR THE LEADER

One important part of youth discipleship is discussion. To be able to take part in a group discussion in a meaningful, but courteous manner involves understanding how a group functions.

Group dynamics is the study of the forces acting within a group of people. Good group dynamics do not just happen. They come about by making group members aware of:

- how the group functions,
- things which need modification
- personal satisfaction among group members.

A group of young people were asked: 'From your experience, what things have helped you to learn, to grow and to enjoy participating in a small group?'

This is a summary of their findings:

Young people want:

- a. A clear understanding of the aims and objectives of the group.
- b. Activities which build interpersonal relationships:
  - sharing at a personal level in the group;
  - being friendly outside of the structured group meeting by visiting, phoning, etc;
  - doing things together as a group at times other than those of regular group meetings, e.g., barbecues, outings, suppers, etc.
- c. Personal commitment to participate in the group by:

### FROM THE BIBLE

Selected passages from Mark; Acts 2:42 - 47; Hebrews 10: 24 - 25.

### CHECKLIST ✓

Set aside some time to think about the group dynamics of your small group. Is there some particular point of this session that you feel is especially important to help your particular group function better?

Select which starting activity best suits your group and prepare what you will need. Most games books and games websites have sections on icebreakers or mixing games if you want to choose a different game to those suggested.

It is suggested that all groups use the first approach in Going Deeper. See the notes for detailed instructions. Look at approaches 2, 3 and 4 and then prepare the one(s) you will use. Approach 2 needs materials to write out the brainstorming ideas.

- preparing for group meetings by pre-lesson study and prayer;
  - regular and punctual attendance (both starting and finishing times need to be agreed upon and adhered to);
  - making a personal contribution to group discussion;
  - allowing other group members the opportunity to participate and share;
  - actively encouraging quiet members to participate;
  - helping newer and younger members to grasp unfamiliar material and ideas;
  - helping new members to feel comfortable in the group;
  - being positive about the input of group members by giving positive feedback;
  - being prepared to confront lovingly a group member whose behaviour in the group is less than desirable for the common good, e.g., only making 'smart' comments rather than becoming involved;
  - assisting a group member who is facing a traumatic experience, e.g., breakdown of family; illness.
- d. Personal commitment to care for group members by:
- keeping all confidences shared strictly within the group;
  - offering practical assistance in times of difficulty;
  - being available to listen/share when disappointment, loss, etc. affect a group member.
- e. Becoming aware of the practical aspects of group dynamics and taking responsibility for group life (not simply leaving this to the group leader) by:
- learning the names of all group members as quickly as possible and using them;
  - making all members feel welcome – by name;
  - helping to ensure that seating is suitable:
    - comfortable and relaxing;
    - not too close together – results in a 'stuffy' atmosphere and lethargy;
    - not too far apart – results in loss of interest and concentration;
    - group members able to see each other at eye level – a circle is ideal.
  - drawing attention to distractions and suggesting ways and means for overcoming them;
  - drawing attention to difficulties, e.g., group too large (optimal size is said to be 8 to 12 members);
  - becoming aware of non-verbal communication among group members.

## **GETTING STARTED**

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Choose the one most suitable for your group.

### **Producing group 'togetherness' by sharing**

#### **Either**

If group members do not know each other well:

Divide into pairs. Each partner, in turn, tells the other six facts about himself/herself. (No more than two minutes is allowed for this.) At a given time, everyone returns to the group and each in turn introduces the other member using what they have learned about their partner.


**Or**

### **Games**

Mark a section of the room to be a river that has to be crossed. Your team of six people has to cross the river over a narrow and rickety bridge which only carries four people at a time. Two people have broken legs and need to be carried. Two have broken arms and cannot carry others. Get across the bridge in as few trips as possible before the bridge breaks.

**Or**

Have two large pieces of butcher's paper (one metre square) on the floor. Place five kids on the first sheet and tell them they have to get to the other side of the room only by stepping together on the two pieces of paper.



Being a part of *TRIBE* can just be going to a meeting or it can be a coming together of a group who effectively care and share with each other. We need to understand how successful groups interact with each other. This is what we will look at in this session.

## **GOING DEEPER**

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It is suggested that all groups use the first approach.

### **1. A small group model – Jesus and His disciples**

Study as many of the following Scripture verses as possible. Consider Jesus' attitudes to actions in His small group and compare it to your own small group. Discuss the similarities and differences between His group and yours and how important each one is for your group.

(These references are simply representative of many references to be found in the gospels concerning this topic.)

#### **What it teaches us about group dynamics**

Mark 4:34b – Privacy required for serious teaching.

Mark 6:30 – Personal sharing.

Mark 6:31, 32 – Retreat and renewal.

Mark 8:27 - 29 – Feedback – Jesus valued it.

Mark 9:35 - 37; 10:13 - 16 – Correction and modelling of preferred behaviour.

Mark 9:10 – Group discussion.

Mark 10:24 - 27 – Reassurance.

Mark 10:35 - 40 – No favouritism.

Mark 10:41 - 45 – Conflict and its resolution.

Mark 9:33 - 34 – Fear – of answering questions.

Mark 8:1 - 10 – Sharing problem-solving.

Mark 14:13 - 16 – Instructions – received and obeyed.


Your group may be able to think of more references to Jesus at work with His disciples. Group members could then discuss these in relation to their own group situation.

### **2. Small group discussion**

**Brainstorm** on the question: 'From your experience, how has working in a small group helped you to learn, to grow and to enjoy the participation in the group?'


Write down ideas as the young people call them out and discuss them all.

Add to these answers provided by the young people ideas in the section from the 'Insights for the Leader' – a to e. Work through all the answers discussing with your group how they promote positive outcomes in your group.



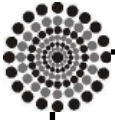
### **LEADER TIP**

Don't start at the beginning and run out of time on this exercise. **Select** the references that would most help your group and work through them first. Emphasise what we learn about working as a group as you read each reference. Activity 2 on the work sheet ties in to this approach.



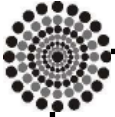
### **LEADER TIP**

Activity 1 on the work sheet ties in with this approach.



## LEADER TIP

Point out that all kinds of reasons make us feel isolated or left out of groups. These can be: physical differences, e.g., too small, too big, wearing glasses, academic differences – a slow learner, an ‘academic’, social differences – one person whose family can’t afford all the material goods others have etc.



## LEADER TIP

This is activity 3 on the junior work sheet.

### 3. Groups in the New Testament church (Especially for seniors)

Read and study: Acts 2:42 - 47 and Hebrews 10:24 - 25. Then discuss the following in relation to the readings:

- the main features of this group fellowship;
- ways in which our fellowship groups are similar today;
- ways in which they are different;
- brainstorm on practical ways to modify your group fellowship to align it more closely with the pattern of the early church groups.

#### Or (For juniors)

Allow group members time to read/study Acts 2:42 - 47 and ask them to write down three features of this New Testament fellowship and suggest two practical things they could do to help their group become more like it.

Spend time sharing each member’s questions and the things each one has learned or found helpful.

### 4. Team building game

Your *TRIBE* group has been asked by the Commissioner to design a sun hat for next year’s state Congress. It must keep the sun off, represent The Salvation Army and your state. As a group you must design and construct this hat together. You will need the following: four pieces of cardboard (one each of red, blue, yellow and green), scissors, stapler and sticky tape.

If you have more than six in your group, divide them into two or more groups.

Allow 10 to 15 minutes for this game and then after they have finished, ask them what it was like working together and if anyone felt left out.

Small groups move in the direction of ‘togetherness’ or unity when the group members begin to:

- share their personal stories with each other;
- provide each other with positive feedback, both verbal and non-verbal and,
- eventually, begin to share at a feeling level concerning personal needs and difficulties.

## TAKING IT HOME

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Work together to make a list of five ways we could operate as a group in a more effective and caring way. Write these up and help the small group agree to work towards this goal for the group.

Now you will have an increased awareness of the things which help your group to become a ‘growing’ group. A ‘growing’ group in the sense that you will grow closer to God and to each other and in the sense that your group will grow in numbers as others are attracted by your caring and sharing attitudes – your ‘togetherness’.

## FOLLOW-THRU

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It may be that you spend all of the session in discussion of group dynamics. If this is so, praise the young people for the way they listened and participated in the discussion. It would be helpful for the young people to complete the first activity as this will show you how well they have

understood the attitudes they need to adopt in successful group work. (In the true or false questions, there are 8 for junior, 12 for senior group members. Answers are : 1T, 2T, 3T, 4F, 5F, 6F, 7F, 8T, 9T, 10F, 11F, 12T.)

This would be a good session to tie in to the Get Involved and Grow suggestion 'Be an encourager' or 'Caring for others' where the young people can reach out and try to include a newcomer or lonely person in their circle of friendship

## **FURTHER READING**

DONAHUE, Bill, *Leading life changing small groups*, Zondervan, 2002.

McBRIDE, Neal, *How to lead small groups*, Navpress, 1990.



# LET'S BECOME INVOLVED

1

## TRUE OR FALSE?

- i. A group discussion is more effective if everyone takes part.
- ii. Group members need to take turns and respect each other's points of view.
- iii. It's a good idea to be friendly outside of the TRIBE meeting.
- iv. New members should be left sitting alone until they decide who they would like as a friend.
- v. If someone in the group shares a problem, we should talk about it to everyone we know.
- vi. Jesus never had any problems to resolve in His group.
- vii. The tallest person in a group is always the wisest.
- viii. Most people are fearful of being laughed at.

**HIGHLIGHTS**

- Participating in a small group involves effort from each member.
- Group members should be aware of each other's needs and show concern and respect for each other.
- Jesus and His disciples worked in a small group. They, too, needed to be honest and sort out problems.
- The early Christian Church was very closely knit together.
- We can ask God to help us grow closer to Him and to each other.



Select two passages of Scripture you have studied in this session which give an insight into Jesus' dealings with His small group and explain how they may be applied to your small group today.

2

Mark 8:27 - 29;

Mark 6:30 - 32;

Mark 8:1 - 10;

Mark 9:33 - 34;

Mark 10:35 - 45;

Mark 14:13 - 16.

I chose \_\_\_\_\_ which tells about \_\_\_\_\_

\_\_\_\_\_

And \_\_\_\_\_ which tells about \_\_\_\_\_

Our group could \_\_\_\_\_

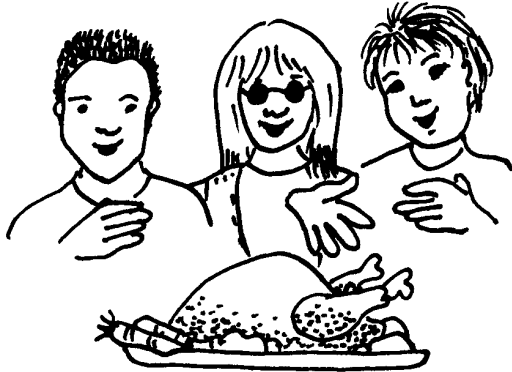
\_\_\_\_\_

\_\_\_\_\_



3

Read these verses from Acts 2:42 - 47.



*'They spent their time in learning from the apostles, taking part in the fellowship, and sharing in the fellowship meals and the prayers. Many miracles and wonders were being done through the apostles, and everyone was filled with awe. All the believers continued together in close fellowship and shared their belongings with one another. They would sell their property and possessions, and distribute the money among all, according to what each one needed. Day after day they met as a group in the Temple, and they had their meals together in their homes, eating with glad and humble hearts, praising God, and enjoying the good will of all the people. And every day the Lord added to their group those who were being saved.'*

Write down three features of this New Testament Fellowship. Suggest two practical things you could do to help your group become more like it.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

Our group could:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_



**REMEMBER** that  
Christians try to show  
loving consideration for  
others in whatever group  
they find themselves.

# LET'S BECOME INVOLVED

## 1

### TRUE OR FALSE?

1. A group discussion is more effective if everyone takes part. \_\_\_\_
2. Group members need to take turns and respect each other's points of view. \_\_\_\_
3. It's a good idea to be friendly outside of the TRIBE meeting. \_\_\_\_
4. New members should be left sitting alone until they decide who they would like as a friend. \_\_\_\_
5. If someone in the group shares a problem, we should talk about it to everyone we know. \_\_\_\_
6. Jesus never had any problems to resolve in His group. \_\_\_\_
7. The tallest person in a group is always the wisest. \_\_\_\_
8. Most people are fearful of being laughed at. \_\_\_\_
9. Group members should pray for each other. \_\_\_\_
10. It is important for group members to all think the same way. \_\_\_\_
11. Every group should have at least 15 members to function effectively. \_\_\_\_
12. A caring group member makes an effort to include those who do not easily fit into the group. \_\_\_\_



## 2

These are the verses you studied in this session to show how Jesus worked in a group. Read what they teach us. Tick the ones you feel you need to remember most to be an effective group member. (Choose at least 4.) Re-read **three** of these verses and explain how you will apply what they teach in your interaction with the group.

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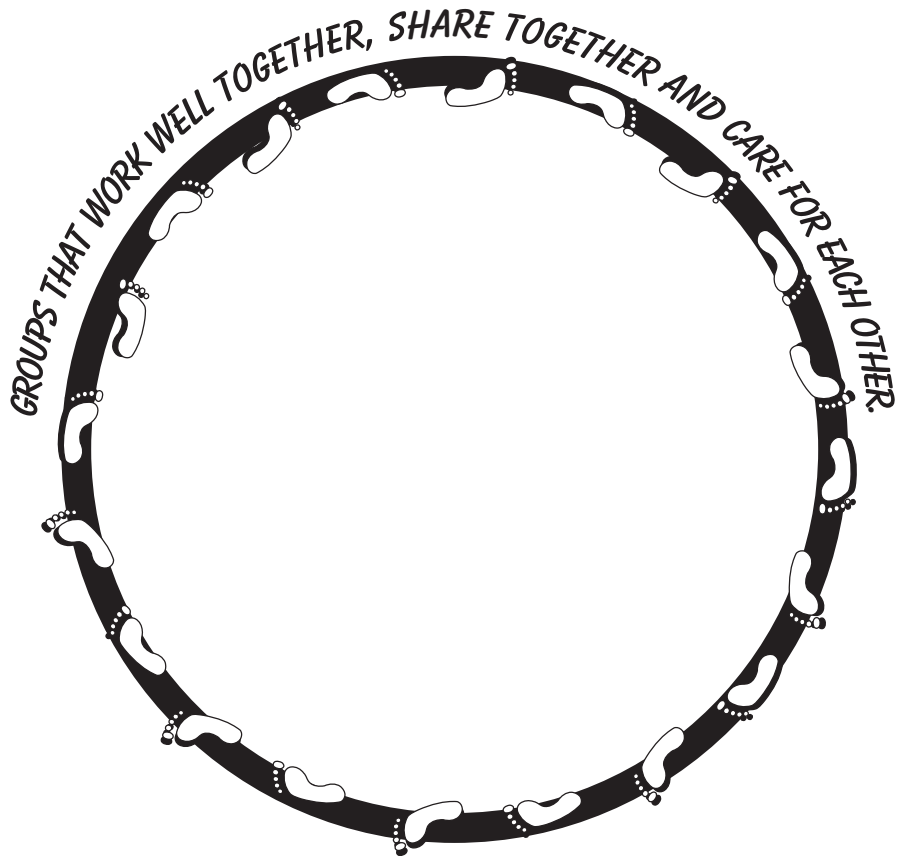
### Reference

Reference	What it teaches us about group dynamics
Mark 4:34B	Privacy required for serious teaching.
Mark 6:30	Personal sharing.
Mark 6:31, 32	Retreat and renewal.
Mark 8:27 - 29	Feedback – Jesus valued it.
Mark 10: 13 - 16	Correction and modelling of preferred behaviour.
Mark 9:10	Group discussion.
Mark 10:24 - 27	Reassurance.
Mark 10:35 - 40	No favouritism.
Mark 10:41 - 45	Conflict and its resolution.
Mark 9:33 - 34	Fear – of answering questions.
Mark 8:1 - 10	Sharing problem-solving.
Mark 14:13 - 16	Instructions – received and obeyed.



3

In the circle list the names of the members of your group. (If your TRIBE group is large, only list those in your small group.)



Choose one person you know least about.

Either now or through the coming week, talk to him/her and find out:

- \* specific interests and hobbies and family background (these are always good, friendly talking points);
- \* any areas where he/she needs loving support (problems at home/school or physical problems).

Then pray for him/her with these needs in mind.

Report on what you discovered and what effect it had on how you view this member of your group.

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If you work on this for a few weeks, you could complete the Get Involved and Grow suggestion for being a friend. Be an encourager by thinking of ways to encourage someone you know who is 'down' and report back to your leader about what you did.

## SESSION 2

# THE PEOPLE OF GOD

### FROM THE BIBLE

1 Peter 2:9 -10, Colossians 1:18, Colossians 3:12 - 17.



### CHECKLIST

Choose your Getting Started activity and prepare what you need.

Approach 1 is a Bible search and is important so the young people get a glimpse of the unity and continuity in being a follower of Christ with other believers.

The second teaching approach suggests an internet search. Arrange PC access or have a guest come to surf the sites or get one of your young people to check it out before this session.

### AIM

To help the young people understand that The Salvation Army is part of the Universal Church.

### OBJECTIVES

Following this session group members will:

- ❖ recognise the church as the fellowship of all believers which began at Pentecost and continues to Christ's second coming;
- ❖ realise that The Salvation Army is, and always has been, part of the Universal Church;
- ❖ appreciate the fellowship, healing, nurture, ministry and mission of the local corps.

### INSIGHTS FOR THE LEADER

The Bible is very clear on WHO the church is and WHAT it is supposed to do.

- It is the **BODY OF CHRIST** i.e. all people who are followers of Jesus, joined together with Christ as the 'Head'
- The church exists with four main purposes:
  - FELLOWSHIP:** as Christians, we make our spiritual journey as part of a family.
  - HEALING:** within our community, the Holy Spirit enables us to care for each other, to respond to one another's hurts and experience healing.
  - NURTURE:** in this community, the Holy Spirit enables us to build each other up in the faith, bear each other's burdens and to encourage, celebrate, share, comfort and challenge one another.
  - MINISTRY AND MISSION:** each member of this fellowship receives gifts for ministry and is called by God to develop these gifts for the benefit of all.
- In Colossians 1:24, Paul's teaching reminds us that the church is Christ's visible presence in the world today; a community called to grow in Christ-likeness.

Being a member of the church is not optional for people who follow Jesus, it's an automatic reality for all believers.

Once we have received God's forgiveness, we are instantly in fellowship with both God and with all other Christians. It is a united fellowship with many different expressions, but one purpose – to communicate Christ to all people ('we are one, but we are many ...' 1 Corinthians 12:12.)

The body of Christ is an outward-looking community, not self-absorbed with socialising and security. It is a community intended to release its members for pilgrimage and mission.

This community of faith is future-focused, pointing to the return of Christ and preparing people for that future.

The Salvation Army is a part of this universal group, while maintaining our particular characteristics.

A corps or centre is The Salvation Army's expression of 'church'. We have our own particular way of training, serving and worship, based on the teaching of the Bible, the guidance of the Holy Spirit and the nature of our God-given mission. Our international mission statement sums this up:

The Salvation Army, an international movement, is an evangelical part of the universal Christian Church.

Its message is based on the Bible. Its ministry is motivated by love for God. Its mission is to preach the gospel of Jesus Christ and meet human needs in his name without discrimination.



## LEADER TIP

It is important that members of your group begin to get a clear understanding of our identity and our mission, in order to be more effective as members of the Body of Christ, within The Salvation Army.

## GETTING STARTED

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### Either

1. Set a variety of tasks for the young people to complete yet prevent them from using the most logical part of their body for the task.  
E.g. peeling a banana with their toes;  
eating an icecream with hands tied behind their back;  
retrieving objects from around the room blindfolded or by travelling on their knees.

Ask the young people to describe how these experiences make them feel.

### Or

2. Talk about the involvement of churches in interdenominational events such as Awakening (check out their web site on [www.awakening.org.au](http://www.awakening.org.au)). Did your corps take part in the most recent event (e.g. Easter or Christmas events – marches)? How did it feel to be part of the wider church?

### Or

3. Ask your young people to speak about their favourite sports. Think about the various rules and pieces of equipment used. What makes certain sports different? What makes them similar?

## GOING DEEPER

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### 1. Bible study:

- a. What **IS** the church?

Read each of the following verses from the Bible. How do the verses describe the church? Ephesians 4:4 - 6, Colossians 1:18, Romans 12:4 - 5.

Each of these references talks about the body of Christ or the body of believers. We are each a part of the universal body of Christ and we each have an individual part to play.

- b. What is the church supposed to **DO**?



## POINT

The Bible teaches us that every member of the body has an essential part to play if the whole is to function properly. Without the presence and participation of each member the body will not work as effectively as it should.



## LEADER TIP

This is activity 1 on the work sheet.



## WEBQUEST

The Salvation Army exists to offer a lot more than just a Sunday meeting! Visit a variety of corps websites and find out what other corps are offering. A great place to start is [www.salvos.com](http://www.salvos.com). This site lists over 100 different corps websites world wide. (Use activity 3 on the work sheet.)

Using activity 2 on the work sheet look up the references and discuss them together. Tick the matching action to the reference. (Some actions may be ticked more than once. Discussion about the actions is more important than right or wrong answers.)

Discuss how the young people can put some of these actions into practice in their own corps.

- How can they show love to others?
- Are there people they can pray for? (Make a list of names and pray for these people in the coming week.)
- What are the gifts of your young people? (Who is an encourager? Who is a helper? Who is a good listener? Who finds it easy to talk to older people?)
- How can they best keep focused on Jesus? (Meeting and sharing together as a group.)
- How can they help each other? (Check out the Getting Involved ideas and use some of the suggestions given.)

### 2. Webquest:

- Identify activities/information offered as opportunities for fellowship, nurture, ministry, mission, worship.
- Compare two corps websites with each other and discuss the differences and similarities.

Juniors can design a web page for your own corps if you don't already have one or give suggestions for adding to the one that is currently on the net.

## TAKING IT HOME

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The church has been instructed to do far more than just offer Sunday services. As part of the body of Christ our directions are very specific. It is important therefore, that all Christians declare we are one in Christ.

This unity has to do with our shared call to serve and our united commitment to mission.

This unity must then be evident in our corps, The Salvation Army, and the Universal Church as a whole.

- What are we doing right?
- What are we doing wrong?
- What could we do better?

## FOLLOW-THRU

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The young people could be encouraged to complete a Get Involved and Grow challenge that shows that they want to be part of the body of Christ.

### FURTHER READING

[www.salvos.com](http://www.salvos.com)

[www.salvationarmy.org](http://www.salvationarmy.org)

*Salvation Story* Chapter 10

*Salvation Story Study Guide* Chapter 10.

# THE PEOPLE OF GOD

## 1. WHAT IS THE CHURCH?

From Ephesians 4:4 - 6 write out what unites us e.g. one body \_\_\_\_\_

Colossians 1:18 reminds us that Jesus is \_\_\_\_\_

Romans 12:4, 5 says: (GNB) 'Though we are many we are \_\_\_\_\_

## 2. THE CHURCH IN ACTION

Look up the following Bible references and tick the action the verse is urging us to do.

	Love one another	Pray	Use your gifts	Focus on Jesus	Help each other
John 15:12,17					
James 5:13 - 16					
1 Peter 4:7 - 11					
John 13:34, 35					
Hebrews 12:1 - 3					
John 15:1 - 8					
Galatians 6:2					

What can I do in my corps that shows the love of Jesus to others? (Use some of the headings in the chart above or make up your own.)

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Visit [www.salvos.com](http://www.salvos.com) and check out the corps sites. Surf for a while and see the similarities and the differences. Use the space below to design a web page for your corps so people can discover what you offer as part of the body of Christ.

**HIGHLIGHTS**

- The Church is the Body of Christ in the world.
- The Salvation Army is part of the Universal Church.
- All believers belong to Christ through worship, fellowship, ministry and mission in their church.

The form is a large rectangular area with a thin border. At the top, there is a grey header bar containing a small minus sign on the left and two square buttons with downward and upward arrows on the right. Below the header bar is a menu bar with the text "File Edit Special". The main body of the form is a large, empty white rectangle. On the right side of this rectangle, there is a vertical scrollbar with an upward arrow button at the top and a downward arrow button at the bottom. At the bottom of the form, there is a grey footer bar containing a left arrow button on the left, a square button in the middle, and a right arrow button on the right.

# THE PEOPLE OF GOD

## 1. WHAT IS THE CHURCH?



From Ephesians 4:4 - 6 list the factors that unite us e.g. - one body

Colossians 1:18 says that Jesus is \_\_\_\_\_

Romans 12:4, 5 says: (GNB) 'Though we are many \_\_\_\_\_

## 2. THE CHURCH IN ACTION

Look up the following Bible references and tick the matching action.

	Love one another	Pray	Use your gifts	Focus on Jesus	Help each other
John 15:12,17					
James 5:13 - 16					
1 Peter 4:7 - 11					
John 13:34, 35					
Hebrews 12:1 - 3					
John 15:1 - 8					
Galatians 6:2					

What can I do in my corps that shows the love of Jesus to others? (Use some of the headings in the chart above or make up your own.)

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Visit [www.salvos.com](http://www.salvos.com) and check out a few corps web sites to discover what these corps offer as part of the body of Christ.

Web site visited: \_\_\_\_\_

**File Edit Special**

Information found on the following:

- Fellowship \_\_\_\_\_  
\_\_\_\_\_
- Ministry \_\_\_\_\_  
\_\_\_\_\_
- Mission \_\_\_\_\_  
\_\_\_\_\_
- Nurture \_\_\_\_\_  
\_\_\_\_\_
- Worship \_\_\_\_\_  
\_\_\_\_\_

Compare two corps web sites with each other.  
What differences can you see?

\_\_\_\_\_

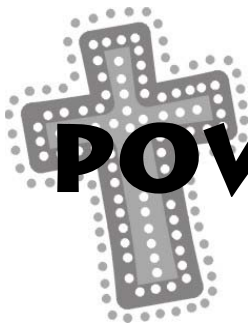
\_\_\_\_\_

What similarities are there?

\_\_\_\_\_

\_\_\_\_\_





# POWER SUPPLY

## SESSION 3

### AIM

To show the young people how the phenomenal growth in the early church occurred and that it still occurs today.

### OBJECTIVES

As a result of this session the group members will:

- ❖ have a greater sense of the reality, availability and power of the Holy Spirit;
- ❖ be more aware that the Holy Spirit makes the difference between effective and ineffective evangelism and witness;
- ❖ understand that sometimes the leading of the Spirit requires an obedience which defies human logic.

### INSIGHTS FOR THE LEADER

This is the first of four sessions on the Holy Spirit. These background notes should help you prepare these lessons.

As we consider the work carried out by the apostles and early Christians, we know that there was a tremendous driving force behind them. We believe that the Holy Spirit gave them the power to be faithful witnesses as well as bringing about a change in their attitude to life and to others.

In the Lion Handbook *The History of Christianity*, Robert D. Linder writes:

‘The basic claim of the early Christians was that they had discovered a different way of life that was better than that offered by the non-Christian world. They believed that Jesus was the promised Messiah or Christ, and that he had freed them from their sins and transformed their lives through the power of the Holy Spirit. They were, in the words of the apostle Paul, new creations in Christ. They believed that theirs was a better way because it offered the believer forgiveness of sin, peace with God, hope for the future, a new and higher ethical code, power to live up to that special ethical standard, and life after death. The Christian believer’s first loyalty was to Jesus Christ, and therefore the Christian practised a new ethic of love – even towards enemies. Christians emphasized concern for others rather than self. Many of the early converts to the faith, such as Justin Martyr, were first attracted by the love they saw among believers ...

The hallmarks of apostolic Christianity were simplicity, community, evangelism and love. It was simple because it had little or no formal organization, maintained no church buildings or membership rolls, taught easy-to-understand doctrines, and followed a plan

### FROM THE BIBLE

Acts 1:1 - 8 and chapter 2.

### CHECKLIST



There are two suggested starters requiring you to organise for a radio-controlled car or electrical appliance to be brought to the session OR for a glass of coke for each group member and some ice cream.

There are three suggested approaches. The first one is a Bible study and you will need to have the work sheets ready to use. Notice that some of the questions are especially for juniors or seniors and so not all of them are on both work sheets.

Approach 2 is an interview situation. Ask someone who is known to your group and whose life shows a willingness to be led by the Holy Spirit to come to sit ‘in the hot seat’ and give him/her a copy of the questions so that he/she can prayerfully prepare.

Approach 3 talks about the Holy Spirit at work in the Army in Australia.

Really ask the Holy Spirit to control this session so that each group member will want to be open to the leading of the Holy Spirit in his/her own life.

of financing activities by personal giving. This simplicity appealed especially to the poor and oppressed classes which could understand and participate without difficulty in the new faith. . .

The Christian community made no distinctions based upon race, nation, cultural status, slavery, freedom or sex. The Christian church was to be gathered from every nation, all tribes, peoples and language-groups. The sense of community was fostered by frequent meetings for worship, study, sharing and the celebration of a love feast called the *agapé*. In short, the community of Christians gave many otherwise outcast people a real sense of identity and belonging.

Furthermore, the early Christians were aggressively evangelistic. They wanted to share their new-found life in Christ with others less fortunate. They believed that Jesus was the Son of God and that he could do what he claimed. They wanted to spread to the entire world the good news of new life in Christ. They were certain that they were right and were convinced that they had found ultimate truth (or 'reality') and values in Jesus and his teachings.'

He goes on to say that the firm belief in the bodily resurrection of Jesus is the key to understanding the early Christian movement.

'Only this resurrection faith explains how the small, motley, demoralized group which Jesus left on earth after his reported ascension could have developed the enthusiasm to sweep all obstacles before them in their bold world-wide mission. A few disheartened followers were transformed into the most dynamic movement in the history of mankind. Without this firm belief in a risen Christ, the fledgling Christian faith would have faded into oblivion.'

It has been said that Luke's book known as 'The Acts of the Apostles' could just as easily be called 'The Acts of the Holy Spirit'.

In these four sessions it is clear from the Scripture references that guidance by the Holy Spirit and willingness to obey Him in faith led to some wonderful 'acts' with a great growth in those attracted to the Christian message. And we have the same Spirit helping us today!

In the introduction to the Tyndale New Testament Commentary on Acts, I. Howard Marshall writes:

'... the life of the church was regarded as taking place in fulfillment of Scripture. The prophecies made in the Old Testament governed the course of church history – the outpouring of the Spirit and the proclamation of salvation (2:17 - 21), the mission to the Gentiles (13:47) and their incorporation in the church (15:16 - 18), and the refusal of the Jews as a whole to respond to the gospel (28: 25 - 27).

... the life of the church was directed by God at crucial stages. Sometimes the Spirit directed the church what to do (e.g. 13:2; 15:28; 16:6). At other times angels spoke to Christian missionaries (5:19f.; 8:26; 27:23), or messages were mediated by prophets (11:28; 20:11f.). On occasion the Lord himself appeared to his servants (18:9; 23:11).

... the power of God was seen in signs and wonders which were performed by the name of Jesus (3:16; 14:3). As a result the work of the Christian mission can be said to be carried out by God (15:4).'

The resurrection of Jesus and how this fact exalts Him to a position of Lordship is the main story line in Acts.

‘Luke particularly stresses the importance of the Spirit in the life of the church. The Spirit is the common possession of every Christian, the source of joy and power, and Christian leaders are people who are especially filled with the Spirit to perform their various functions. The Spirit guides the church in its choice of leaders and in its evangelistic activity.’

Read Acts chapter 1:1 - 8 and chapter 2 in one sitting so that you have an overall picture of the story.

The Scripture readings for these four sessions are found in the first nine chapters of Acts.

## GETTING STARTED

1. Have a group member bring along a radio controlled car. Let it roar around the room a few times! Then remove the battery! (till after the session!) or bring any appliance and turn off the power as the group members begin to use it.

Think about the following:

- How important is a power supply?
  - How much harder is it to access the internet when there’s a blackout?
  - How much easier is it to go up hills on a highway in a sports car than on a skateboard?
  - Is there a power supply for Christian living and witness?
2. Give each group member a glass of coke and then let them see the energy (power) which becomes visible when a dab of ice cream is placed in it.

Questions: Where does the source of energy come from? We can’t see the energy but we can see the change that it makes to the drink.

We can’t see the wind either, but its effects are obvious. In the same way, we can’t see the Holy Spirit but we can see the change that He makes when He enters a person’s life.

## GOING DEEPER

This session is worked as a Bible study with the young people completing their work sheets during the presentation.

(Note that questions b and c marked for juniors or seniors are only on these work sheets.)

### 1. Bible study

- a. Acts 1:3 - 5, 8.

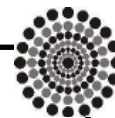
The Greek word translated as ‘power’ in verse 8 is ‘DUNAMIS’. What substance used in building demolition gets its name from this Greek word? (Dynamite.)

Have you ever thought of the Holy Spirit as being like that? Read verse 8. What do you think they were meant to be witnesses to?

Look at a map of Israel in the time of Christ. (It is on your work sheet.) Note where Jerusalem (where Jesus was having this

### LEADER TIP

Reading books like *The General Next to God* by Richard Collier and *Booth’s Drum* by Barbara Bolton telling about the commencement of The Salvation Army in Australia, would be excellent preparation for this session.

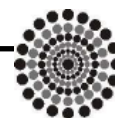


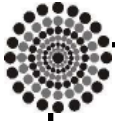
**POINT**

The power of the Holy Spirit is real and available for all who will listen and obey.

### LEADER TIP

Use the work sheet in conjunction with the Bible study.





## FOR SENIORS

conversation), Judea and Samaria are.

Rewrite verse 8 applying it to you and your town or suburb.

b. **(Seniors only)** Acts 2:1 - 6, 12 - 17.

In what way is being drunk the same as being filled with the Holy Spirit?

In what way is it different? (See Ephesians 5:18.)

If Peter thought that it was the last days then (verse 17), what can we be sure of today?

In Old Testament times God poured His Spirit out on selected people (read Numbers 11:25) but now (i.e. in 'the last days') who can be filled with God's Spirit? (Acts 2:17)

Do Christians witness effectively and receive guidance from God through dreams and visions today?

If not, why not? (Read 1 Samuel 3:1 which follows two chapters revealing corruption and meaningless ritual among this worshipping nation.)

**(Juniors especially)** Read Acts 2:7 - 12.

How many different nationalities were gathered together in the crowd?

What nationality were the disciples?

What amazing event was confusing the crowd?

Where had the power come from for this to occur?

c. Acts 2:36 - 38, 41. Also read Acts 2:12, 13.

What different responses were there to the disciples' behaviour and message?

What different responses can be seen in people who are filled with the Holy Spirit today? When do people receive the Holy Spirit? (Verse 38. See also Romans 8:15 and John 20:22.)

d. How many listeners accepted salvation that day? (Acts 2:41)

What did Peter tell them they must do? (v. 38)

e. Which of the converts' behaviour described in verses 42 - 47 appeals most to you? Why?

2. **'In the hot seat'**

Have one of the group leaders, an invited guest or the corps officer interviewed by group members asking similar questions to these.

a. How does the Holy Spirit deal with you?

Does He use flashing lights, voices, a conviction, someone else speaking to you?

b. Have there been times when God asked you to do something and you thought it was crazy? How did you react?

c. Does the Holy Spirit give you power to do things you're scared to do? Will you give us an example?

d. Do you think we must seek the Holy Spirit's help on a daily basis?

e. If we sincerely ask the Holy Spirit to control our lives, can He use us just as effectively as He has used you?

3. **The Holy Spirit at work in the Army**

The Salvation Army began in Australia in September 1880 when two young men organised a meeting in Adelaide's Botanic Park.



## FOR JUNIORS

From this simple beginning The Salvation Army grew. In fact by 1901 the Army had 31,100 members in over 300 areas – all in just over 20 years! (*Booth's Drum* pages 7 - 26 gives a fuller account of the spread of The Salvation Army.)

At the beginning of the new millennium, The Salvation Army in Australia has more than 65,000 members.

The same power given by the Holy Spirit to those two men in Adelaide is freely available to the 65,000 Salvationists all around Australia today, to help us to grow closer to God and be a Christian influence where we are.

## **TAKING IT HOME**

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The important question is not: 'Have I got the Holy Spirit?' but: 'Has He got me?' The disciples were empowered by the Holy Spirit and transformed their world for God and for good. This has also been true for many disciples in the centuries since, including John Wesley, William Booth, Korea in the 1980's and more recently in Africa and Russia.

Is there a power supply for Christian living?

What will such power enable me to do?

How switched on to the Holy Spirit are you?

Have a time of silence when the young people consider how much they allow God to control their lives and to ask Him for the power they need to obey His prompting.

Pray together: 'O God, fill us with Your Holy Spirit's power so that we will be your effective witnesses – ready to obey You even when we think it's a strange way to go.'

## **FOLLOW-THRU**

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With some groups this session will lend itself to their own 'Pentecost' experience leading into experiments in faith and God's power leading on to corps and community revival.

Challenge your young people to look at the suggestions on how to get involved (at the front of this handbook) and select one that they are fearful of doing but believe they could do with the Holy Spirit's help. Ask them to pray that the Holy Spirit will truly give them the power needed to carry it through.

### **FURTHER READING**

MARSHALL, I. Howard, *Tyndale New Testament Commentaries, Acts*, Inter-Varsity Press, Eerdmans.

DOWLEY, T. (ed.), *The History of Christianity*, Lion Publishing, England, 1977.

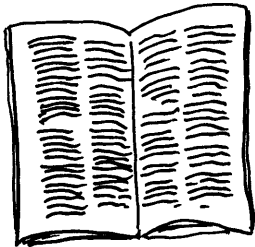
BOLTON, Barbara, *Booth's Drum*, Hodder and Stoughton, 1980.

CYMBALA, Jim, *Fresh wind, fresh fire*, Zondervan.



# POWER SUPPLY

## 'Let's see what the Bible says about POWER.'



a) Acts 1:3 - 5, 8.

The Greek word translated as 'power' in verse 8 is 'DUNAMIS'.  
What substance used in building demolition gets its name from this Greek word? \_\_\_\_\_

Have you ever thought of the Holy Spirit as being like that?  
\_\_\_\_\_

Read verse 8. What do you think they were meant to be witnesses to?  
\_\_\_\_\_

Look at the map of Israel in the time of Christ. Underline Jerusalem (where Jesus was having this conversation), Judea and Samaria. Rewrite verse 8 applying it to you and your town or suburb now.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



b) Acts 2:7 - 12. How many different nationalities were gathered together in the crowd? \_\_\_\_\_

What nationality were the disciples? \_\_\_\_\_

What amazing event was confusing the crowd? \_\_\_\_\_

Where had the power come from for this to occur? \_\_\_\_\_  
\_\_\_\_\_

c) Acts 2:36 - 38, 41. Also read Acts 2:12, 13

What different responses were there to the disciples' behaviour and message?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What different responses can be seen in people who are filled with the Holy Spirit today?  
When do people receive the Holy Spirit? (Verse 38. See also Romans 8:15 and John 20:22.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d) How many listeners accepted salvation that day? (v 41) \_\_\_\_\_

What did Peter tell them they must do? (v 38)

e) Which of the converts' behaviour described in verses 42 - 47 appeals most to you?

Why? \_\_\_\_\_

**HIGHLIGHTS**

- When the Holy Spirit came to the early church, more than 3,000 people were saved.
- The Holy Spirit of the early church is just as available to us today.
- The Holy Spirit gives us the power to be obedient to God's leadings.
- Through the Holy Spirit The Salvation Army in Australia grew from two men in 1880 to more than 65,000 members today.
- If we obey the Holy Spirit, we can change the world for God.



*It's the power supply that makes the difference.*

Sing this song or read these words with your group. Discuss with them the different ways the Holy Spirit helps us.

**Church on Fire**

The Holy Spirit is here  
And His power is real  
Anything can happen  
And it probably will  
Something very good  
Something good is going on around here

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*This is a church on fire  
This is the Holy Spirit flame  
We have a burning desire  
To lift up Jesus' name  
Let fire burn in every heart  
To light the way, defeat the dark  
Let the flame of love burn higher  
This is a church  
This is a church on fire*

There's a light that shines  
To make the dark disappear  
A power at work  
But there's nothing to fear  
Something very good  
Something good is going on around here

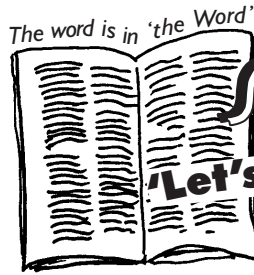
*When a church is on fire with the Holy Spirit what would you expect to see?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# POWER SUPPLY

**'Let's see what the Bible says about POWER.'**

## Bible Study

a) Acts 1:3 - 5, 8.

The Greek word translated as 'power' in verse 8 is 'DUNAMIS'. What substance used in building demolition gets its name from this Greek word?

Have you ever thought of the Holy Spirit as being like that?

Read verse 8. What do you think they were meant to be witnesses to?

People from 15 different nations understood what the disciples were saying.



**Peter's audience on the Day of Pentecost came from many places.**

Look at the map of Israel in the time of Christ. Underline Jerusalem (where Jesus was having this conversation), Judea and Samaria. Rewrite verse 8 applying it to you and your town or suburb now:

\_\_\_\_\_

\_\_\_\_\_

b) Acts 2:1 - 6, 12 - 17.

In what way is being drunk the same as being filled with the Holy Spirit?

\_\_\_\_\_

\_\_\_\_\_

In what way is it different? (See Ephesians 5:18.)

\_\_\_\_\_

\_\_\_\_\_

If Peter thought that it was the last days then (verse 17), what can we be sure of today?

In Old Testament times God poured His Spirit out on selected people (read Numbers 11:25,) but now (i.e. in 'the last days') who can be filled with God's Spirit? (Acts 2:17)

Do Christians witness effectively and receive guidance from God through dreams and visions today?

If not, why not? (Read 1 Samuel 3:1 which follows 2 chapters revealing corruption and meaningless ritual among this worshipping nation)

More than 3,000 people were converted on the day of Pentecost.

c) Acts 2:36 - 38, 41. Also read Acts 2:12, 13.

What different responses were there to the disciples' behaviour and message?

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What different responses can be seen in people who are filled with the Holy Spirit today?  
When do people receive the Holy Spirit? (verse 38. See also Romans 8:15 and John 20: 22.)

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*William Booth was only a teenager when he said 'God shall have all there is of William Booth'.*

d) How many listeners accepted salvation that day? (v 41) \_\_\_\_\_

What did Peter tell them they must do? (v 38) \_\_\_\_\_

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e) Which of the converts' behaviour described in verses 42 - 47 appeals most to you?

Why? \_\_\_\_\_

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Is there a power supply for Christian living? \_\_\_\_\_

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What will such power enable me to do? \_\_\_\_\_

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How switched on to the Holy Spirit am I? \_\_\_\_\_

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**Pray and believe in God's power to achieve specific results and come next week ready to share His answers.**



When any person prays and means, 'Take all of me and use me according to your plans', great things occur.

Why is this so? \_\_\_\_\_

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## SESSION 4

# RADICAL CHANGE

### FROM THE BIBLE

Acts 3 and 4.



### CHECKLIST

There are three starters to choose from or perhaps you could use all three. For these activities you will need a ping pong ball, a drink bottle, a packet of dry biscuits.

The teaching approaches follow on from each other. The senior work sheet outlines the Bible verses used. Both work sheets can be used during the Going Deeper.

### SHEPHERDING

After years of working with young people, the group leader felt that he was not being productive for God's Kingdom and decided to retire.

Years later he met a man whom he had taught. His memories were of a trouble maker, never listening.

'What are you doing with yourself now?' he asked.

'I'm the minister of the church down the road. You showed me Jesus in the way you faithfully persisted with me,' he replied.

## AIM

To help the young people realise that the power that changed Peter to a fearless believer is still available to all believers through the Holy Spirit.

## OBJECTIVES

By the end of this session the young people will understand that:

- ❖ Peter was an ordinary man of impulsive actions and with normal fears;
- ❖ it was the coming of the Holy Spirit at Pentecost that turned him into a bold, fearless apostle;
- ❖ the Holy Spirit's power is available to do the same for us – if we ask.

## INSIGHTS FOR THE LEADER

For those young people well versed in Bible stories, these stories about Peter are probably well known.

They should therefore be encouraged to take part by relating the stories and then considering what we learn from them. For other, newer Christians, the stories will need to be studied – just to find out what they say. You know which category your group members fall into and should plan accordingly. If you decide to have different groups reading different passages, it will be most important that after each group study one passage of Scripture, they listen carefully to what the other groups have discovered so that they get the complete picture.

The story of the early church is an exciting one of enthusiastic new Christians doing all they can to spread God's word and how it was done effectively because they were filled with the Holy Spirit's power and obeyed His leading in all they did.

Ordinary men and women were transformed. This same power is available to us.

Make sure that the group members know that you have claimed the Holy Spirit's power in your life and that He helps you daily.


As you continue this vital work of shepherding group members who so often seem to regress rather than progress, read for yourself how Peter after years of faithful shepherding was able to stand firm and counsel and encourage us. 1 Peter 5:1 - 4.

# GETTING STARTED

It's not as easy as it seems.

Have group members try some simple activity that looks as if it is very easy to do but is actually quite difficult. e.g.

- a. Have group members lined up at least five metres from the table. Tell them they must keep walking along and try to flick a ping pong ball off the top of a milk bottle placed at the corner of the table. It is important that they hold their hand out in front of them ready to flick and keep walking – no pauses.  
**Or**
- b. Eat a dry biscuit (e.g. a Sao) and then try to whistle.  
**Or**
- c. Stand with heels firmly against a wall and pick up a piece of paper in front of toes without moving heels.



**POINT**

We often see something that we're sure we can do then find out to our amazement that it isn't quite as simple as it looks. This sometimes happens in our spiritual life. We're sure we can do something for God – race to do it in our own strength and fall flat on our face. We're going to look at the difference it makes when we use the Holy Spirit's power to work for God.

# GOING DEEPER

## 1. Peter – just like us

Do you ever feel that the disciples were different to us – that there is no way we could work for the Lord as they did?

Peter was an ordinary man. He was enthusiastic, keen to work for God and quick to acknowledge Jesus was Lord.

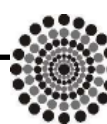
Just as quickly he would realise that what he was doing may get him into trouble and he would try to withdraw with often disastrous results.

Can you think of some examples of this? Divide your group into three smaller groups to read the stories about Peter – looking for these impulsive characteristics. (This could be done in pairs or even as individuals.) Allocate at least two passages to each group, then have one young person relate the story and tell what it says about Peter's personality. (Allow only a few minutes for this presentation).

- Matthew 14:28 - 30 (Peter dares to walk on the water but then grows afraid.)
- Luke 9:28 - 33 (At the transfiguration he speaks out even though he doesn't know what he's talking about.)
- Matthew 16:16 - 18 and then 22 - 23 (Confesses that Jesus is Lord and a few verses later rebukes Jesus.)
- John 13:5 - 9 (Didn't want his Lord to wash his feet but then suggested Jesus should wash all of him.)
- John 13:36 - 38 and then John 18:25 - 27 (Vowed he'd follow Jesus anywhere and then denied Him.)
- John 18:10 - 11 (Cut off the High Priest's servant's ear in an effort to protect Jesus and had to be asked to put his sword away).

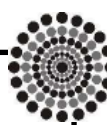
## 2. How did Peter overcome this problem?

Peter didn't and couldn't overcome this problem alone. It was the coming of the Holy Spirit at Pentecost that made all the difference to him. Although he had failed so much, he still loved the Lord and wanted to serve Him.



**LEADER TIP**

Room for recording the group members' findings for both teaching approaches 1 and 2 is on the work sheets.



**LEADER TIP**

Have the report made from each group. As you discuss these events, emphasise each time how Peter loved the Lord and acted with good intentions but often in an impulsive way that did not wait to ask if it was what God wanted of him. He also went ahead in his own strength and so ended up in trouble.

The Holy Spirit made a radical change in Peter's character. Panic stricken on the eve of the crucifixion, Peter betrayed his master; but this same man, once he was filled with God's Holy Spirit, rallied a tiny band of his bewildered friends and moulded them into the nucleus of a global church! That's power!

Now break into the same groups and have the group members read these verses. Get them to notice the difference in Peter's behaviour and to comment on what Peter and the Holy Spirit were now accomplishing.

- Acts 2:14 (Boldness to speak and wisdom to teach.)
- Acts 3:17 - 20 (Courage to challenge people to turn to God in repentance.)
- Acts 5:12 - 16 (Healing and blessing the sick.)
- Acts 4:8 - 12 (Spoke with great authority to the Council.)
- Acts 4:18 - 21 (Boldly declared that they must obey God, not man.)

Come back for reporting and discuss how the Holy Spirit made the difference! Through radical change Peter had now become the strong disciple who fearlessly led the others to preach the good news about Jesus.

## TAKING IT HOME

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It became very clear as we read the second lot of references that Peter demonstrated a power that he did not have before he was filled with the Holy Spirit. He was prepared to obey God, no matter what the cost and so many people were saved and healed.

The Holy Spirit makes all the difference.

When Peter, the impulsive, boastful, committed disciple was filled with the Holy Spirit, he changed. He was now prepared to give God the glory for all he achieved and he began to see remarkable results.

In times when we find ourselves acting impulsively, bragging about what we could do for God, let's try to remember to stop and pray and to seek the Holy Spirit's power for the way we live every day.

(Particularly for seniors – see the work sheet.) See if anyone in your group has a particular need. Pray and believe God will meet that need. This may work better in the combined group. Faithful praying on behalf of others brings results. (James 1:6 - 8; 5:14, 15). Don't forget to thank God for His answers (Philippians 4:6).

## FOLLOW-THRU

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This could be a good opportunity to check on the Get Involved and Grow suggestion of praying for a friend. (Both junior and senior can be helped with this opportunity from today's session).



**FOR  
SENIORS**

### FURTHER READING

MARSHALL, I. Howard,  
Tyndale New Testament  
Commentaries, Acts, Inter-  
Varsity Press, Eerdmans.

CYMBALA, Jim, *Fresh wind,  
fresh fire*, Zondervan.

# RADICAL CHANGE

Use 3 of the 6 examples discussed in today's session to fill out this sheet.

BEFORE THE HOLY SPIRIT  
CAME, PETER \_\_\_\_\_

\_\_\_\_\_

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!.  
**W**hat a  
difference!!

AFTER THE HOLY SPIRIT  
CAME, PETER \_\_\_\_\_

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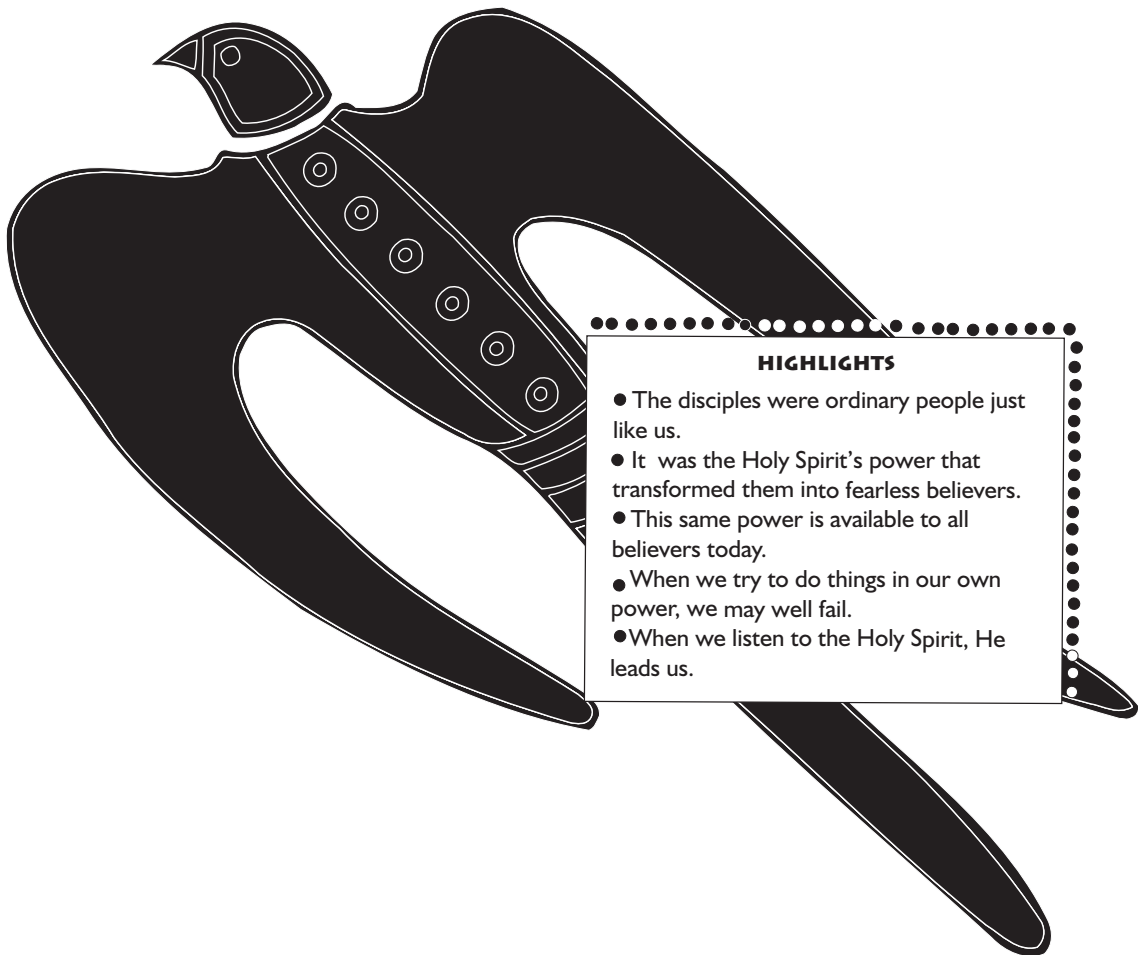
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**HIGHLIGHTS**

- The disciples were ordinary people just like us.
- It was the Holy Spirit's power that transformed them into fearless believers.
- This same power is available to all believers today.
- When we try to do things in our own power, we may well fail.
- When we listen to the Holy Spirit, He leads us.

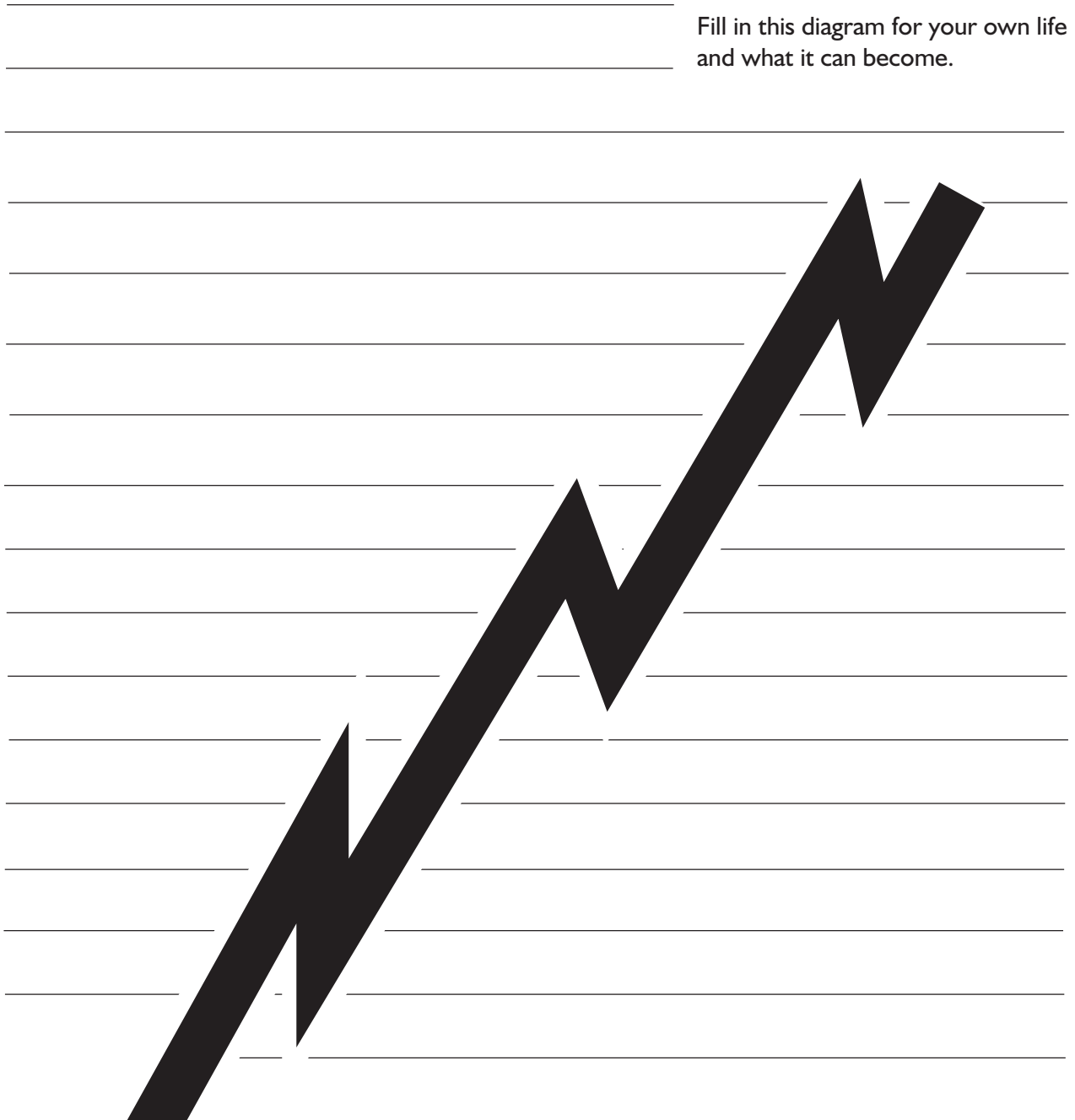


# BEFORE

2.

If you are prepared to be honest, look at areas where you feel you often act impulsively in your own strength and fail, or make promises to God and then do not keep them.

Fill in this diagram for your own life and what it can become.



# AFTER

# RADICAL CHANGE

## THIS IS YOUR LIFE PETER



rite a resumé of Peter's life under the following headings.

1. Heard and obeyed Jesus' call. (Luke 5:4 - 11)

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2. Dared to walk on water. (Matthew 14:28 - 30)

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3. Acknowledged that Jesus is the Messiah. (Matthew 16:15 - 23)

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4. Felt shame that Jesus had to be the servant at the Last Supper. (John 13:5 - 9)

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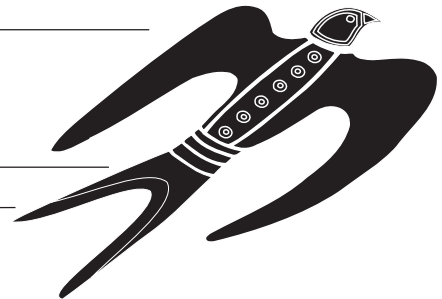
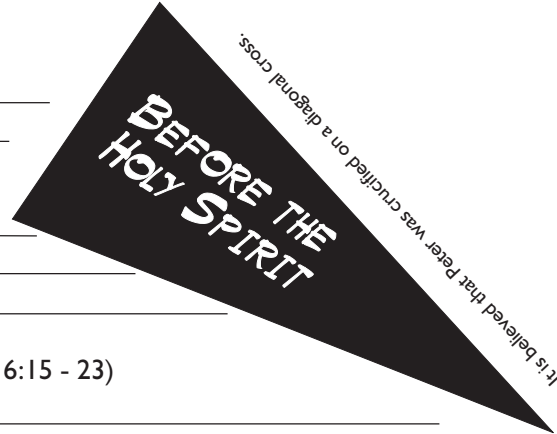
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5. Vowed to follow Jesus anywhere and denied Him the same night. (John 13:36 - 38 and John 18:25 - 27)

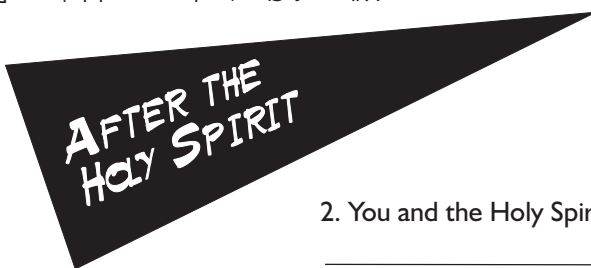
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Millions of Christians have named their sons Peter but not one has ever been called Judas.



1. You and the Holy Spirit could preach boldly.

(Acts 2:14)

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2. You and the Holy Spirit healed the sick. (Acts 5:12 - 16)

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3. You and the Holy Spirit amazed the Church Council. (Acts 4:8 - 14)

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4. You and the Holy Spirit declared your obedience was to God first. (Acts 4:18 - 21)

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2.

Consider the weaknesses and faults that sometimes make you feel like a defeated Christian. Compose a prayer asking that the Holy Spirit will give you the power that you need to overcome the faults.

If you want the Holy Spirit's power, it's yours!

**R**EMEMBER: THE HOLY SPIRIT'S POWER IS AVAILABLE TO ALL BELIEVERS.

Try to be specific in your prayers. For instance the general prayer: "Lord help me in my exams" could become "Lord help me in my maths study because that's my weakest subject".

One of the things concerning me the most at the moment is (e.g. studies/my relationship with my family or friends/someone who is sick/ etc.)

Write a prayer about this (remember to be clear in what you are asking):

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Tick off each day as you pray this prayer:



# SUPPORTING WORLD MISSIONS – OWSOMS

## AIM

To encourage the young people to understand and support the Self Denial Appeal using OWSOMS to make a meaningful gift.

## OBJECTIVES

As a result of this session the young people will:

- ❖ gain an historical perspective of The Salvation Army's Self Denial/OWSOMS Appeal;
- ❖ see that Christian giving was a characteristic of the early church;
- ❖ consider and accept OWSOMS as a personal standard of giving to the annual Self Denial Appeal.

## INSIGHTS FOR THE LEADER

This session is best held as the lead up to the Self Denial period begins so that information and advertising are readily available to you.

If you know an officer or layworker who has recently served overseas, invite them to come and speak to the group. Ask them to specifically share how OWSOMS impacted upon their ministry.

In this session we aim to increase the young people's understanding of the need for sacrificial giving, so that they will be prepared to deny themselves sufficiently over the Self Denial period enabling them to give to OWSOMS out of their own earnings.

The concept of **One Week's Salary On Missionary Service** was introduced to Australian Salvationists by Commissioner Linnett. Such a concept requires a great deal of self denial and in some cases setting aside a definite amount each week, ready for the total amount at the end of the Self Denial period.

The work done by The Salvation Army in overseas countries is supported by the money given in OWSOMS. Money from the Red Shield Appeal is kept within Australia for the Army's social and welfare work.

Although most of our young people are not yet earning money, they do on the whole receive some pocket money and could be expected to support OWSOMS in a way that involved some self denial on their part.

## SESSION 5

### FROM THE BIBLE

Matthew 28:19 - 20;  
Acts 11:1 - 21, 27 - 30; 20:35;  
1 Corinthians 13:1 - 3;  
2 Corinthians 8:1 - 4.

### CHECKLIST ✓

There are three suggested Getting Started activities so choose one to suit your group. Getting Started 1 is a simulation game suitable for older groups.

Getting Started 2 is a discussion assuming some knowledge of OWSOMS and the total amount given by your corps in the latest Self Denial Appeal. You will need the latest Self Denial video to show.

For Getting Started 3 you will need copies of Salvation Army publications which describe new openings of Salvation Army work overseas.

There are three teaching approaches to be covered. The first one is background to how the Self Denial Appeal started. Approach 2 looks at the Bible base for giving and approach 3 suggests discussion questions.

On both the junior and senior work sheets there is an activity to mark countries where Salvationists are serving. You will need the latest copy of the *Disposition of Forces* from your corps officer to do this, or a list can be supplied by the Overseas Services team, from your territory.

The International Self Denial Appeal presents The Salvation Army with a good opportunity to enlarge the spiritual vision of Salvationists across the world and build strong bonds of support.

Christ's great commission: 'Go, then, to all peoples everywhere and make them my disciples ...' (Matthew 28:19) is still the compelling challenge to Salvationists to 'Go and Grow' God's kingdom through The Salvation Army.

The early rapid growth of The Salvation Army Overseas Service was due to those individual Salvationists who personally responded to Christ's call and went to new people and places. Others made it possible for them to establish the work of The Salvation Army by providing the resources necessary.

The self denial concept came as a special insight to the Founder, General William Booth. It was initiated in 1886 just when a serious trade depression affected the business people who supported the work of The Salvation Army. For growth to continue more money would have to be raised within the Army. But many officers and soldiers were very poor. How could they give more? As the session shows, the Self Denial Appeal was begun and we have OWSOMS as the standard of giving.

The history of The Salvation Army records a wholehearted acceptance of the Self Denial Appeal and the adoption of the ideal of self denial as a 'way of life' for Salvationists. The Army Mother, Mrs. Catherine Booth said in her very last message to the world: 'Self Denial will prove your love to Christ!'

In writing the history of The Salvation Army, two historians Arch Wiggins and Bernard Watson placed the history of the Self Denial Appeal under the general heading of 'Sinews of the War'. A 'sinew' can be described as a tough fibrous tendon which unites the muscle and bone of a body, giving 'framework', 'strength' and 'movement'.

Let's show the young people that they can actively participate in providing through their personal support of the Self Denial Appeal the 'strength', 'framework', and 'movement' for the body of Salvationists who work for God across the world.

OWSOMS is more than a means of raising resources for the Overseas Service of The Salvation Army, it is the 'life-line', the 'bonds of love' which unite and build up the great 'body' of Christ in the world today. Without this worldwide annual appeal within The Salvation Army, the officers and layworkers serving in many territories around the world would not be able to continue their service and ministry or commence any new initiatives.

'For we are partners working together for God ...' (1 Corinthians 3:9)

## GETTING STARTED

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### I. A simulation game 'Cultural Awareness'

(Adapted from *Simulation Games, Number 3* by Pat Baker.)

- a. Situation: A group of Salvation Army young people are about to spend a day with your group. They arrive at 8.30 am on a direct flight from a remote village in the Enga Province of Papua New Guinea. They have a very limited knowledge of English and have not been to Australia before. They will fly home at 5.30 pm.

You have 9 hours to show, in an overall picture, what life is like in



### WEBQUEST

Check out the Army's international web site at [www.salvationarmy.org](http://www.salvationarmy.org) for the latest international news.

your local area. You will also give them a gift to take home so that they will remember their visit.

- b. Things to consider:
- What places will you show them, historical, cultural, religious?
  - Are there some places you will avoid (or will you show the bad side as well as the good)?
  - What food will you offer them for lunch?
  - Papua New Guineans like music and sport. What entertainment will you provide?
  - What kind of impression will you give them? They cannot come back for a long time!
  - What gift would help them to remember their visit?

Or

## 2. Discussion

Watch the video clip first. If you were given the authority to allocate the corps Self Denial Appeal monies this year, what would you decide to do with it?

- a. Spend it locally?
- b. Send it to a particular place?
- c. Set up a particular project?

How would you then allocate it?

Or

## 3. Brainstorming

Make a list of what extras you could go without and give the money saved to help others and what you could do as a group to raise money for the Self Denial appeal.

# GOING DEEPER

## I. The historical setting for self denial giving

### Introduction

'If you must go ... and if you should start a work, start it on the principles of The Salvation Army!' These words were written to Lieutenant Eliza Shirley by General William Booth just before she sailed to the USA to start The Salvation Army in that country.

When the report of a successful beginning of The Salvation Army reached London the January 31, 1880 War Cry headlines were 'WE MUST GO!' (to support the newly established work.)

Within two weeks, Commissioner George Scott Railton with Captain E. Westbrook and six women soldiers set sail for the USA. Mrs. General Catherine Booth presented them with two flags and the General gave them two hundred pounds ... so the overseas service of The Salvation Army began.

(See page 46 *No Discharge In This War* F.L. Coutts.)

### How the challenge to give more was accepted

- a. In 1880 two converts met to begin the work in Australia.
- b. In the next five years The Salvation Army spread to 14 new countries and colonies.
- c. The work could not spread without money to support it. In 1886 General Booth launched the first Self Denial Week in *The War Cry* dated August 14. 'We propose that a week be set apart in which every soldier and friend deny himself of some article of food or clothing or some indulgence which can be done without, and that the price gained be sent to help us with this emergency'.

## VIDEO CLIPS



Watch at least two segments of the latest Self Denial video (two different countries).



Some of the Army's vital work in overseas countries is dependent on the faithful giving of soldiers like us. We want to consider in this session how we can faithfully and sacrificially give to the Self Denial Appeal.

*The Methodist Times* supported the Appeal in their editorial by writing: 'Surely such a work as this ought not to be crippled for the want of a few thousand pounds in the richest country in the world'. They then printed a list of people who had taken up the challenge of Self Denial Week:

- The General (he always set the pace in any new move) started ten days ago by giving up meat!
- A very prominent officer cut the hair of a still more prominent officer (not before it was wanted) and this saved sixpence.
- A gentleman gives up going to Scotland to a great friend's marriage.
- A Captain gives 'What salary comes to me for that week'.
- Another officer sends the money he has been saving up for a new tunic and will patch up the old one. His wife will send 5 shillings out of her market money and three of his children will send 6 pence each from their money box.
- A gentleman and lady drank hot and cold water instead of tea, cocoa, coffee and milk.

The total raised was 4,810 pounds. In the next five years The Salvation Army spread to eleven new countries!

(If you used Getting Started 3, the young people might like to compare their list with these ideas and perhaps add to their own list.)

- d. In 2002 - 2003 the International Self Denial Appeal raised approximately Aus. \$32.6million. Of this amount \$1.9million came from the two Australian territories. The Salvation Army is working in some 109 countries today. (Source: *2004 Year Book*, pages 33, 37.)
- e. The Australian OWSOMS idea came from Commissioner Arthur Linnett. In his travels around the world he met an American missionary officer, who always gave one week's salary to the Self Denial Appeal.

Commissioner Linnett thought this was a good standard of giving for all Salvationists. So he introduced the word OWSOMS – 'One Week's Salary On Missionary Service'. No one can give this without a great deal of self denial.

Australian Salvationists responded readily to the idea. Today one week's salary is an established and achievable standard for all OWSOMS givers in The Salvation Army of Australia.



## LEADER TIP

Try to refer to the list of officers/ layworkers from your territory serving overseas.

### 2. **The biblical basis of Christian giving**

Briefly recount the description of Peter's dream as told in Acts 11: 1 - 18 and point out how this marked the start of the spread of the Christian message to non-Jewish peoples and the need for believers to support the work (verses 19 - 21).

The apostle Paul organised an appeal to support the very poor and persecuted church in Judea (see Acts 11:27 - 30). In 2 Corinthians chapter 8 Paul encourages the Corinthians to give to the appeal.

Have the young people read through 2 Corinthians 8:1 - 4 and ask them what impresses them about the sort of giving described here (generous, looked upon as a privilege).

This sort of joy in giving was seen in the Army's first Self Denial Appeal and we still see it today in the practice of OWSOMS.

### 3. Small group discussion

- a. Read I Corinthians 13:3. 'I may give away everything I have, and even give my body to be burned – but if I have no love, this does me no good!'
  - i. What do the words 'does me no good' mean?
  - ii. Can you have Christian giving without love?
  - iii. How can we check that our giving has the right motives?
- b. The OWSOMS mottoes are usually about love.
  - i.e. 'Let's advance our love'
  - i.e. 'Reach out in love'
  - i. Is love so important?
  - ii. How can we show love in our giving?

**Or**

'There is more happiness in giving than in receiving'. (Acts 20:35)

  - i. Do you find this is true?
  - ii. How can our giving bring us happiness?
- c. If I don't get pocket money, how could I go about raising money for OWSOMS?



**FOR  
SENIORS**



**FOR  
JUNIORS**



**LEADER  
TIP**

Have a look at the current Self Denial youth ideas. Use any ideas you feel would help your group.

## TAKING IT HOME

Have each young person thoughtfully fill out this section of the work sheet and then pray that God will help us to consistently work at sacrificing enough to save this amount.

The Self Denial Altar Service is (Date) \_\_\_\_\_

My income for one week is \$ \_\_\_\_\_

I am willing to save \$ \_\_\_\_\_ weekly  
for \_\_\_\_\_ weeks.

### I can do it!

This makes me feel \_\_\_\_\_.

The Self Denial is one way everyone in The Salvation Army can help to carry out Christ's great commission by giving from their money on Missionary Sunday to help support those in service and ministry in underprivileged countries.

## FOLLOW-THRU

This session would be a good time to help organise a group money-raising effort for Self Denial. The youth material that is available from the Public Relations department gives ideas such as car washes, walkathons and so on.

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*The Salvation Army 2004 Year Book*, Page Bros, England.





# SUPPORTING WORLD MISSIONS

**HIGHLIGHTS**

- As Christians we must give so that God’s word is spread.
- God loves a cheerful giver.
- OWSOMS stands for One Week’s Salary on Missionary Service.
- Members of the early church set us an example of sacrificial giving.
- Giving brings happiness to the giver.
- The Self Denial Appeal supports our missionary work.

On this map of the world draw lines from Australia to at least 4 countries where missionaries from Australia are working.



Name one special need any one of these places/people have.

(OWSOMS stories could help you)

Write in your own words what ‘self-denial’ means. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What can you do to make your gift to OWSOMS one of ‘self-denial’?

\_\_\_\_\_

The Self Denial Altar Service is on \_\_\_\_\_ Date

My weekly income is \$ \_\_\_\_\_

I am willing to save \$ \_\_\_\_\_

for \_\_\_\_\_ weeks

**I CAN DO IT!**

This makes me feel \_\_\_\_\_



Cut this segment off to use in Taking it home

Phone or email an officer or soldier working overseas. There may be someone well known to your corps currently serving in another country.

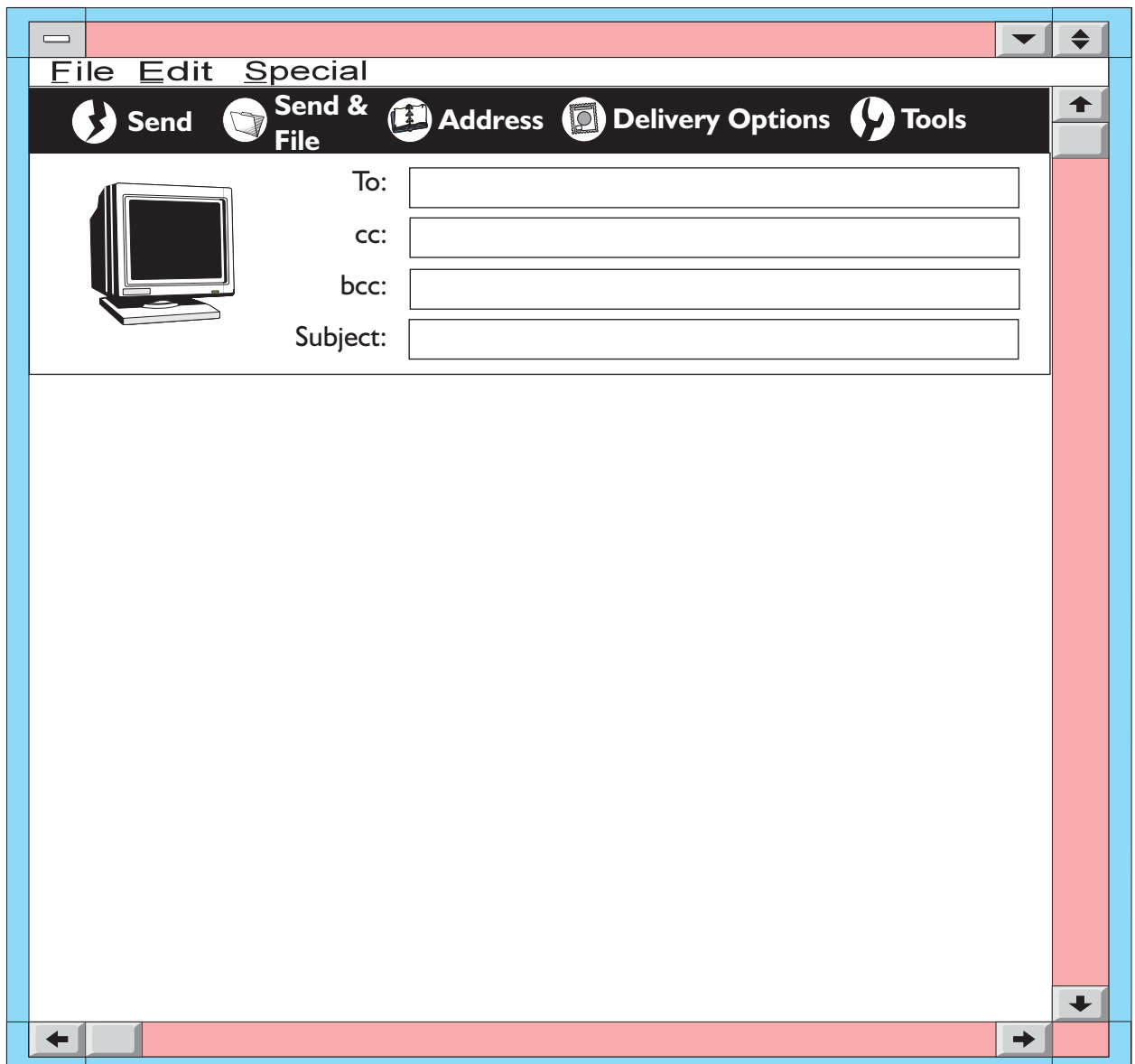
You could ask questions like:

- \* What sort of work do you do there?
- \* What's the best thing about being a missionary?
- \* What's the worst thing?
- \* How are the living conditions compared to Australia?
- \* How will our missionary money be used there?

**TELEPHONE TIP** 

Be aware that telephone connections to some countries can have a few seconds time delay. You may need to wait a second before you reply to the speaker.

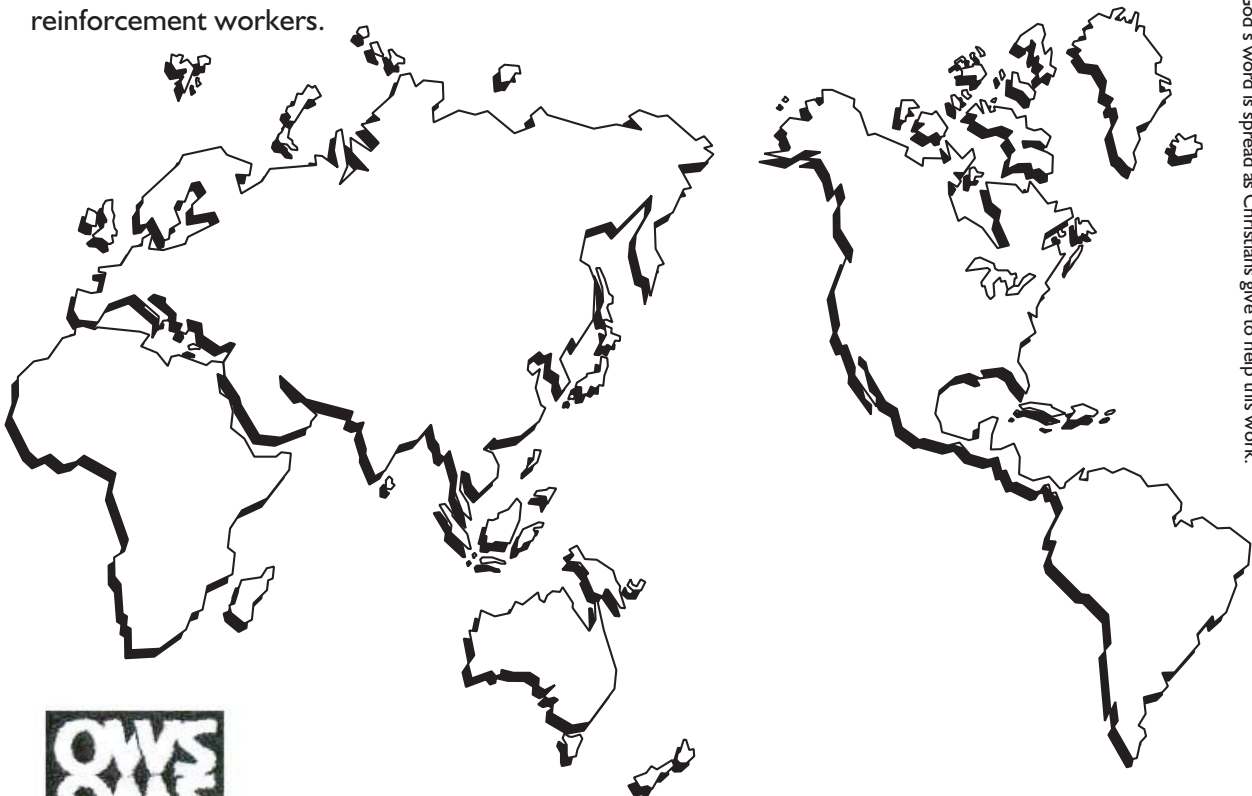
Draft your email here:



The image shows a screenshot of an email client interface. At the top, there is a menu bar with 'File', 'Edit', and 'Special'. Below the menu bar is a toolbar with icons and labels for 'Send', 'Send & File', 'Address', 'Delivery Options', and 'Tools'. The main area contains a computer monitor icon on the left and four text input fields on the right, labeled 'To:', 'cc:', 'bcc:', and 'Subject:'. The interface has a light blue border and a red header bar.

# SUPPORTING WORLD MISSIONS

On this world map mark in 8 countries where Salvationists serve as missionaries and reinforcement workers.



God's word is spread as Christians give to help this work.



The Salvation Army Training College in South Africa is multi-racial.



Relate an OWSOMS story that appealed to you.

Handwriting lines for the story response.

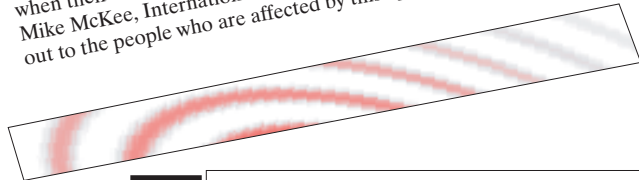
Giving makes the giver just as happy as the receiver.

# Bahamas

SALVATION ARMY teams in the Bahamas responded quickly to the devastation caused by Hurricane Frances, which swept across the islands before moving on to hit south-eastern USA. Winds in excess of 105 miles an hour caused severe damage. The largest island, Grand Bahamas, was worst affected but the hurricane also caused considerable disruption on the smaller islands of Abaco, San Salvador and Mayaguana.

The Government of the Bahamas, which has been seeking funding from international bodies to help with the massive repairs needed to restore electricity, has designated The Salvation Army and the Red Cross as official relief agencies. Although communication is extremely difficult at present, The Salvation Army has already distributed food and clean water to many people stranded in Freeport.

A Salvation Army vehicle has been helping to rescue people stranded when their homes were flattened by the devastating winds and rain. Captain Mike McKee, International Field Operations Officer, says, 'Our hearts go out to the people who are affected by this appalling situation.'



If your corps is on Lotus Notes you could check out the global page for the latest news in other countries. Print out current news for your group to read. The Army's web page is [www.salvationarmy.org](http://www.salvationarmy.org) from there you can also link to the global news page.

# Chile

SALVATIONISTS in Chile are working tirelessly to provide help for the more than 9,000 people who have been affected by floods caused by the storms which buffeted the south of the country. Several towns in the Province of Valdivia have been cut off, causing schools to be closed. The Chile Government's Provincial Emergency Office in Valdivia declared a 'red alert' in the wake of the catastrophic weather conditions and 15 tons of aid for the victims has been sent from the capital city, Santiago.

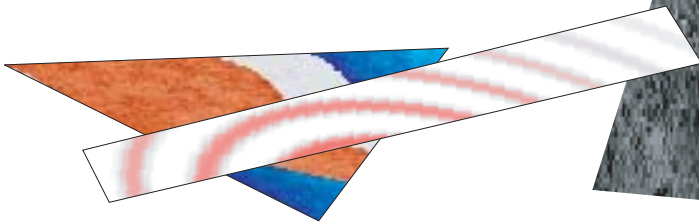
The Salvation Army has a corps and centre in Valdivia and its personnel are working hard to meet the needs of people affected by the storms. The Army has been given specific responsibility by the Provincial Emergency Office to assist families by providing blankets, plastic sheeting to make their damaged homes more weatherproof, and coal for heating and cooking. Community leaders have expressed their gratitude to the Salvation Army workers for their 'demonstration of love'.

# BANGLADESH

A FULL month after large areas of Bangladesh were flooded, some rural communities are still in desperate need of assistance. The Salvation Army is working in one such place – Bhairab Upazila, located in the area where three rivers meet to form the large Meghna River. The disaster has had a severe impact on the area's 250,000 inhabitants, with particular problems being caused for the agriculturists and fish farmers.

The Salvation Army church compound is being used as a staging post for relief assistance although it is reachable only by boat or by walking waist-deep on a submerged causeway. From here, Salvation Army teams have established a medical camp and food distribution programme. Most of the aid, given to more than 1,140 families, has to be taken in a small boat which was purchased by church leaders to reach isolated families.

The Bangladesh Government is keen to move from relief into recovery work but The Salvation Army relief team is concerned that those whose lives are still endangered from malnutrition and disease should not be abandoned. A further four-week phase of supplemental feeding is to be launched, providing a basic food ration of rice, pulses and oil to 1,200 families.



# Uganda

CHILDREN are suffering terribly because of the current crisis in Uganda. Hundreds of children have been killed and hundreds more forcibly abducted from their families, while many thousands have fled to the squalor but relative safety of IDP (Internally Displaced Persons) camps.

Children in the camps quickly learn to cope without many of the things most people take for granted. Food, clean water, adequate sanitation facilities and basic medical care are rarely-seen 'luxuries'. Getting an education is yet another huge problem for these children – and it's one of the problems that The Salvation Army is determined to help solve.

Sometimes there are no teachers in the camp. Even where there are teachers – who often have had to flee for their own lives – there are no classrooms and no supplies. So the children who want to learn huddle together under the shelter of a tree while a teacher tries to teach them with no materials.

The Salvation Army team in Lira is busy making preparations in order to demonstrate – in practical, tangible ways – that the world has not forgotten the people there.

Cut this segment off to use in Taking it home

The Self Denial Altar Service is on \_\_\_\_\_ Date

My weekly income is \$ \_\_\_\_\_

I am willing to save \$ \_\_\_\_\_

for \_\_\_\_\_ weeks

**I CAN DO IT!**

This makes me feel \_\_\_\_\_

## SESSION 6

# STEPHEN POWERS ON

### FROM THE BIBLE

Acts 6 and 7



### CHECKLIST

There are three Getting Started activities to choose from so select the one most suitable for your group. Getting Started 1 is a game and you will need tissue paper and straws as suggested.

For Getting Started 2 write up the occupations.

Getting Started 3 suggests a discussion with the seniors.

There are four suggested teaching approaches. Three are Bible studies on Stephen and can be completed on the work sheets. Approach 2 is only on the senior work sheet.

Approach 4 gives the opportunity to look at a modern day martyr and you will need to research and present a story to the young people. The reverse side of the work sheet gives some modern day examples.

## AIM

To show the young people that the Holy Spirit enabled Stephen to face all circumstances – even death.

## OBJECTIVES

Through this session the young people will understand better that:

- ❖ early Christians gladly accepted responsibilities and jobs;
- ❖ through the Holy Spirit these young men preached with power;
- ❖ these young men knew the Scriptures well;
- ❖ Stephen was given grace to forgive those who were actually taking his life;
- ❖ it was very likely that this gracious act had a part to play in Saul's conversion.

## INSIGHTS FOR THE LEADER

This is the third session in the series on the Holy Spirit at work in the early church.

We have considered how the church grew quickly because the apostles and converts were empowered to speak out the good news that the risen Jesus was Lord and Saviour.

It did not take long before a need for some kind of organisation arose. The dispute about the distribution of food to the widows brought matters to a head and the apostles felt they must call a meeting of the believers to organise more help in such matters.

Acts 6:2 shows how frustrated they must have felt. It says, 'It is not right for us to neglect the preaching of God's word in order to handle finances.' They asked for seven men to be appointed in charge of this matter. Notice that they emphasised that these men must also be – full of the Holy Spirit and wisdom'. (v.3) The first church board or Corps Pastoral Care Council was born!!

In this session we aim to link two ideas together:

- a. there is a vital role for committed Christians to play in the organisation of their corps;
- b. commitment is costly – it meant martyrdom for Stephen.

To many of us, a life lost at an early age seems a tragic waste. God sees that His overall plan works out for He sees the whole picture. When we know that life here on earth is but part of His plan for His children then

we can see that Stephen – in the way he died – may have influenced many people to reconsider Christianity and Christ’s claim on their lives. The Saul who minded the clothes of those who stoned Stephen (see Acts 7:58) went on to do a great work in spreading the very gospel he was determined (with a dreadful fanaticism) to stamp out.

In God’s overall plan, Stephen’s witness of a Saviour who filled him with sufficient love to forgive his murderers, was used mightily. So, although we do not see Stephen for very long, it was his willingness to take on the task to which he was appointed and the power of the Holy Spirit working in his life that gives us a picture of a man we can admire and learn from.

Read Acts 6 and 7 through in one prayerful study. Have some simple and brief work on persecuted and martyred Christians, such as a paperback on church history or *The History of Christianity* (a Lion Handbook) or read some of the stories from one of the *Jesus Freaks* books (DC talk). If extra time can be made available, clips from a video like *The Hiding Place* would be challenging.



**VIDEO CLIP**

Show a video clip from *Schindler’s List*. Use the scenes at the end of the movie where people come and put a stone on the grave or where Schindler is surrounded by the people he saved.

## GETTING STARTED

### 1. Game

Divide the young people into two equal teams. Have a supply of drinking straws and lots of small pieces of scrunched up tissue paper for each team. Allocate a starting base and a finishing area for each team. The pieces of paper have to be blown from the start to the finishing area.

Have them begin with just one person from each team blowing and on the call ‘Change’ the next person in the team takes over.

Stop the game and ask the young people if they can think of a more efficient way of playing the game. Carry through their suggestions.

Or

### 2. Pretend you are forming a corps with all its leadership coming from, 12 - 20 years olds. Identify the positions held within your corps.

Write up all of the positions in your corps and have a discussion in your group about who could best fulfil these positions from the group.


Why do we need people doing specific tasks?

- Corps Officer
- Corps Sergeant Major
- Corps Secretary / Treasurer
- Recruiting Sergeant
- Bandmaster
- Songster Leader
- Young People’s Sergeant Major
- Corps Cadet Counsellor / Youth Discipleship leader
- Home League Secretary
- Youth Group Leader
- Community Care Secretary
- SAGALA leader

Or

### 3. Discuss (Especially for seniors)


How would you feel and react if a law was passed next week that said all Christians must renounce their faith or be put to death?



**POINT**

Everyone co-operating and blowing together was a more efficient way to move the paper and achieve the goal.


The early church, like any growing group, soon found that people needed to be appointed to carry out special tasks so that the apostles could carry on with the important work of preaching. This is what we want to talk about in this session.



**POINT**

A corps functions best when people are appointed to do special tasks and they do them well because they are aiming to extend God’s kingdom through this service.

Let’s see how the early church started to get their organisation going – remember they’d grown to thousands of members in a short time!



**POINT**

In this session we look at the life of the young man who became known as the first Christian martyr and we see what work he was able to do because of the Holy Spirit’s power.

This exercise can be quite meaningful as the young people come to grips with how much their faith means to them.

## GOING DEEPER

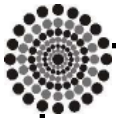
### 1. Bible study: Acts 6:1 - 7 – the early church

This study on the life of Stephen can be done in conjunction with the work sheets. Encourage the young people to write sentence answers to the questions once the verses of Scripture have been read and discussed.

The church was suffering from 'growing pains'.

- What particular problem is mentioned here? (v.1)
- Who was asked to deal with the problem? (v.2)
- What qualifications were needed for the 'positions vacant'? (v.3)
- How did the apostles ask God to bless the chosen seven? (v.6)
- What was the outcome of this move? (v.7)
- What priorities were the apostles then able to maintain? (v.4)

Think about what would have happened if these young men had said, 'No. I can't do it.'



### LEADER TIP

This approach will have more relevance for the seniors who should be challenged to see that we all need to be ready to do what we can to help and that God will fit us for a task if He calls us to do it. The questions are not on the junior work sheet but they could join in the discussion.

### 2. Apply this to my corps and my tasks

- Should these priorities (i.e. full time prayer and preaching) be the same for a corps officer?
- To what extent do you think an officer is able to specialise in these areas?
- Should some things be done to make this more so?
- If so, what do you suggest and what could you do?

### 3. Stephen – what was he really like?

You will notice that the work sheet asks for a description of Stephen to be written out AFTER all these verses have been studied.

The questions should be answered before the work sheet is completed.

#### Acts 6:8 - 15

Apart from the basic qualifications for the job, what other abilities did Stephen possess?

#### Acts 7:1, 51 - 60

Compare with Matthew 26:59, 64 - 66 and Luke 23:34.

In what ways was Stephen's trial and death similar to that of Jesus?

### 4. A modern martyr

Research the story of at least one Salvationist or other Christian martyr or prisoner, e.g. Commissioner Lord, Corrie Ten Boom, missionaries in China, Russia, Korea. (There are some told on the senior work sheet.) A more complete and ancient list can be found in the 'Foxes Book of Martyrs'. Tell the story you select to your group.

You may be interested to know that the Greek word for 'witness' is the same as our English word 'martyr'.

Use the back of the work sheet for further discussion and information about martyrs.



### WEBQUEST

Check out these internet sites:

\* Foxes Book of Martyrs is on the net at:

[www.ccel.org/f/foxe/martyrs](http://www.ccel.org/f/foxe/martyrs)

\* [www.jesusfreaks.com](http://www.jesusfreaks.com)

The answers on the junior work sheet are: 1. Stephen, 2. Saul, 3. Nero, 4. Commissioner Herbert Lord, 5. Corrie Ten Boom, 6. Brigadier Joseph Korb, 7. Cadet Thompson, 8. William Tyndale, 9. Thomas Becket.

## **TAKING IT HOME**

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Many people might be inclined to say, 'What a waste of a young man's life!' as they consider what else Stephen may have accomplished in the church. God had freed Peter under remarkable circumstances.

Now read Acts 7:58b and 8:1.

This persecution, an evil act, was used by God for good, for as the Christians scattered, they took the message of salvation with them. Saul, the young fanatic, who minded the clothes of the men who stoned Stephen, went on to become a great missionary. He was able to write to the Philippians (4:13) that God gives us the power to face all circumstances – be they trials or persecutions.

Stephen, through the power of the Holy Spirit, forgave those who endeavoured to take his life as well as being instrumental in the conversion of Saul through his actions. God's Holy Spirit also enabled the early Christians to preach God's word with power as they eagerly accepted positions within the early church to do the will of God.

Do you hold grudges against those who have hurt you? Why not claim the power that Stephen had and freely forgive those who have persecuted or hurt you!

## **FOLLOW-THRU**

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If you used the starter where you talked about local leadership, you could follow on with how the young people can support their leaders. (By praying for them, by offering to help them where they can.) Encourage the concept of apprenticeship between your local leaders and the young people in your group. Some may like to begin the challenge in Get Involved and Grow in training for leadership by assisting a local officer for one month.

### **BIBLIOGRAPHY/FURTHER READING**

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

MARSHALL, I. Howard, *Tyndale New Testament Commentaries, Acts*, Inter-Varsity Press, Eerdmans.

WALLINGTON, D., *The Secret Room*, can be retrieved from the World Wide Web on [www.soon.org.uk/true\\_stories/holocaust.htm](http://www.soon.org.uk/true_stories/holocaust.htm)



### **LEADER TIP**

Remind the young people of how God freed Peter (Acts 12: 6 - 11).



# STEPHEN *POWERS ON*

Read together Acts 6:1 - 7 then write your answers to these questions in triangle 1.

The church was suffering from growing pains.

What problem needed attention?

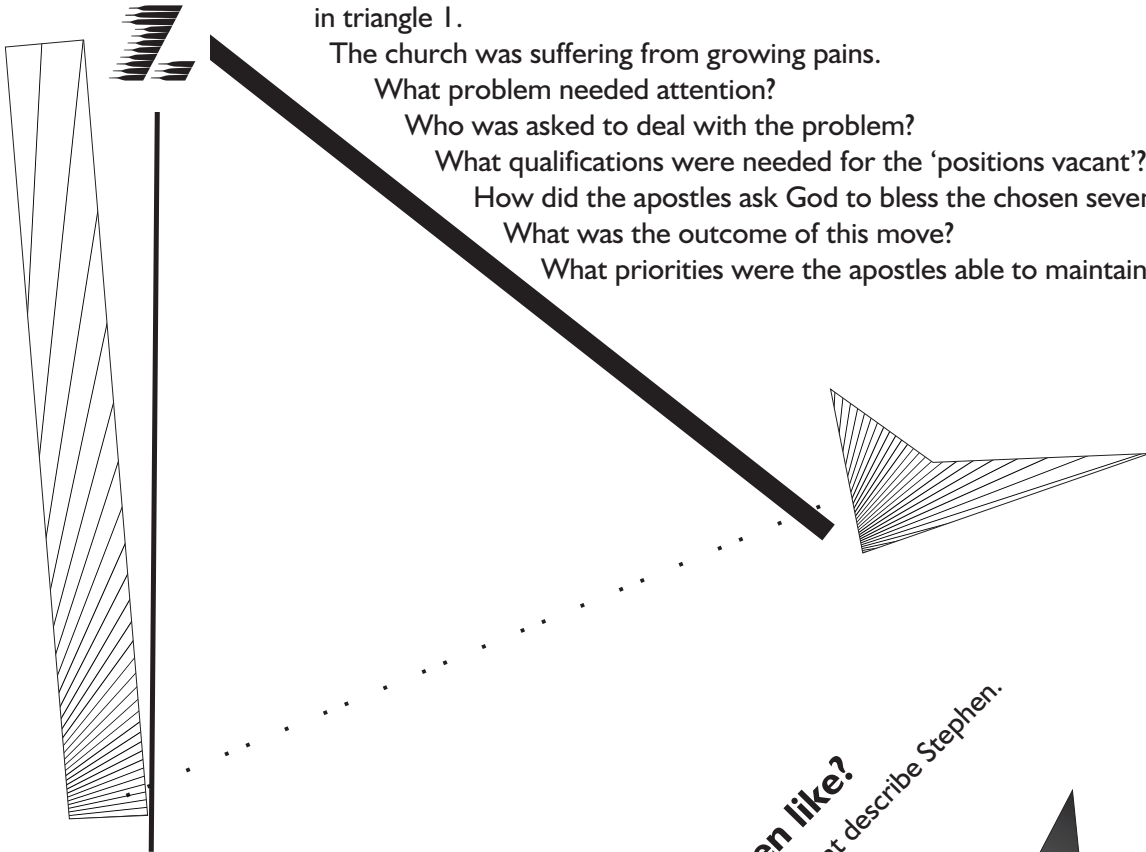
Who was asked to deal with the problem?

What qualifications were needed for the 'positions vacant'?

How did the apostles ask God to bless the chosen seven?

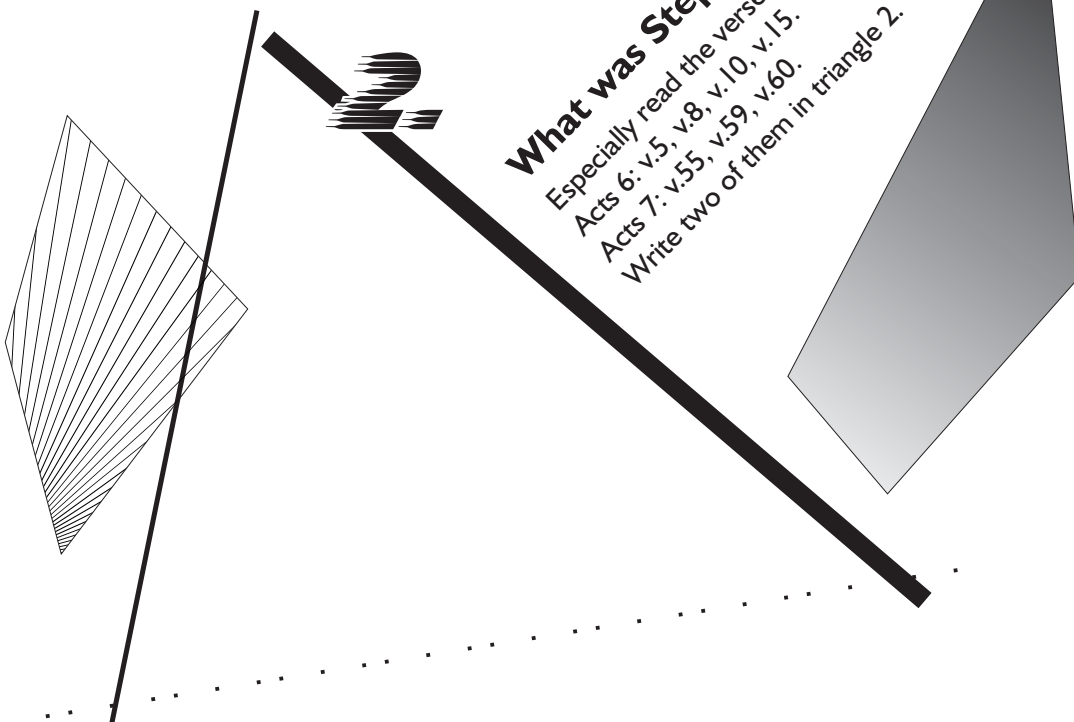
What was the outcome of this move?

What priorities were the apostles able to maintain?



## What was Stephen like?

Especially read the verses that describe Stephen.  
Acts 6: v.5, v.8, v.10, v.15.  
Acts 7: v.55, v.59, v.60.  
Write two of them in triangle 2.





# Do you know?

(The names around the page will help you.)

Cadet Thompson

**HIGHLIGHTS**

- Stephen was a young man full of the Holy Spirit's power.
- Stephen gladly accepted a position of responsibility in the church.
- Stephen was able to use the Scriptures to back up what he was saying.
- Stephen was stoned to death but prayed that God would forgive those who were killing him.
- This same power is available to us.

1. Who was the first Christian martyr?

\_\_\_\_\_

2. Who minded the clothes of those who stoned the first Christian martyr?

\_\_\_\_\_

Nero

3. The name of the Roman Emperor who had many Christians thrown to the lions?

\_\_\_\_\_



Brigadier Joseph Korbelt

Saul

William Tyndale

4. The name of the Army Commissioner who was imprisoned in Korea by Communist forces?

\_\_\_\_\_

5. The woman whose family was imprisoned for trying to protect Jews from the Nazis?

Stephen

6. The officer whose family was cruelly treated in Czechoslovakia?

\_\_\_\_\_

7. The Cadet who died from being kicked in an open-air meeting in Parramatta, NSW?

\_\_\_\_\_

8. Who was burned at the stake for trying to smuggle into England Bibles written in the English language?

\_\_\_\_\_

9. Who was murdered in the Cathedral for challenging the king's right to control the church?

\_\_\_\_\_

Commissioner Herbert Lord

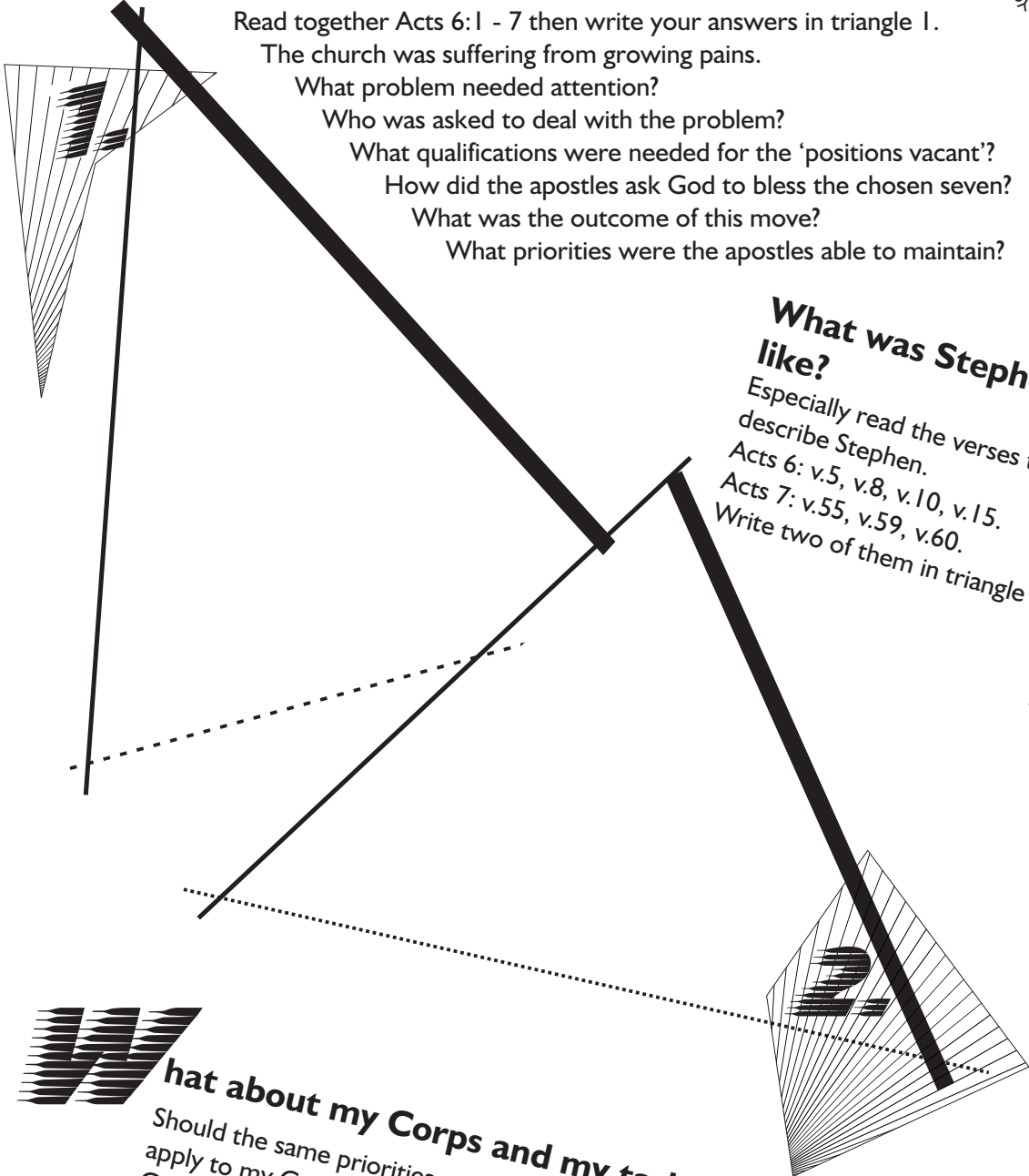


Thomas Becket

Corrie Ten Boom

# STEPHEN POWERS ON

Young men preached the Word with great power.



Read together Acts 6:1 - 7 then write your answers in triangle 1.

The church was suffering from growing pains.

What problem needed attention?

Who was asked to deal with the problem?

What qualifications were needed for the 'positions vacant'?

How did the apostles ask God to bless the chosen seven?

What was the outcome of this move?

What priorities were the apostles able to maintain?

## What was Stephen like?

Especially read the verses that describe Stephen.

Acts 6: v.5, v.8, v.10, v.15.

Acts 7: v.55, v.59, v.60.

Write two of them in triangle 2.

Early Christians gladly accepted hardship for the Lord they loved.



## What about my Corps and my tasks?

Should the same priorities used in the early church apply to my Corps Officer's program?

Can he/she already major in these areas?

What could be done to make this happen?

How can I help?

Stephen had enough love to ask God to forgive those who were killing him...

Sticks and stones can break my bones but names can never hurt me.



## SESSION 7

# OBEYING BRINGS POWER

### FROM THE BIBLE

Acts 8.



### CHECKLIST

Two games are suggested for the Getting Started activity so choose and prepare what you will use. If you use the trial, you will need to set it up beforehand.

There are two suggested teaching approaches. Approach 1 is treated as a Bible study that will take place during the session. The work sheets will be used during this approach. The questions divide into junior and senior levels after the first one and then combine again for the last ones.

Approach 2 is a discussion on knowing whether the Holy Spirit is prompting us. The four basic principles set out by Paul Little in his booklet, *Affirming The Will Of God* are used. Spend time studying these in a prayerful manner and ask that you will be helped to treat the subject sensitively with your group.

Have the four guidelines as shown in activity 3 on the senior work sheet, written up to use.

### AIM

To show the young people the importance of obeying the prompting of the Holy Spirit by studying Philip's ministry.

### OBJECTIVES

- ❖ To help the young people understand that God used Philip effectively because he obeyed implicitly.
- ❖ To show that if we want to be effective workers we, too, must obey.
- ❖ To give the young people a simple checklist to use when they feel God is leading them.

### INSIGHTS FOR THE LEADER

In this, the final study on the work of the Holy Spirit in the early church, we study the work of Philip, the evangelist, as told in Acts 8. Read the chapter through to begin your preparation.

We have seen in previous sessions how the writer of Acts is concerned with this spread of the good news that Jesus had come to earth to be our Saviour and that as risen Lord He empowers us through His Holy Spirit to carry through His mission. As the Spirit empowered people, they witnessed more boldly and consolidated the work.

I. Howard Marshall, in the *Tyndale New Testament Commentary* on Acts, says, 'From chapter 6 onwards we are conscious of widening horizons. Many priests are converted, and at the same time the Christian witness reaches various synagogues associated with the Jewish Dispersion in Jerusalem. As persecution led to the flight of many Christians from Jerusalem, so the message began to spread in the broader area of Judea, and then took a decisive step forward with the conversion of some Samaritans and even a traveller from Ethiopia. By the middle of chapter 9 the author can speak of 'the church throughout all Judea and Galilee and Samaria.'

One of the reasons for this growth was the unquestioning obedience of the believers to the promptings of the Holy Spirit.

Philip is a 'classic' example of a man used by the Holy Spirit. His prompt obedience to the Spirit's leading can leave us standing in awe. Here is a man with an effective ministry being told to go to the desert – and he obeys! But sometimes young people get the impression that such an example is not relevant today because 'that was then and this is now.'

The aim of this session is to show the power of the Holy Spirit working

through the life of Philip, and to show also that the Holy Spirit is still available for all believers – not just to the professional ministers, or ‘super’ Christians.

We then consider how we can be sure that it is the Holy Spirit leading us in a certain way and NOT our own intense desires.

## GETTING STARTED

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1. Prepare a trail around your hall by writing out instructions in short sequences and placing them in numbered envelopes. Instruction 1 leads to instruction 2 and so on. The final instruction should lead to some reward (popular drink or food).

Pair off the young people and set them on the trail a few minutes apart. (They need to place the read instructions back into the envelope for the next couple.)

At the end of the game, talk about how important it was to follow the instructions to reach the prize. If any of the pairs lost their way, talk about why (misread the instructions, missed an envelope and so on).

### OR

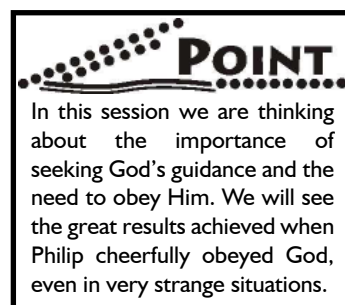
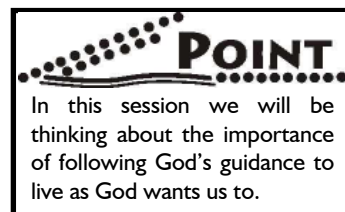
2. Use a game where responding quickly is essential such as Shipwreck.

#### Shipwreck – Description

The referee calls out commands such as:

‘Bow’	all participants run to the front of the hall
‘Stern’	run to the back
‘Port’	run to the left
‘Starboard’	run to the right
‘Climb the rigging’	action of climbing the rigging
‘Hit the deck’	lie face down on the deck
‘Scrub the deck’	down on one knee and scrub the floor
‘Captain’s coming’	stand to attention and salute

The participants are eliminated by doing the wrong action, running the wrong way or being too slow with their action.



## GOING DEEPER

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### 1. Bible study

#### a. Acts 8:1 - 5

This session is approached as a Bible study with the young people working on their work sheets during the presentation.

How do we know from verses 1, 4 and 5 that the preaching was not left up to the apostles (the ‘officers’)?

This is now the second recorded spread of the Christian message by the early church. The first was after the day of Pentecost. Acts 2:9 - 11 reminds us that the people who heard Peter’s sermon came from many places. Look at the map of Palestine on your work sheet. Underline or highlight Jerusalem, Judea, Samaria and the places mentioned in Acts 2. Re-read Acts 1:8. Note how quickly this promise was being fulfilled.

In the early sections of *The History of The Salvation Army*, Vol. 2, one can see a similar rapid spread of the message through young Spirit-filled Salvationists – many of whom were between 16 and 20 years of age.



## FOR JUNIORS

### Acts 8:4 - 8

Verse 4 shows that the apostles had obviously followed Jesus' directions of teaching the new disciples 'everything He had commanded them'. (Matthew 28:19, 20)

- b. The Bible study now splits into two parts.

Read together the verses mentioned in each question

#### (Especially for juniors)

What had Simon been known as and how had he got his name? (v.9 - 11)

What impressed Simon about Philip's ministry? (v.13)

Why did Peter and John come to Samaria? (v.14)

The people had only been baptized in the name of the Lord Jesus but what happened when Peter and John placed their hands on them? (v.17)

Why did Philip leave the good work that he was doing in Samaria? (v.26)

What did Philip do when he was told to go on this deserted road? (v.27)

What could Philip have easily said to such strange instructions?

Who was travelling home on this road? (v.27 - 28)

Why did Philip decide to speak to him? (v.29)

What was the result of Philip's witness? (v.36 - 38)

Or

#### (Especially for seniors)

What response and reaction did Philip get from the crowd? (v.6 - 8)

Why was there a need for Peter and John to come to Samaria? (v.14 - 17)

What terrible mistake did Simon make? (v.18, 19)

Why was Peter so angry with him? (v.20, 21)

What gift enabled Peter to know what Simon was thinking? (See I Corinthians 12:8 - 10.)

Philip was in the midst of an exciting, growing ministry. Suddenly he was told (v.26) 'Get ready - go south to the desert road.' This road was infrequently used. What could have been a reasonable response from Philip to this strange instruction?

What basic clue to sharing Jesus effectively with non-Christians is found in v.26 and 29?

How important in this story is Philip's obedience?

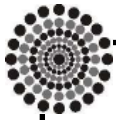
How easy would you have found it to leave the 'limelight' and go to a deserted road?

The only other time we hear of Philip is Acts 21:8 where, years later, Paul stays at his house. He seems to have settled at Caesarea and is a recognised evangelist.

#### (For both groups)

Did you know that Ethiopia was the first black African country to become known as a Christian country? Philip's obedience to what seemed like a foolish command is commonly accepted as the beginning of the conversion of this country. **A big result.**

**Or** Could it be that from this story we also see that we are each one precious in God's sight! One soul searching for the truth mattered to God. What do you think?



## FOR SENIORS



## BOTH GROUPS

This is the second activity on the work sheet.

## 2. How can I be sure that the promptings I have come from God?

When we feel that the Holy Spirit is telling us to do something, it is important that we are sure that the message is actually from the Holy Spirit.

We must be sure that our own thoughts have given way to become God's thoughts. We do not decide that what we want must be what God wants.

We all need some guidelines to follow to be sure of God's will.

According to Paul E. Little in a little booklet called *Affirming The Will Of God* there are four basic principles to being sure of God's guidance.

**Firstly**, there are principles in the Bible that may directly apply. God never directs us to do something that contradicts any of the commands or ideas of the Bible. It doesn't matter how noble or good it seems, if it contradicts some principle of the Bible, it is not God's will. So we should ask, 'Is it Scriptural?'

**Secondly**, God guides us in prayer. Yet how many of us spend even five minutes a day specifically asking God to show us what we are to do?

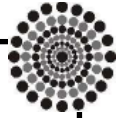
As we pray, God often gives us a deep conviction from the Holy Spirit of something we should do. This conviction deepens and is confirmed so that we gradually become sure that this is the will of God. But it starts with regular prayer. We can then ask, 'Is it confirmed in my prayer time?'

**Thirdly**, God guides us through circumstances. Now we have to be careful about this. As Little says, 'most of us tend to make circumstances 99 percent of the guidance. But they are only one of the factors in guidance.' If circumstances are leading you into something, it may be God's will for you – but only if it is confirmed by the other principles listed here. For instance, suppose circumstances seem to be leading you to change jobs – maybe it is the offer of a great opportunity that will give you the chance to be a terrific witness. Great, but is it confirmed by other principles of God's guidance? Is it supported by a deep prayerful conviction? Does it conflict with biblical principles such as the command to keep promises or care for our families?

**Fourthly**, God guides us through the support and advice of other Christians who know us well and are fully committed to the will of God.

If we think we have guidance from God about something, it will be supported by mature Christians who know us well. God usually guides us by personal conviction supported by Christian's opinions. So don't be afraid to ask. It may help. You may be too emotionally involved to see things clearly, so the help of someone to talk it through will be valuable.

Putting these four principles together – the Bible, prayer, circumstances and the advice of Christians, is a pretty good guide of God's leading and will.



### LEADER TIP

Have the four guidelines, as shown on the senior work sheet, written up to use at this point.



### LEADER TIP

The last activity on the work sheet should be completed now.



## **TAKING IT HOME**

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As we have seen with Philip, sometimes the Holy Spirit calls us to do things that appear crazy, or at least contradictory to our logic.

Because Philip was filled with and obedient to God's Spirit, he was used mightily by God in evangelism, healing and deliverance. The message of the early church is that such power is not the domain of selected people (as in the old 'Testament), or 'professional' ministries, but it is for the 'believers' (Mark 16:17).

Daring to obey the Holy Spirit when He urges us to do something can make us into effective workers for Him.

Let's seek words of guidance every day and dare to obey them just as Philip did!

## **FOLLOW-THRU**

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As this is the final session in the series, the young people could be encouraged to prepare a talk on either Peter, Stephen or Philip, thus completing this challenge in the worship suggestions. **BE SURE TO SEE THAT THE TALKS ARE THEN INCLUDED IN A MEETING AT A LATER DATE.**

**Or** verses on the Holy Spirit could be memorised for the 'Memorise Scripture' challenge. e.g. John 14:15 - 17, 26 and 16:8 or Galatians 5:22 - 26.

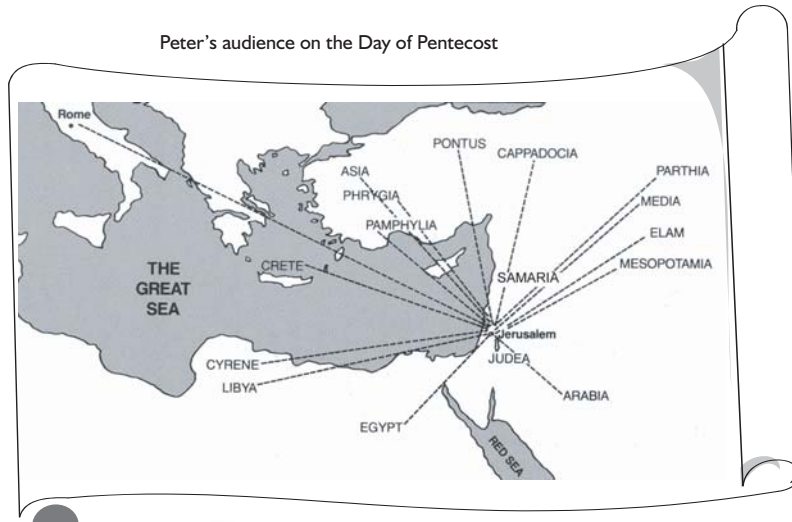
## **FURTHER READING**

ALEXANDER, D. and P., *The New Lion Handbook to the Bible*, Lion Publishing, England, 1999.

LITTLE, Paul, *Affirming The Will Of God*, Inter-Varsity Press.

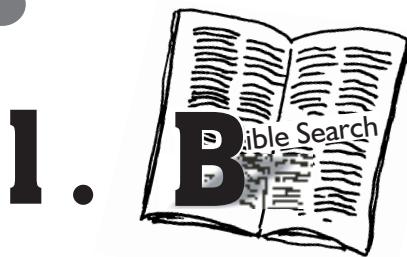
MARSHALL, I., Howard, *Tyndale New Testament Commentaries, Acts*, Inter-Varsity Press, Eerdmans.

# Obeying brings **POWER**



**HIGHLIGHTS**

- The Holy Spirit prompts us to do God's work.
- Obeying that prompting is important and adventurous.
- God does not ask us to do anything contrary to the Scriptures.
- God will fit us for the task that He asks us to do.
- Every believer can call upon the Holy Spirit's power.



1. (Acts 8:1 - 5) How do we know from verses 1, 4 and 5 that the preaching was not left up to the apostles (the 'officers')? \_\_\_\_\_  
\_\_\_\_\_
2. (Acts 8:9 - 11) What had Simon been known as and how did he get his name? \_\_\_\_\_  
\_\_\_\_\_
3. What impressed Simon about Philip's ministry? (v 13) \_\_\_\_\_  
\_\_\_\_\_
4. Why did Peter and John come to Samaria? (v 14) \_\_\_\_\_  
\_\_\_\_\_
5. The people had only been baptized in the name of the Lord Jesus but what happened when Peter and John placed their hands on them? (v 17) \_\_\_\_\_  
\_\_\_\_\_
6. Why did Phillip leave the good work that he was doing in Samaria? (v 26) \_\_\_\_\_  
\_\_\_\_\_
7. What did Philip do when he was told to go on this deserted road? (v 27) \_\_\_\_\_  
\_\_\_\_\_

8. What could Philip have easily said to such strange instructions? \_\_\_\_\_

\_\_\_\_\_

9. Who was travelling home on this road (v 27 - 28) \_\_\_\_\_

\_\_\_\_\_

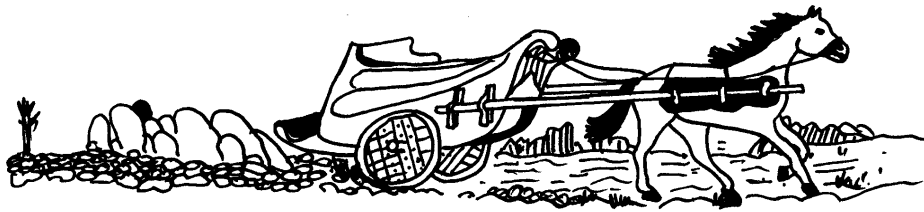
10. Why did Philip decide to speak to him? (v 29) \_\_\_\_\_

\_\_\_\_\_

11. What was the result of Philip's witness? (v 36 - 38) \_\_\_\_\_

\_\_\_\_\_

## 2.



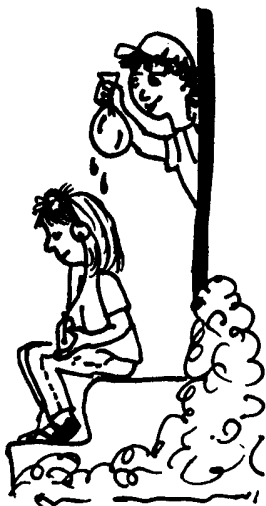
Did you know that Ethiopia was the first black African country to become known as a Christian country? Philip's obedience to what seemed like a foolish command is commonly accepted as the beginning of this conversion of a country. **A big result.**

Or could it be that from this story we also see that we are each **one** precious in God's sight. One soul searching for the truth mattered to God.

What do you think? \_\_\_\_\_

\_\_\_\_\_

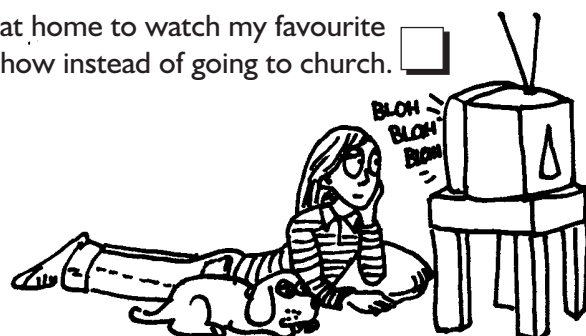
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## 3. True or False

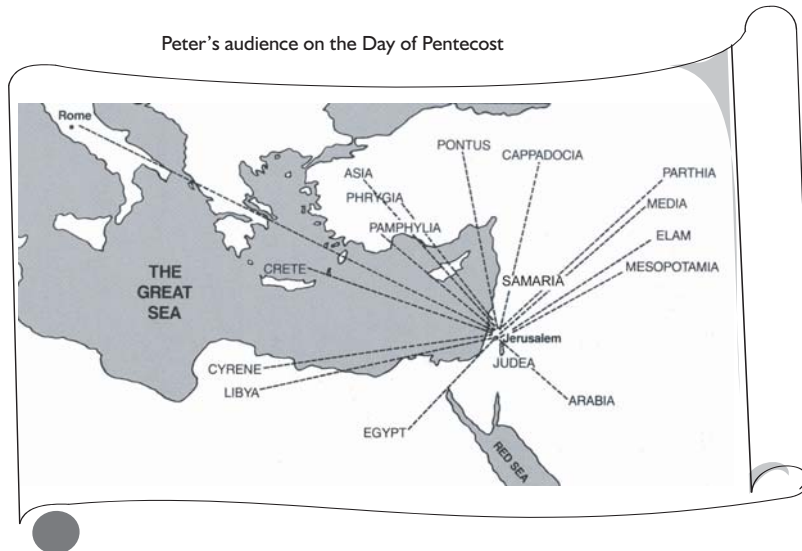
God could prompt me to:

- (a) torment my little brother or sister.
- (b) apologise when I'm rude.
- (c) make friends with a newcomer.
- (d) visit a lonely neighbour to offer help.
- (e) stay at home to watch my favourite TV show instead of going to church.
- (f) tease a disabled child.
- (g) tell others what He is doing for me.



# Obeying brings POWER

1.



**Bible study Acts 7:54 - Acts 8:5**

How do we know from verses 1, 4 and 5 that the preaching was not left up to the apostles (the 'officers')? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What response and reaction did Philip get from the crowd? (v 6 - 8) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The Russian Orthodox Church was a thousand years old in 1988.

Why was there a need for Peter and John to come to Samaria? (v 14 - 17) \_\_\_\_\_

What terrible mistake did Simon make? (v 18 - 19) \_\_\_\_\_

Why was Peter so angry with him? (v 20 - 21) \_\_\_\_\_

What gift enabled Peter to know what Simon was thinking? (See I Corinthians 12:8 - 10) \_\_\_\_\_

Philip was in the midst of an exciting, growing ministry. Suddenly he was told (v 29): 'Get ready, go south to the desert road.' This road was infrequently used. What could have been a reasonable response from Philip to this strange instruction? \_\_\_\_\_

What basic clue to effectively sharing Jesus with non-Christians is found in verses 26 and 29? \_\_\_\_\_

How important in this story is Philip's obedience? \_\_\_\_\_

How easy would you have found it to leave the 'limelight' and go to a deserted road? \_\_\_\_\_

The first Sunday School was conducted in Gloucester, England, by Robert Raikes in 1780.

Eliza Shirley was only a teenager when she commenced the Army's work in the U.S.A..

## 2.

Did you know that Ethiopia was the first black African country to become known as a Christian country? Philip's obedience to what seemed like a foolish command is commonly accepted as the beginning of this conversion of a country. **A big result.**

Or could it be that from this story we also see that we are each **one** precious in God's sight. One soul searching for the truth mattered to God.

What do you think?

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The only other time we hear of Philip is Acts 21:8 where, years later, Paul stays at his house. He seems to have settled at Caesarea and is a recognised evangelist.

## C

### hecklist

#### How do I know if my promptings come from God?

1. Is it Scriptural?
2. Is it confirmed in my prayer time?
3. Have circumstances led to this as well?
4. Have other Christians given advice along these lines?

**O**ften we are 'prompted' or feel we're being told to do something. Which of these thoughts do you think have come from God? Put beside them the number on the checklist that helped you decide. Cross out the ones you don't believe came from God.

You don't need to go to the meeting to worship God: Meetings are boring. \_\_\_\_\_

Work hard at school to prepare yourself for the work I want you to do. \_\_\_\_\_

Apologise to mum for being so cheeky to her. \_\_\_\_\_

Tell your little brother/sister what an absolute pain they are. \_\_\_\_\_

Spend some time talking to your little brother or sister. \_\_\_\_\_

Try to make friends with that lonely kid nobody notices. \_\_\_\_\_

Punch up that guy who stole your girlfriend. \_\_\_\_\_

If you're asked to take part in a meeting, do it because I'll be with you. \_\_\_\_\_

Neglect your school studies so you can go to every activity at the Army. \_\_\_\_\_

Obeying God's prompting can lead us into adventuring for Him.



# TIME OUT WITH GOD

## AIM

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To encourage the young people to develop a regular time out with God by explaining the benefits it has for a growing Christian.

## OBJECTIVES

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As a result of this session the young people will:

- ❖ have some understanding of the benefits of a time out with God;
- ❖ be more motivated to have a time out with God;
- ❖ seek help, if needed, to plan for a time out with God.

## INSIGHTS FOR THE LEADER

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In a basketball game the coach will regularly call for 'time out'. The purpose of this time is for encouragement, instruction and further direction to be given to the participants.

In our Christian walk we also need regular 'time out' from life so we can gain guidance, direction and encouragement from God.

The basis of this 'time out' is prayer.

As we grow in our spiritual experience, we realise that prayer is not a ritual or recitation but fresh, regular communication with God.

Any relationship grows with healthy and constant communication and as we communicate regularly with God through prayer, we get to know Him better and grow in our relationship with Him.

There is a session in unit 5 on the 'how' of having a time out with God so emphasise the **benefits** in this session. For young people who are interested in following a daily devotional aid and want some help in doing this, you will need copies of appropriate notes to show them. (e.g. titles such as *One Up* and *DAYZD* (Scripture Union), *Topz* to name a few.) The kids' discipleship partners could encourage them in trying to establish and stick with a regular time out with God.

## FURTHER READING

PEARCE, L., *How to spend five minutes with God*, available from Salvationist Supplies.

RINKER, R., *How to get the most out of your prayer life*, Harvest House.

RINKER, R., *Prayer – Conversing with God*, Harvest House.

HYBELS, B., *Too busy not to pray*, Inter-Varsity Press.

## SESSION 8

### FROM THE BIBLE

Proverbs 3:5 - 6; Philippians 4:6 - 7;  
1 Corinthians 10:12 - 13.

### CHECKLIST ✓

There are three suggested Getting Started activities so select and prepare the one most suitable for your group. For the first one you will need pictures of good food to motivate your group. Move through your chosen starter quickly and on to the real issue of the session – 'the benefits of a time out with God'.

Work through all three teaching approaches and refer to the work sheets. Decide which activities on the sheet you will use during the teaching segment. If you need help in guiding the seniors with rules for a time out with God, check the junior work sheet for ideas.

You will need scissors available during the session so that the young people can cut off the portion on the work sheet that is to be used at home.

**POINT**

Have you ever considered that our souls need nourishing as much as our body does? What would you consider is nourishment for our soul? (Worship, Bible study, prayer.)

What do you think might be the spiritual consequences if we skip our 'soul' food? e.g. Even though we appear to be going OK, we become 'weaker' Christians if we don't make time to get this food. We must grow in our efforts to pray and read the Bible.

**POINT**

Am I still talking to God the same way I did when I was five? Should I be? In this session we will be thinking about how we develop our conversation with God.

**POINT**

It takes time to get to know a person. If we want to know more about God, we have to spend time with Him. In this session we are going to consider what benefits come to us when we have a regular time out with God.

## GETTING STARTED

1. Have a display of a McDonalds meal on side and a plate of fruit and vegetables.

- Which of these do you prefer? (McDonalds)
- Why are we told to eat fruit and vegetables? (To have a strong and healthy body, fight disease, give energy etc.)
- We need good food to stay healthy and energised.

Or

2. Who can remember the very first prayer they ever learned? Have a young person repeat the one they recall.

**Discuss:**

- Who taught it to you?
- Where were you when you prayed it?
- What benefit was this to you at that stage of your life?
- Should we still be praying like this now we are teenagers?

Or

3. **How well do you know?**

Send outside the young person or leader that you feel the kids know least about. Have 10 questions about this person for your young people to answer – either as a group or in pairs or as individuals.

e.g., What year is \_\_\_\_\_ in at school?

How many brothers/sisters does \_\_\_\_\_ have?

What colour are his/her eyes?

What is her/his favourite TV show?

What singer does he/she like best? etc.

Bring the person in and get them to give the correct answers.

## GOING DEEPER

1. **Introduction**

Many cultures and religions have different ways of presenting their prayers to God.

- Some go to a 'Wailing Wall' where they confess their sins with tears and leave their prayers written on paper in the crevices of the wall. This isn't done because they think God only answers written requests, but they find it helpful to themselves to clearly enunciate what they want to say to God by writing it down. Do you see benefits in this?
- Some people light a candle as they pray. The smoke from the candle spiralling upwards reminds them that their prayers are rising to heaven. Is this a good symbol of prayer?
- Retell the parable of the publican and the Pharisee praying in the Temple. (Luke 18:9 - 14) The Pharisee spent his prayer time telling God all about his own worthiness. Some versions say: 'he prayed to himself'. In other words, his prayer didn't even reach God. Can we be in danger of doing this?

**Preparation for prayer**

It is important to find a place where you can be alone with God and concentrate on Him to remember His greatness and goodness.

Some people call their prayer time 'a quiet time' with God or their 'devotions'. Why would they use these phrases? (Discuss)

### How important is it to pray?

When you meet people to whom you feel attracted, you will want to get to know them better. How do you do this?

- i. You talk to them. (Have communication with them.)
- ii. You spend more time with them – enjoying their company.
- iii. You'll sometimes make requests that they'll turn down or they'll not agree with you about everything and you will listen to their point of view.

In our time out with God we are learning more about our Lord and Saviour. It is important to know what He said about different subjects. Familiarity with the Bible is the best way of knowing His 'points of view'.

Prayer is much more than making requests. Just as a basketball team has time out during a game for encouragement and direction from their coach, so we need time out with God. Prayer is all about growing in our relationship with God – it is all about getting to know Jesus and His love for us.

People often think of God as a kind of Santa Claus – someone who should give us what we ask for. This is a limited idea of prayer and we must grow to the point where we trust God even when our prayers are not answered in the way that we want.

It is important to come to God in prayer when we need special help and so seek His power to help us through the difficulty. It is just as important to come to God to praise Him for His creation and care of us, to thank Him for His blessing and answered prayers and pray for others. This is what we do in our time out with God.

### 2. How important was prayer to Jesus?

Often when we begin to feel that things are going OK for us, we don't take the time to pray. This is dangerous. We should recall what attitude Jesus had to prayer. He was sinless and yet felt that prayer to His Father was vital. How much more should we realise our need to talk to God!

Read these verses and discuss what they tell us about Jesus' attitude to prayer: Mark 6:46; Luke 6:12; Luke 18:1; Luke 22:44.

### 3. What's good about having a time out with God?

(List these points as you discuss them.)

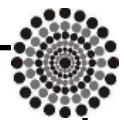
#### a. A time out with God helps us to grow strong as a Christian

There are many temptations that come our way and we need strength to cope with these. It also takes courage and strength to be a Christian at school, at home, at work and amongst fellow students. As we spend time with God in prayer, we can ask for strength; we can picture Jesus walking ahead of us or beside us into the day and into the situations in which we will find ourselves. Seeking God's help in difficult situations is vital or we can easily give in to the temptation.

Look at 1 Corinthians 10:12 - 13. Take time to think about these verses. Rewrite verse 13 in your own words. (Room to do this is on the senior work sheet.)

#### b. A time out with God helps us to live as God wants us to

It is always hard to talk with a busy person. It is also hard to talk to a person who rarely stops talking. Likewise, God finds it hard to communicate with us when we are always busy and always



### LEADER TIP

To help the group understand how to pray during time out remind them of ACTS.

- A - Adoration  
praising God for who He is, all He has done.
- C - Confession  
bring all that I have said and done wrong to God
- T - Thanksgiving  
for family, friends, health, answers to prayer.
- S - Supplication  
praying for myself, friends, family, the church, others.



talking. But as we learn to be quiet and listen to Him, He helps us to understand just how to live our lives. Being quiet before God gives Him the chance to make His plans clear to us. He uses the Bible or a quiet conviction that grows in our heart and convicts us of wrongs we need to put right as well as showing us what we should do.

Look at Proverbs 3:5 - 6. Take time to think about these verses. How do you feel these verses could affect the way you live? (This is on the senior work sheet.)



## LEADER TIP

Make a list of people you can pray for. Beside their name write down a request you are making to God for them. Have a third column to write down the answer that comes. (Space for this is on both work sheets if you wish to use them at this point.)

c. **A time out with God is an opportunity to pray for others**

As we grow as Christians, we find ourselves loving others more and feeling more concerned about their problems. We can ask God to help our friends and our family; we should remember our corps family, we can also pray for the leaders of our country; we can pray for those who are sick; we can pray for missionaries. Often, too, God puts in our minds the names of people we should pray for.

d. **In our time out with God we can pray for ourselves**

It is helpful to know that we can turn to God at any time and ask His help for any area of our lives. God is interested in every part of our lives and He wants us to share our whole life with Him.

Look at Philippians 4:6 - 7. Think about things you want to pray about for yourself.

e. **A time out with God helps us to realise that we are not alone**

As we spend time with God, we begin to realise more and more that He is always with us. If we give Him each day, we know that, whatever happens, He is in control; that He is not only in our lives, but beside us as well.

Look at Joshua 1:9. Think about this verse for a few moments. (This is on the junior work sheet.)

f. **We learn to think more from God's point of view**

Most of us tend to pray very selfish prayers. We want God to work everything out to suit us – so our prayers can be full of 'I'. God is vitally interested in our needs, but part of growing as a Christian is learning to pray more for what God wants rather than for what we want. As this happens, we also see more of our prayers answered.

Think about 1 John 5:14 - 15 and John 15:7.

Read together the list of positive points about prayer that you have now completed.



## FOR JUNIORS



## FOR SENIORS

## TAKING IT HOME

If we want to grow as a Christian, we need to have a time out with God. If we want to grow like Jesus, we must spend time with Him. God will not make us pray but He longs for us to spend time with Him. Some people think it is a good idea to ask ourselves the questions: 'Can others see that I have been with Jesus today?'

It is very important for every Christian to decide to spend some time each day with the Lord. I'm too busy if I can't find time to pray.

# **FOLLOW-THRU**

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Link this session to the Get Involved and Grow challenges 'describe your personal devotions' or 'keep a prayer diary'.

# TIME OUT

# WITH GOD



### HIGHLIGHTS

- We get to know others by spending time with them.
- To grow more like Jesus I must spend time with Him.
- A quiet time helps me to get the strength to face difficult situations.
- God makes His plans clear to us in quiet times shared with Him.
- We realise that God is always with us.
- I'm too busy if I'm too busy to pray.

**1** Write out Joshua 1:9.

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Why is such a promise important to a Christian?

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**2**

Think about what you have learned in this session and then make a list of people you will pray for and what you will request for them.

**MY PRAYER  
MARKER**

This month I will pray for:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

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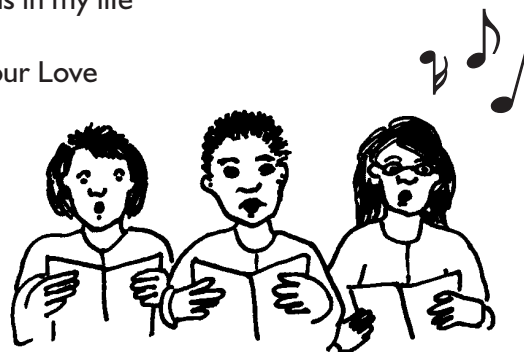
## POWER OF YOUR LOVE

Lord I come to you  
 Let my heart be changed renewed  
 Flowing from the grace that I found in you  
 And Lord I've come to know  
 The weaknesses I see in me  
 Will be stripped away  
 By the pow'r of your love.

*Hold me close  
 Let your love surround me  
 Bring me near  
 Draw me to your side  
 And as I wait  
 I'll rise up like the eagle  
 And I will soar with you  
 Your spirit leads me on  
 In the pow'r of your love.*

Lord unveil my eyes  
 Let me see you face to face  
 The knowledge of your love as you  
 Live in me  
 Lord renew my mind  
 As your will unfolds in my life  
 In living every day  
 In the power of your Love

The Power of Your Love  
 by Geoff Bullock  
 © Word Music/Maranatha  
 administered in Australasia by  
 The Nightlight Music Group.



Read the tips to improve your time out with God and tick the ones you feel will help you.



Place: \_\_\_\_\_

Time: \_\_\_\_\_

Tips to improve my time out with God.

I will actively seek God's plan for my life.

I will ask God to help me in areas where I often feel helpless.

When God gives me a command I will obey Him.

With your help Lord, I will try to maintain my own time out with you.

Signed \_\_\_\_\_

Date \_\_\_\_\_

# TIME OUT WITH GOD

Catherine Booth had read the Bible through 8 times before she was 12.

**1** Read together 1 Corinthians 10:12 - 13.  
Rewrite verse 13 in your own words.

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- ★ We can pray for others as well as ourselves in our time out with God.
- ★ I'm too busy if I'm too busy to pray.
- ★ We realise that God is always with us.
- ★ Time out helps me to get the strength to face difficult situations.
- ★ God makes His plans clear to us in quiet times shared with Him.
- ★ We get to know others by spending time with them.
- ★ To grow more like Jesus I must spend time with Him.



**2** Make a list of prayer requests for others and yourself that you can use each day. Cut it out, fold it on the dotted lines to keep in your bible as a constant reminder.

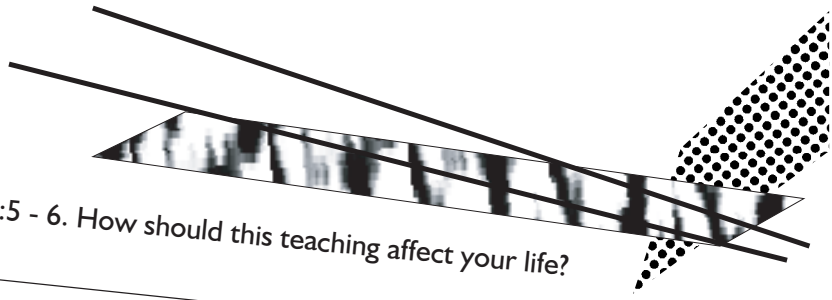
Psalms 117 only has 2 verses.

Psalms 119 has 176 verses

Name	Prayer Request	How God answered it

3

Read Proverbs 3:5 - 6. How should this teaching affect your life?



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**R**

emembering what you have learned in this session write out five helpful tips.

In a few more weeks explain to your leader or discipleship partner how you have improved your time out with God and what the results have been.

1.

2.

3.

4.

5.



**Helps  
to  
make  
my  
time  
out  
more  
effective**

## SESSION 9

# PAUL'S BEGINNINGS

### FROM THE BIBLE

Philippians 3:5 - 7;  
Acts 18:3; 22:3, 24 - 29.



### CHECKLIST

There are two suggested Getting Started activities. Starter 1 is a discussion on school life to help the young people realise that how they work at school can affect their future vocation.

If you use the quiz in starter 2, you will need to have copies of it prepared as suggested as well as pens for the young people to use. You may wish to have a small prize ready for the young person who gets the most correct answers.

There is only one teaching approach which involves the presentation of material by you as well as a Bible search to keep the young people involved. Have the six headings written out on slips of paper. Be familiar with the material so that you can present it in an interesting manner.

### AIM

To show the young people through a study of Paul's early years that God is vitally interested in every aspect of their lives.

### OBJECTIVES

As a result of this session the group members will have a better understanding of:

- ❖ Paul's formative years of childhood and youth spent in Tarsus and Jerusalem;
- ❖ God's personal involvement and vital interest in every aspect of their lives;
- ❖ how God is preparing them for the future.

### INSIGHTS FOR THE LEADER

Paul was the first and probably the greatest of the interpreters of the life and ministry, death and resurrection of Christ.

He is a crucial figure in understanding Christian belief. His many letters form a major part of the New Testament and his missionary journeys crossed the Jewish barriers to take the Christian faith to the world at large.

We learn about Paul from his own letters and also from the book of Acts, where he is described by an independent observer, Luke.

The Jews of the Greek city of Thessalonica spoke more truth than they realised when they said of Paul and Silas, to the city council, 'These men have turned the rest of the world upside down, and now they are here disturbing our city.' (Acts 17:6, Living Bible)

In Paul we see a man who was radically changed by a dramatic meeting with the Lord. A passionate, traditional Pharisee, he honestly believed he was pleasing God in his efforts to stamp out the new group known as Christians.

God took his passion and determination and used them to spread the good news of salvation through Jesus to much of the Gentile world.

As we study Paul, we soon discover that he became a man totally obsessed with Christ and the building up of the body of Christ – His Church.

In this session, the first of two about Paul in this unit, we examine Paul's formative years and we see how God was preparing him so that he was educated and ready when God's call came to him to preach the good news of salvation through Christ.

## For further reading for this session and session 1:10:

BRUCE, F.F., Paul: *Apostle of the Free Spirit*, Paternoster Press, 1985, chapters 1 - 9.

DRANE, John, *Paul*, Lion Publishing, 1982, chapters 1 and 2.

## GETTING STARTED

### 1. School life

Discuss with the young people their general school life, considering their attitudes towards school, the importance it has for one's future vocation, etc.

Use questions such as these:

What's the worst thing about school?

What's the best thing?

What was (is) your best year at school? Why?

Can we honestly live without school? Why?

What is the best thing that school gives us for our lives ahead?


Or

2. Photocopy this quiz so that each young person has a sheet to work from, or make an overhead projector transparency of it that they can all read. Place the names of the people on the walls of the room so that the young people can read them and decide which person fits the given clues.

(Names: General John Larsson, John Flynn, Joshua, William Booth, Moses, David, Paul, Joseph.)


### Identify me please

- a. God prepared me for my work by seeing that I was educated in an Egyptian palace.
- b. God prepared me for my work by seeing that I was sold as a slave and sent off to Egypt by my brothers.
- c. God prepared me for my work by seeing that I was a shepherd boy used to defending my flock with a sling shot.
- d. God prepared me for my work by seeing that Moses trained me as his understudy.
- e. God prepared me for my work by seeing that I had a thorough Jewish university education under Gamaliel.
- f. God prepared me for my work amongst the poor of London by seeing that I was poor and worked in a pawnbroker's shop.
- g. God prepared me to be the leader of an international Army by developing my talents as a musician and sending me to work in many different countries.
- h. God prepared me for my work to help people in the outback of Australia by seeing that I had a love of flying and a pilot's licence.



What happens to us in our formative years tends to influence the rest of our lives.

Our family upbringing and school experiences shape how we deal with life later on. Today we will be looking at some of the important shaping experiences in the life of the apostle Paul.



If we take every opportunity to learn – at home, at school, in problems and hardships, then God can use all of these experiences to fit us to do the work He has planned for us. In this session we will look at how He did this with Paul.

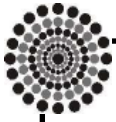
## GOING DEEPER

### Why is Paul so important?

Even before Paul had any idea of the work God wanted him to do, God was preparing him for his life's work.

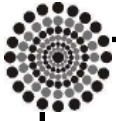
Ask the young people what they already know about Paul. They may know just a few things such as his missionary journeys or his conversion on the road to Damascus and so on. Acknowledge their answers and then comment that Paul made a big impact on the spread of Christianity.





## LEADER TIP

The first verse of Paul's letters usually identifies him as the writer.



## LEADER TIP

Have the following six headings written out on slips of paper and hand them out to different group members.

Have different young people turn to some of Paul's writings in their Bibles – Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, Philemon – and ask them who wrote these letters. These letters of instruction and encouragement written by Paul to groups of Christians are still meaningful for us today. Activity 1 on the work sheet could be done here.

### What was so special about Paul?

We are going to build up a picture of why Paul was able to be used by God in such a far reaching way.

(As each section is mentioned, have the young people with the matching headings come and put it onto a board or chart.)

#### 1. Paul was an Israelite by birth

And proud of it! 'I was circumcised when I was eight days old and I am from the nation of Israel and the tribe of Benjamin. I am a true Hebrew'. Philippians 3:5 (CEV)

It was a privileged position to be in – born an Israelite, and Paul was proud of his heritage and considered it an enduring and priceless honour.

Romans 11:1, 'I myself am an Israelite, a descendant of Abraham ...' (GNB)

Even as a Christian, after his conversion, Paul saw his Hebrew heritage as a gift from God. Paul's credentials as a Hebrew definitely showed he was one of the favoured.

2 Corinthians 11:22, 'Are they Hebrews? So am I. Are they Jews? So am I. Are they from the family of Abraham? Well so am I.' (CEV)

#### 2. Paul was a Pharisee

Paul was a member of the Pharisees, a strict Jewish sect.

'As a Pharisee, I strictly obeyed the law of Moses.' Philippians 3:5b (CEV)

'I was a Pharisee, a member of a group that is stricter than any other'. Acts 26:5.

The Pharisees were strict legalists, insisting that, not only the written law of the Old Testament must be observed, but traditional laws and customs for which there was no biblical authority were also to be kept. They said that if a man did not observe all of these laws, he could not be saved.

Paul struggled with this because he knew what God had done to set him free from sin through Jesus' death. It was his experience as a Pharisee that helped him to preach the saving grace of Jesus Christ.

#### 3. Paul was a Jew who had travelled and experienced other cultures

In the first century AD, the Roman empire dominated the then known world. A large number of its population were Jews who lived in many different countries, other than their homeland of Palestine.

These 'scattered' Jews actually helped to prepare the way for the Christian gospel. They did this especially by:

- Translating the Old Testament scriptures from the original Hebrew language into the common Greek language (which all citizens of the Roman empire understood).

- Building synagogues wherever they lived, as places of regular worship and for teaching the scriptures.
- Teaching that there is only one God.
- Remaining faithful to their high standards of ethics, even though they lived in a community which was highly immoral.

Paul (or Saul, as he was known at this time) was one of these 'scattered' Jews, because he grew up in Tarsus. This background was significant in his ministry to the Gentiles (non-Jews). He knew the importance of the synagogue to all of the scattered Jewish people and on his missionary journeys, he would visit these and often had opportunity to influence many people towards Christ.

#### 4. Paul was a Roman citizen

Have one of the young people read Acts 22:24 - 29.

This story shows that being a Roman citizen meant privileges and protection (v.29 'the commander was frightened when he realised that Paul was a Roman citizen and that he had put him in chains'). In talking with Paul, the commander explained that he himself had paid big money to gain his citizenship.

Paul replied that he was actually a Roman citizen by birth. It may have been that either Paul's father or grandfather had given some outstanding service to the Romans and therefore was granted honorary citizenship as a reward. Whatever the reason, Paul inherited this when he was born.

This status was to play an important part when Paul went on his missionary journeys within the Roman empire.

#### 5. Paul earned his living as a tentmaker

Have the group members refer to Acts 18:1 - 4.

Every student of the Jewish law was expected to have a trade whilst studying. Paul learnt the tentmaking trade and his trade often supported him financially while on his missionary journeys.

#### 6. Paul was well educated

Refer to Acts 22:3.

Paul was able to learn about God and study Judaism in Jerusalem, under the teachings of Gamaliel, one of the most outstanding teachers of Judaism.


In Acts 26:10 we read how he gained a position in the Jewish Council with the Chief Priests who were the decision makers of the day. At this Council he was able to vote against Christians.

From this study we can see that God used Paul's upbringing and early experiences to make him the right person to help take the gospel message into many countries.

God has a plan for each of our lives, just as he did for Paul. We may still be at school and young in society's sight, but if we obey Him, we will look back later and see that He was training and fitting us for the work He has planned for us to do.

## TAKING IT HOME

Remember that God can see the 'big picture' of our lives and knows what we will need to complete His work. Even when things don't always go the way we plan them, God is interested in our lives. We should endeavour to be sensitive, receptive, and obedient to His prompting and leadings. It



**LEADER TIP**

Refer to 1 Thessalonians 2:9;  
1 Corinthians 4:12;  
2 Corinthians 11:27

can be exciting to think about what He is preparing us to do for Him in the future.

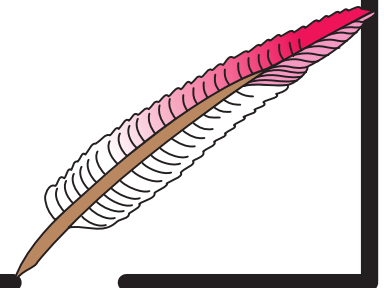
## **FOLLOW-THRU**

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Ask the young people to choose a challenge in the Get Involved and Grow strand that they could do now as part of their preparation for the future.

# Paul's Beginnings

Dear



Paul wrote some good words of advice to a young Christian worker – Timothy. Read them in 1 Timothy 1:1 - 2, 1 Timothy 1:18 - 19, 1 Timothy 4:12, 2 Timothy 1:3, 5 and 7. Choose the 2 you would have liked him to have written to you and write them on the letter inserting your own name instead of Timothy.

**Link the facts and names together.**

- |   |           |
|---|-----------|
| 1. (Acts 22:3) Saul was born in                 | GAMALIEL  |
| 2. (Philippians 3:5) He was of the tribe of     | ROMAN     |
| 3. (Philippians 3:5) By nationality he was a    | TARSUS    |
| 4. (Acts 22:3) His teacher was                  | HEBREW    |
| 5. (Philippians 3:5) His religion was that of a | TENTMAKER |
| 6. (Acts 22:26 - 28) His citizenship was        | BENJAMIN  |
| 7. (Acts 18:3) By trade, he was a               | PHARISEE  |

Explain how God used two of these facts to fit Paul for his great work.

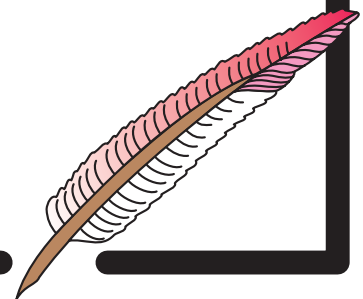
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**HIGHLIGHTS**

- Paul was a Jew born in Tarsus.
- Paul was a Roman citizen by birth.
- Paul was trained to be a Pharisee.
- Gamaliel was Paul's teacher.
- Paul also learned a trade and supported himself with his work as a tentmaker.
- All of these were used by God to make Paul an effective preacher to the Gentiles about Jesus.
- God can use all my training and background to fit me for His service.

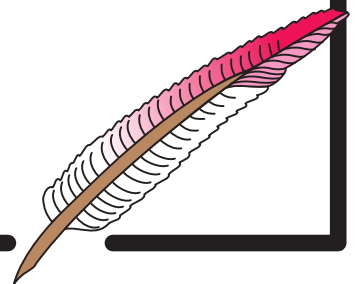
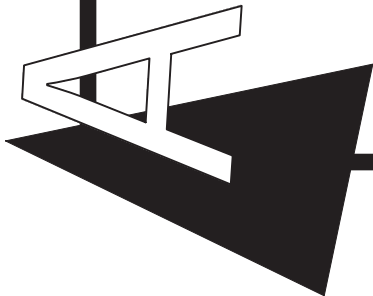


# Paul's Beginnings

In the Epistle to Timothy Paul gave some good advice. Select 3 of these verses to write into the letter. Change the names to those of yours and your family.

2 Timothy 1:2, 5, 8, 13 and 2 Timothy 2:1, 3, 15.

message from Paul to my young friend



# F

ill in what we learned about Paul in these verses.

From what you have learned in this session write under each reference how you think God used this part of Paul's upbringing to fulfil His plan for Paul's life.

Acts 22:28

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Acts 21:39

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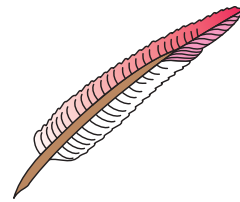
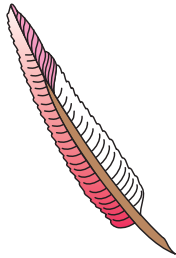
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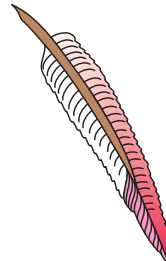
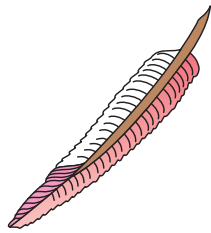
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*It was Gamaliel who said that if the disciples' teaching was not from God it would quickly vanish.*



Paul  
was



The Roman Senate in the second century BC had 300 members.

Philippians 3:5

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Romans 11:1

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All Roman citizens had the right of a fair trial.

There were at least 11 synagogues in Rome at the time of Paul



# PAUL - TURNED AROUND BY GOD

## SESSION 10

### AIM

To help the young people to see the wonder of Christian conversion, and that we each must make a decision about our relationship with God.

### OBJECTIVES

Through this study of Paul's life the young people will have a better understanding of:

- ❖ the importance of a conversion experience;
- ❖ how this experience can occur in varied ways;
- ❖ the fact that not everyone has a 'Damascus Road' experience;
- ❖ the fact that conversion means a change in our attitudes and living.

### INSIGHTS FOR LEADERS

This session follows on from session 9, 'Paul's beginnings', in a series of two sessions on Paul.

Paul's contribution to the growth and building up of the early Christian church was enormous.

The *New Lion Handbook to the Bible* (p.650) reminds us that the movement to spread the good news about Jesus was shaped by: 'one who can justly be called the first European – the educated rabbi Paul, who was thoroughly at home with Greek literature and philosophic thought (as the Areopagus address demonstrates), and who was also a Roman citizen, supremely conscious, as his plan of evangelism demonstrates, of the worth, the power, and the significance of the Empire and the Roman Peace.'

In this session we look at Paul – the Pharisee and self-righteous, young Hebrew who set out with tremendous zeal and fanaticism to stamp out what he saw as false teaching about a crucified Messiah.

We see how he was pulled up by God and completely turned around to spend the rest of his life preaching about this very Messiah.

The relevance of this session for our young people is that we must have our own personal contact with our Lord and Saviour. Just because our parents or grandparents are Christians doesn't mean that we inherit salvation. We must seek it for ourselves.

### FROM THE BIBLE

Acts 9:3 - 19;  
Galatians 1:13 - 24;  
Philippians 3:5 - 8.

### CHECKLIST ✓

There are two suggested Getting Started activities. The video clip has two testimonies showing how God changes lives. Preview the video if you decide to use it.

Starter 2 suggests playing 'Streets and lanes' or making a maze for a small group to walk through. Prepare this well beforehand.

An alternative to these suggested starters would be to invite someone to *TRIBE* who has recently become a Christian and is now genuinely living a changed life style. They can tell their conversion story or could be interviewed. Remember though that this is a starter activity. This same guest could then finish the session with a challenge to the young people. Make sure they have a copy of the session notes to see the direction in the objectives.

There is only one suggested teaching approach which uses Bible readings and discussions. It is broken into various steps in Paul's life to help you. If you think that there are too many passages of Scripture for your group to read, be ready to explain some of them instead.





## VIDEO CLIP

Use the video that is supplied with this manual to show the relevant clip.

## POINT

Different people come to know Jesus in different ways. Sometimes it's a gradual awareness and sometimes it's a dramatic change. Today's session is about Paul's conversion and how this changed the direction of his life and the world!

## POINT

There are many times in our lives when we discover that we have been going the wrong way and need to change our direction to reach our goal. One of the most important such occasions is when God asks us to choose to go His way and we have to decide if we will follow Him. In this session we will look at Paul and see how he met Jesus, the decision he had to make and the change that decision made to his life.



## VIDEO CLIP

If you have access to the two volume *Visual Bible of Acts* video set, show all of chapter 9 before you do the Bible cross referencing in the session.



## LEADER TIP

Have the three headings about Paul's meeting with Christ already written up.

# GETTING STARTED

1. Show the video clip of the testimonies of conversion. Give the young people some opportunity for comment by asking questions like:
  - How did they come to faith in Jesus compared to the testimony they have just heard?
  - What other testimonies of conversion have they heard that show that people come to faith in different ways?

Or

### 2. Especially for juniors

Play the game 'Streets and lanes', with the changes from streets to lanes occurring frequently so that the runners have to stop and go another way, or, if your group is small, prepare a maze for them to walk through in which they have to stop and change directions several times.

# GOING DEEPER

## Finding the facts

Involve the young people in looking up selected verses and reading them out so that they get the overall picture of Paul's dramatic change from a fanatic persecutor to a devoted follower of Christ. In each section there is a discussion point. Encourage your young people to visualise and enter into each action so that the discussion is of value.

### a. Paul – the persecutor

Read these verses and decide what they tell us about Paul:

1 Corinthians 15:9 ('I persecuted God's church.' GNB);

Galatians 1:13 ('You have been told how I used to live when I was devoted to the Jewish religion, how I persecuted without mercy the church of God and did my best to destroy it.' GNB);

Acts 26:10 - 11 ('I received authority from the chief priests and put many of God's people in prison and when they were sentenced to death, I also voted against them. Many times I had them punished in the synagogues and tried to make them deny their faith. I was so furious with them that I even went to foreign cities to persecute them.' GNB).

Why did Paul act in this way? All of Paul's learning pointed to the long-awaited Messiah appearing with great physical power and destroying those who trampled on the Jews.

Paul's actions and attitude show the contempt felt by the Jewish leaders for a 'Messiah' who was lowly, an itinerant preacher and actually crucified! And His followers were no better!

### b. Paul's life-changing encounter with the risen Christ

Read together Acts 9:3 - 8. Ask the young people to read out the words Jesus spoke to Paul.

The question ('Saul! Saul! Why do you persecute me?')

The new understanding ('I am Jesus, whom you persecute.')

The command ('Get up and go.')

How did Paul remember this encounter? Read:

Galatians 1:15 - 16 ('But God in his grace chose me even before

I was born, and called me to serve him. And when he decided to reveal his son to me . . .');

1 Corinthians 9:1 ('Haven't I seen Jesus our Lord?');

1 Corinthians 15:8 ('Last of all he appeared also to me.').

Consider these statements:

- The experience on the Damascus road led Paul to acknowledging that Christ needed to be No. 1 in his life.
  - For Paul this conversion experience was THE most vital and formative influence upon his life. How does Philippians 3:5 - 8 emphasise this?
  - (Everything else – his Jewish ancestry, training and education pales into insignificance in the light of this life-changing encounter with the risen glorified Christ.)
- c. **Paul after his life-changing encounter with the risen Christ**  
Read Acts 9:10 - 19. Paul was helped by the Christian Ananias. Discuss with your group how Ananias must have felt when God told him to go to Paul's help. Read again v.13.

What if he had refused to go? Ananias played an important role in discipling Paul.

How does v.17 say he addressed Paul?

Read again v.15 where God explained His task for Paul. No wonder Paul sought a quiet place to think about all that had happened.

i. **Damascus to Arabia (Time out)**

Read Galatians 1:15 - 17.

Arabia, not the headquarters at Jerusalem, was the place Paul went immediately following his conversion. He needed to work out the significance of meeting Christ. He must look at the work he had been doing, believing that it pleased God, and do a complete turn around to accept that Jesus was indeed the Messiah.

The quiet of Arabia was ideal for thought and prayer and time out with God. It was during this time that Paul worked out where he stood with God.

ii. **Arabia to Damascus (Escape in a basket)**

Read Acts 9:20 - 25.

Paul now had to prove by his preaching that he was really sincere and not trying to con people to become believers so that he could arrest them!

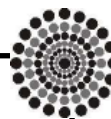
The crowd's attitude was very typical.

Read v.21 again. But Paul's preaching was so powerful and his proof that Jesus was the Messiah (from his searching of the Scriptures in the time out) could not be proved wrong by the Jewish leaders. (v.22)

Naturally this made them angry. Angry enough to want to put a stop to his teaching!

See also 2 Corinthians 11:32 - 33, 'When I was in Damascus, the governor under King Aretas placed guards at the city gates to arrest me. But I was let down in a basket through an opening in the wall and escaped from him.'

How do you think this persecution made Paul feel?



**LEADER TIP**

You could have individuals or five small groups work on the different sections and report back to the whole group.

Would he think about the Christians he had persecuted himself?

Would his pride in who he was make him angry enough to say that he didn't have to put up with such treatment? (His conversion was a very real experience and his sense of a calling to preach the good news about Jesus was so great that this did not stop him.)

He really had been turned around by God in his attitudes and thinking.

iii. **Damascus to Jerusalem (A fortnight with Peter and the other apostles)**

Read Acts 9:26 - 29 and Galatians 1:18 - 24.

Why were the disciples suspicious of this man?

Why did he have to leave Jerusalem? (Acts 9:29 - 30)

iv. **Jerusalem to Tarsus – Cilicia (Return to his birthplace for ten years)**

Read Galatians 1:21 - 24. It is quite clear that Paul played a significant role in the establishment of the church in the Roman province while he was in Cilicia.

Gradually Paul was accepted and so a very different message went around. Read again v.23, 'The man who used to persecute us is now preaching the faith that he once tried to destroy.' And the Christians praised God because of this.

Look at Acts 15:23 - 26 and 15:40 - 41.

The persecutor was now a dear friend, commended and sent off to preach.

The others had accepted the change in Paul's life.

v. **Antioch – the scene for the commencement of the first missionary journey (The call to missionary work)**

Read Acts 13:1 - 3. Quite a few years were to pass from Paul's conversion and commission as an apostle before he began his life's vocation as the Apostle to the Gentiles. One thing stands out clearly from this study – Paul, once turned around by God, never looked back.

## TAKING IT HOME

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### FOLLOW-THRU

Encourage your young people to find out the conversion story of their discipleship partner. They in turn can share their own.

The Get Involved and Grow challenge of being an encourager could be discussed and worked on.

We must, each one, make a decision about our relationship with God. Even putting it off is a decision!

From this study of Paul we can see how real his conversion experience was. The life changing encounter Paul experienced on the Damascus Road was never to leave him. In fact this conversion was for him a radical change from a totally self-centred life. Paul was challenged by God and turned around to work for Him in preaching about salvation through Jesus.

For many Christians there is no 'blinding light'. They become aware gradually of a need for Christ, and a gradual willingness to give Him control of their will and desires. If our desire to please God is far greater than our desire to please ourselves, we have changed direction and are converted.

# Paul turned around by God

boD yd bnwors berrut



**HIGHLIGHTS**

- When we are converted we change our attitudes and way of living.
- People are converted in many different ways.
- Paul needed a blinding light to stop him long enough to listen to God.
- Paul was completely turned around by God.
- Everyone must have a personal meeting with God and make a decision about obeying Him.

Having read Acts 9:1 - 9 write your own description of Paul's conversion.

These questions will help you write your answers.

1. What did Saul suddenly see? (Acts 9:3)
2. What did Saul hear? (Acts 9:4)
3. What did Jesus say? (Acts 9:4)
5. When Saul realised it was Jesus, how did he feel?
6. What did he ask that proved he believed in Jesus? (Acts 9:5)
7. Where did Jesus tell Saul to go? (Acts 9:6)
8. What did the others see and hear? (Acts 9:7)
9. Did they understand what Jesus had said to Saul? (Acts 22:9)



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

**A**fter his conversion Paul gave all his time, effort and talents to preaching the good news about Jesus.

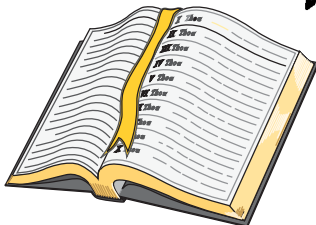
He wrote many letters to encourage new Christians and explain some aspects of the faith that they did not understand.

Paul would have written - or have had written for him by a scribe, all his letters in Greek.

Here is how he would have written Romans 3:23 - 28.

23 πάντες γὰρ ἥμαρτον καὶ ὑστεροῦνται τῆς δόξης τοῦ θεοῦ,<sup>4</sup> 24 δικαιούμενοι δωρεὰν τῆ αὐτοῦ χάριτι διὰ τῆς ἀπολυτρώσεως τῆς ἐν Χριστῷ Ἰησοῦ.<sup>5</sup> 25 ὃν προέθετο ὁ θεὸς ἱλαστήριον<sup>6</sup> διὰ [τῆς] πίστεως<sup>5</sup> ἐν τῷ αὐτοῦ αἵματι εἰς ἔνδειξιν τῆς δικαιοσύνης αὐτοῦ διὰ τὴν πάρεσιν τῶν προγεγονότων ἁμαρτημάτων 26 ἐν τῇ ἀνοχῇ τοῦ θεοῦ, πρὸς τὴν ἔνδειξιν τῆς δικαιοσύνης αὐτοῦ ἐν τῷ νῦν καιρῷ, εἰς τὸ εἶναι αὐτὸν δίκαιον καὶ δικαιούντα τὸν ἐκ πίστεως Ἰησοῦ<sup>6</sup>.

27 Ποῦ οὖν ἡ καύχησις; ἐξεκλείσθη. διὰ ποίου νόμου; τῶν ἔργων; οὐχί, ἀλλὰ διὰ νόμου πίστεως. 28 λογιζόμεθα γὰρ<sup>7</sup> δικαιῶσθαι πίστει ἄνθρωπον χωρὶς ἔργων νόμου.



from your own Bible and write out 2 of the verses that you are glad he wrote down for us to know.

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# Paul turned around by God

boð yd bnuors bærnut



**W**rite your description of Paul's conversion after you have read Acts 9:1 - 9.

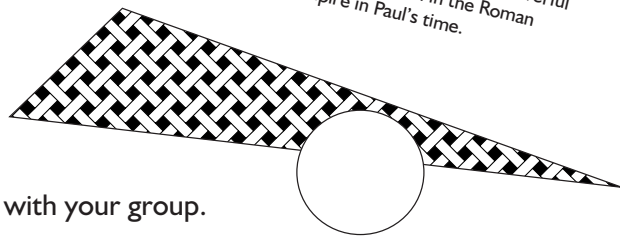
It is believed that the Pharisees originated in the third century B.C.



Handwriting practice lines consisting of a series of parallel lines sloping downwards from left to right.

Believers were first called 'Christians' as a joke by unbelievers at Antioch.

Mithraism was the most powerful mystery religion in the Roman Empire in Paul's time.



**D**iscuss these questions with your group.

1. Where was 'your road to Damascus' - the place where God first got your attention?
2. Who has been an Ananias in your life?
3. What did that person do for you?
4. To whom have you been an Ananias? How?

God spoke to Paul in his own language.

**M**ake a dateline of Paul's life from when he set out from Jerusalem to persecute the Christians till he began his first missionary journey.

**S**TART HERE

(Acts 26:10 - 11) Paul sets out from Jerusalem to

At Damascus (Acts:9:3 - 8)

Ananias \_\_\_\_\_

\_\_\_\_\_ (Acts 9:10 - 19)

In Arabia he \_\_\_\_\_

In Damascus (Acts:9:26 - 29)

(Galatians 1:17)

In Jerusalem (Acts 9:26 - 29)

Paul \_\_\_\_\_

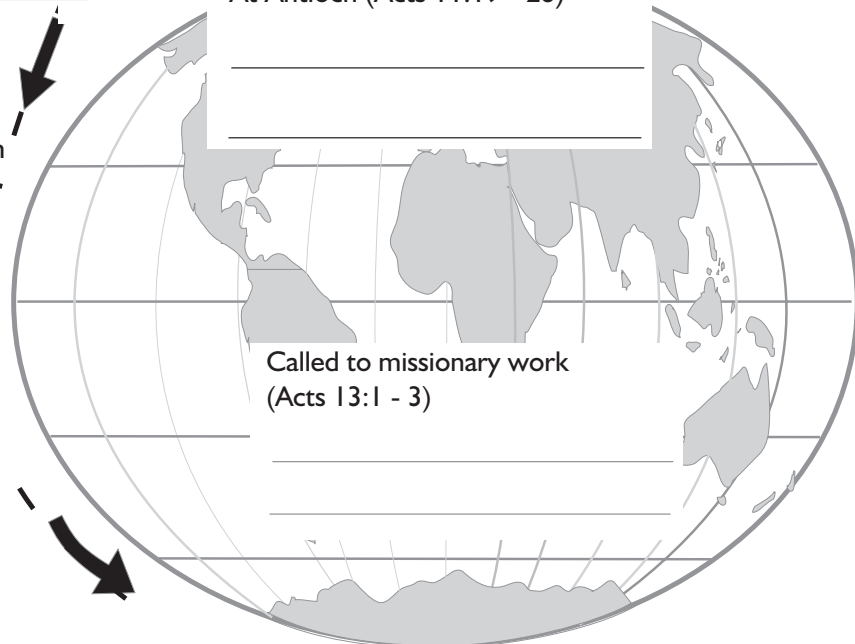
Return to Cilicia (his birthplace)  
(Galatians 1:21 - 24)

At Antioch (Acts 11:19 - 26)

Meeting with the apostles in  
Jerusalem

Called to missionary work  
(Acts 13:1 - 3)

(Galatians 2:1 - 10)



# YOU'RE A LEGEND

## AIM

To inspire young people to follow the example of Salvationists such as Lily Sampson and Vic Pedersen.

## OBJECTIVES

As a result of this session the young people will be able to:

- ❖ see the value of a character developed on Christian principles and practice;
- ❖ understand that consistent Christian living is the best witness for Christ;
- ❖ appreciate that many find fulfilment and personal development through dedicated Salvation Army service.

## INSIGHTS FOR THE LEADER

The two mini-profiles included in the lesson highlight how God calls different personalities, uses and fits them for specific and varied areas of work.

Although the two stories presented are about officers, there should be no difficulty identifying soldiers in your corps or in nearby corps who also exemplify the qualities discussed in today's session. You may prefer to use someone known to the group rather than the stories given or to supplement the teaching with the local examples.

Follow up on those young people who intend to interview someone during the week.

## GETTING STARTED

1. What are some important jobs that keep our community going? Mention police, fire and hospital services. Each of these has a different function and each is important to the smooth running of our community.

Read 1 Corinthians 12:4 - 7. What does this passage tell us about our church community? (We have different types of jobs done by different people.)

Or

2. Make a list of the different ministries carried out in your corps (such as street ministry, visiting, welfare and so on). Which of these do you see as your ministry? What would be some other ministries you would like to see working at your corps?

## SESSION 11

### FROM THE BIBLE

2 Timothy 2:15;  
1 Corinthians 12:4 - 7

### VIDEO CLIP



There is a video that accompanies this session. It presents the stories of the two Salvationists featured. Preview it before the session.

### CHECKLIST



Prepare the Getting Started activity you will use with your group.

There are two parts to this lesson and you should touch on both of them. The first part is an introduction to the idea that God comes to people and works in their lives in different ways. This is a quick Bible search to show the qualities developed in our lives as God works in us. Activity 3 on the junior work sheet ties in to this approach.

The second part suggests two alternatives. It presents the stories of Lily Sampson and Vic Pedersen but these could be replaced by your local examples. Ask an assistant to be prepared to tell one of the stories – be familiar with the other one yourself.

If you are going to use a local Salvationist, invite them to come along and make it clear to them what you want them to talk about. (Prepare a specific list or give them a copy of the questions to be asked.) After the lesson thank those who have participated.



**POINT**

Many fine Salvation Army soldiers leave their chosen work or profession to serve God as officers or as lay workers in full-time ministry. God uses their gifts and talents in many varied ways.

God has a work for every believer. It is exciting to find out what that may be, but having found out, it is only the beginning of a walk of faith with God.

Or

### 3. Recent testimonies

Show cuttings from Army periodicals (*Warcry, Pipeline, On Fire*) describing the dedicated lives of Salvationists or those in full time ministry. Have a leader or senior young person read or summarise some of them.

## GOING DEEPER

### 1. Qualities Salvationists should show

Read the following verses together. List the qualities mentioned and discuss those you feel Salvationists should show. (This is activity 3 on the junior work sheet.)

Ephesians 4:1 - 2; 1 John 3:24; Ecclesiastes 5:4; 2 Timothy 2:15.

### 2. Guest speaker

Invite a local Salvation Army soldier or officer to come to the group. The young people can each pose one or two questions to that person to discover:

- the motivation for leaving their work to follow God in the way they did or are doing;
- their most exciting and satisfying experiences;
- how he/she has coped with problems;
- the benefits of serving God in this way.

Have the questions prepared beforehand and share these with your guest so they, too, can be prepared.

Or

Show the stories/story of Lt. Colonel Lily Sampson and/or Brigadier Victor Pedersen from the video supplied with this handbook.

### The story of Lily Sampson

It was William Booth, the founder of The Salvation Army who once said 'Some of my best men are women'. He was right, and The Salvation Army in Australia has seen over the years men and women who have spent their whole lives showing others the gospel of Jesus Christ. One of those women was Lily Sampson.

Lily Sampson was born in 1906 to John and Sarah Sampson in Western Australia. Her parents were Salvation Army officers and Lily was the third child and the first daughter. As Lily grew, her family life was strongly influenced by music, accounting, art and preaching.

She particularly showed a flare in art and when she was 16 the family moved to Sydney and Lily won a scholarship in art for further study.

She became a commercial artist, but felt very strongly the call of God on her life and at the age of 20 entered the Training College for Officers from the Dulwich Hill Corps.

Someone once said of Lily, that for her, 'every duty was a sacred offering'. This was evident in the many different types of service she gave as an officer. She served as a corps officer, in a girl's home, in the youth and editorial departments at headquarters and on the staff at the Training College.

It was during this time that she felt God's call on her life to serve Him in India as a missionary. This opportunity however did not occur for another 16 years when in 1946 at the age of 40 she was appointed to



**VIDEO  
CLIP**

work with the youth in India.

The work in India was not easy, and the conditions difficult, but Lily knew she was at the centre of the will of God working with the children and women of this poor country.

It was while she was working in India that she was appointed to London as an editor in the literary department where her artistic skills were used to great effect.

While in London she wrote a song for a friend's wedding. This is now song 711 in our Salvation Army song book.

After 10 fulfilling years of overseas service she returned home to Sydney. After two brief appointments on headquarters she was appointed as Senior Police Court Investigating Officer for seven years.

During this time she ministered to girls and women who were prostitutes, criminals and homeless. She was referred to as 'The angel in a straw bonnet'.

Every day Lily would visit these girls in the cells with a Bible in one hand and a box of headache powders in the other. She said herself of this work, 'Unfortunately there are only 24 hours in one day and I am only one person and there is so much to be done.'

Lily retired from active service in 1966, but continued to write poems, stories or letters up until a few months before she died on 17th February 2000. Many people, and in particular missionaries benefitted from her writing, poems and notes of encouragement.

We thank God for this wonderful woman. May her influence, service and dedication to Him encourage us to live for Him and Him alone.

### **The story of Brigadier Victor Pedersen MBE**

Vic was born in Java Indonesia in 1919 to Salvation Army missionary officer parents.

In 1937 he entered the Melbourne Training College to become a Salvation Army officer. He served as a corps officer until the second World War began when he joined the Royal Australian Airforce and became a qualified pilot. Little did he know how much God would use this skill in the future.

Vic worked in Darwin as one of The Salvation Army's Red Shield representatives with the thousands of servicemen stationed there to protect Australia from enemy attack. He assisted with welfare needs and practical needs setting up canteen facilities. (The Salvation Army's 'hop in' centres.) This was difficult as men were scattered over the area with no roads to some places and others only accessible by boat. 'If only I had a plane, I could cover the whole of the outback!' he thought.

This vision became a reality when it gained the support of Commissioner William Dalziel, the officer in charge of the Army's work at that time. Money was raised by the Red Shield units in Melbourne for a two seater, open cockpit Tiger Moth aircraft at a cost of 486 pounds. This proved to be a vital link between the Army's work and future ministry in Northern Australia.

After the war, Vic was joined by his wife Olive and their son to settle



## **LEADER TIP**

You could have copies of the song book to show the young people Lily's song.



## **LILY'S VERSE**

The following verse was written whilst Lily was working with women in the court system:

When the bowl is smashed,  
Lacking a hand to mend it,  
Lies it just where it crashed,  
That smashing once will end it.  
This is of life the seal,  
This is of death the token,  
That which has life will heal,  
Only dead things stay broken.



## **LEADER TIP**

If you have a map of Australia on display, you could point out some of the remote areas where the Pedersen's served God.



## OUTBACK CHRISTMAS

Vic tells of one of his visits at Christmas:

Christmas falls for us in the wet season, when places away from the Stuart Highway are cut off from all road traffic. I landed at one such place shortly after Christmas. There is no aerodrome, but some gravelly patches of ground that are suitable for a light aircraft. The roads have been impassable for several weeks and the radio was away being repaired. My eight year old son and I were the first people they had seen for six weeks.

Each year in my Tiger Moth aircraft I visit a number of cattle stations as closely as possible to Christmas, and at all these places the Christmas story, Christmas carols and Christmas films are used.

in Darwin and begin a ministry to those in isolated areas. These were difficult 'pioneering days'. Olive would speak of loneliness, isolation and hardship, particularly raising four children in the outback, while running corps in Darwin and Katherine along with the fortnightly visitation as the Flying Padres.

It was not all hardship. As Flying Padres they would visit homesteads and cattle stations across two states. Here Vic was able to link children with the Army's Postal Sunday School in Melbourne and Sydney. Being the only ministers people had in such remote areas, they would dedicate babies, perform weddings and funerals. It was not unusual for Vic to be found fixing farm machinery, flying sick people to hospital or running business errands. All were part of his ministry.

In 1959 he began a unique film ministry to the outback, sharing the gospel message by showing Billy Graham Crusade films.

Vic became the first representative of the British and Foreign Bible Society in the Northern Territory and an important part of his ministry was distributing Bibles to those he met.

He had several brushes with death. In his early days of flying, he had to make a forced landing. He kept himself and his two passengers alive by distilling seawater in his flying helmet until they were rescued. Sometimes people joked that prayer and glue kept his plane flying.

God kept him safe and his ministry was greatly used. He was awarded an MBE (Member of the British Empire) in recognition of his pioneering work.

In 1972 Vic and his family returned to Melbourne where they served as managers of a senior citizens' village for four years.

Their next adventure was to be in Bangladesh following a severe hurricane. Here they oversighted The Salvation Army's relief work and food distribution, the building of low cost housing, the opening of mobile clinics and the establishment of orphanages. Vic not only wanted to work with the practical needs of people, but with their spiritual needs and so he sought permission from the Bangladesh government to register The Salvation Army as a religion as well as a relief organisation. Permission was granted and The Salvation Army continues to work and grow today in that area.

In 1980 the Pedersens returned to Melbourne where Vic became a prison chaplain. Within the Victorian prison system he started Bible study classes and organised for Christian news magazines to be given to prisoners.

In 1984 he retired, but after the death of his wife in 1987, he spent five years in the remote highlands of Papua New Guinea with responsibility for all maintenance work there.

Flying was Vic Pedersen's life blood, but more importantly still, were the opportunities of winning people for God. When asked how he would like people to remember him, he replied 'not for his work in the Australian outback or Bangladesh or Papua New Guinea, but as someone who realised and cherished every opportunity to 'Bring The Gospel'. BTG was the registration of the aircraft used in the Flying Padre Service and Vic would explain that this was what the letters stood for.



## ORDER OF THE FOUNDER

Vic's work for God was recognised in 1999 when he received the Order of the Founder. This order of merit marks distinguished service such as would have specially commended itself to the Founder, William Booth.

'The award came as a complete surprise,' Vic said. 'The emphasis of my work was always to seek the interest of God's kingdom and to make Jesus known to everyone.'

# TAKING IT HOME

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Our guest speaker/Lily Sampson and Vic Pedersen all showed us strong Christian principles and values that are important to us as The Salvation Army.

These people have testified that nothing was done in their own strength. It was the power of God, that enabled them to accomplish so much.

These were ordinary people – who became ‘Legends’ when they offered themselves to be used by God in service.

We all have the capacity to be legends and to make a mark for God in this world.

## FOLLOW-THRU

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Both work sheets have activities that ask the young people to think about personal qualities that they could develop to serve God. Try to spend some time encouraging them to let God use their talents. The Get Involved and Grow challenge in training for leadership – ‘Use Your Talents’ could be tied in to this session.

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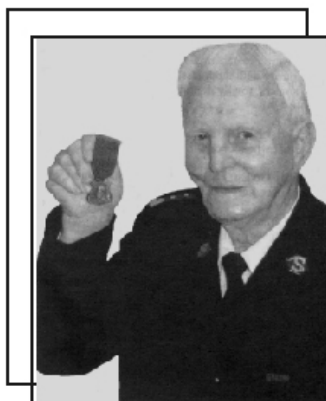
*Grassroots Army, Marching Men*, 1890;

*Grassroots Army, Two Wings for an Eagle*.

(Available Sydney Salvationist Supplies.)



Lily Sampson loved writing even in her later years of life.



Vic Pedersen with his Order of the Founder medal.

# you're a legend!

### HIGHLIGHTS

- There are many people living faithful Christian lives.
- God uses ordinary people.
- Listening to God's leading is important in every Christian's life.
- The Salvation Army owes a great deal to the work done by dedicated soldiers and officers.
- I can find inspiration to keep going by knowing about other's 'legendary' lives.

### A checklist of what a salvation legend should be:

Add a few more words to the list. Underline the qualities you want to have.

- honest
- true
- useful
- faithful
- a friend
- obedient
- loyal
- truthful
- sincere
- consistent
- kind
- love the right
- not give in

Compose a prayer asking God to help you become a salvation legend for Him.

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Vic Pedersen and the Army plane.

Lily Sampson loved working with the Indian children.



What do you intend to do in the coming week to develop one of these characteristics?

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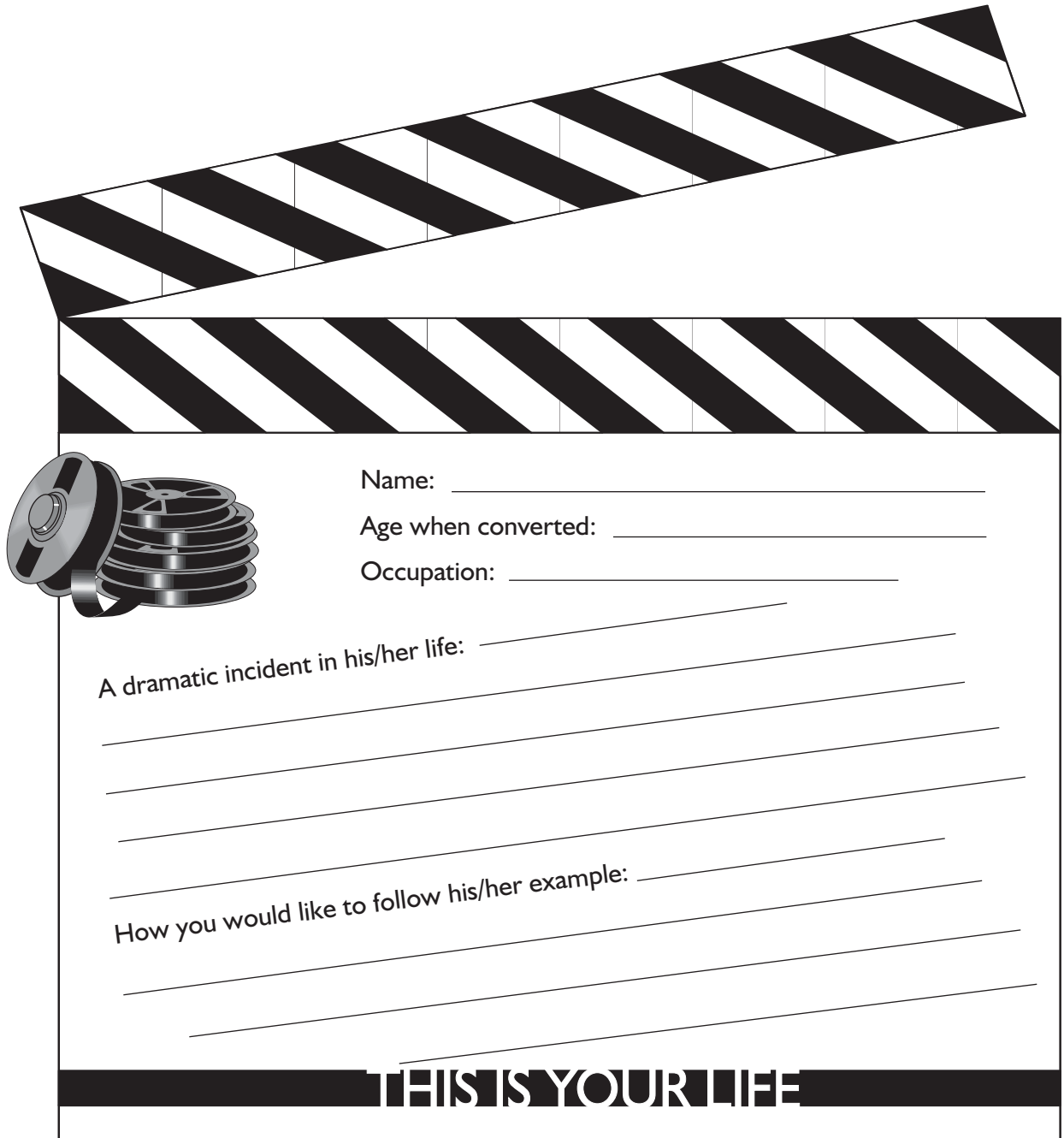


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2. Prepare a 'This is your life' segment on one of the people you have talked about today.



Name: \_\_\_\_\_

Age when converted: \_\_\_\_\_

Occupation: \_\_\_\_\_

A dramatic incident in his/her life: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How you would like to follow his/her example: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THIS IS YOUR LIFE**

3. Read these verses: Ephesians 4:2, 1 John 3:24, Ecclesiastes 5:4, 2 Timothy 2:15.  
Select the one that you would like to use to guide you in your life. Write it out here. Add to it a short prayer asking God to help you to use it each day.

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1. Think of 12 words that describe a salvation 'legend'.  
Write them here:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Underline those qualities you would want to see developing in your own life.

Write 2 of these qualities here and explain why they are important.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Commandant Evans collected faithfully at the station for 35 years.

- God uses ordinary people.
- There are many people living faithful Christian lives today.
- The Salvation Army owes a great deal to the work done by dedicated soldiers and officers.
- Listening to God's leading is important in every Christian's life.
- I can find inspiration to keep going by knowing about other's 'legendary' lives.



How can you begin this week to develop one of these characteristics?

General Burrows (R) has her B.A. and M.Ed. degrees.

you're a LEGEND!

2. Imagine you were nominating a Salvationist from your corps for the Certificate for Legendary Service. Prepare a mock 'write-up' for that nomination.

Make sure that you know such relevant information as:

Full name: \_\_\_\_\_


Age when converted: \_\_\_\_\_ Years of service as a soldier: \_\_\_\_\_

Corps they worked in: \_\_\_\_\_

Position held in the corps: \_\_\_\_\_

What you feel makes them worthy for the certificate: \_\_\_\_\_

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



In Recognition  
of  
Legendary  
Service

Presented on behalf of  
The Salvation Army

'There are different ways to serve the  
same Lord and we can each  
do different things.'  
1 Corinthians 12:5 and 6 (CEV)

The Crocker was a faithful Salvationist at Broken Hill known and loved by thousands of miners.

3. Contact a Salvationist in the corps – perhaps an older person who has time to sit and chat – and next week come and tell the group what you discovered about his/her life within the Army /or record the conversation and bring the tape to be played.



## SESSION 12

# 'YOU KNOW WHAT I THINK? ...'

### FROM THE BIBLE

Genesis 1: 26 - 28; Romans 3:  
23, Colossians 4:5 - 6



### CHECKLIST

There are two Getting Started activities to choose from.

There are five suggested approaches to cover in the Going Deeper section. Cover the first four of them. The last one is only for senior groups if they have time.

Have sufficient copies of The Salvation Army Positional Statements (available from your corps officer or off the Army's website – [www.salvos.org.au](http://www.salvos.org.au)) ready to hand out during the session.

Some leaders may find it easier to ask another leader in the corps to speak about Army beliefs on topical issues. It is better to do that than leave the session out completely!

## AIM

To encourage young people to apply their Christian beliefs to topical issues and communicate their point of view in a sensitive manner.

## OBJECTIVES:

As a result of this session group members will:

- ❖ be aware that The Salvation Army has a set of Positional Statements on current issues;
- ❖ understand the worth of a Christian value system;
- ❖ be better equipped to express a point of view on current issues and life situations, based on biblical values.

## INSIGHTS FOR THE LEADER

A vital part of youth discipleship is helping the young people learn to effectively communicate their faith when talking about moral and ethical issues. Young people need to become aware of and to understand what a value system is. We need to encourage them to take as their own the values of Jesus Christ and to communicate these values to their peers with sensitivity, integrity and conviction.

These young people are growing up in a world where 'speaking your mind' on issues is encouraged more than in any other generation. At the same time they are being influenced on moral issues through popular TV shows, magazines, radio, teachers, parents and peer pressure. If the Church is silent about issues in society, these learned values from the world will stay with the young people. The Church therefore must give them an understanding of why we believe what we do on certain issues.

We want to encourage the young people to think in a way that reflects Jesus' teaching. At this stage of their lives encouraging them to stop and ask themselves, 'What would Jesus say about this?' is a great beginning for owning a Christian value system.

It is important that the young people know that The Salvation Army has guidelines on difficult moral and ethical issues. These are known as The Salvation Army Positional Statements and will be introduced to the young people in this session. This is not meant to be an in depth session on any one issue, rather it is an introduction to knowing that such statements and guidelines exist and that there is a positive way of letting people know what we believe about such issues.

It's important to have some discussion on these issues but as the leader try not to get too involved in any one issue because each one will be handled in more depth in other sessions.

Leaders will need to firstly examine and evaluate their own feelings and then plan and prepare thoroughly. Keep before you the aim of the session, avoiding unnecessary 'off the topic' discussions and try to cover the objectives for the topic. Allow and encourage the young people to be open and honest with some of their existing opinions without showing shock or disapproval. Not all Christians agree on the right answers to ethical problems and not even all Salvationists share one common view on them, so make sure that you are not imposing any personal viewpoint on these topics. Pointing to the Bible teaching and Salvation Army Positional Statements is what we need to do.

## WEBQUEST



There is a website on the internet that you or the young people might like to investigate. [www.shootthemessenger.com.au](http://www.shootthemessenger.com.au) is a Christian critical review of popular culture and deals with many moral issues and Christian responses to those issues.

## GETTING STARTED

### 1. A fairy tale!

Tell the following story:

A jealous king sets off on a long journey. Before leaving he orders his queen to stay inside the castle while he is gone. He instructs the guard to use any means to stop her from leaving. The king is away for three years. The queen grows very restless, difficult to please and all this causes the royal staff to be on edge. One night she is tempted away from the castle and she decides to escape. As she crosses the drawbridge, the guard fires an arrow, which pierces her heart and she dies.

**Discuss:** Who is responsible for the queen's death? The queen herself? The guard? The king?

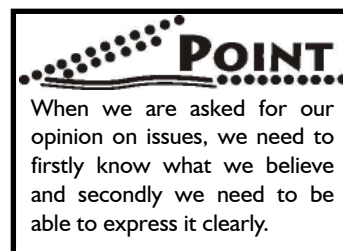
Have the young people discuss their opinions and their reasons for coming to those conclusions. Help them see that there are no clear cut answers to questions like this. We bring our own values and opinions to why we answer the way we do.

Or

2. Have the young people stand in the middle of the room with three large pieces of paper on the floor around the room with the letters A, B and C written on them. You then tell them you will call out three statements and they should choose which one is most important to them and go to stand on the corresponding letter A, B or C.

(Make sure you say the letter first.)

- a. to be generous towards others
  - b. to be my own boss
  - c. to have understanding friends
- a. to be well liked
  - b. to be free from having to obey rules
  - c. to be in a position to tell others what to do
- a. to do what is morally right
  - b. to go out of my way to help others
  - c. to have people willing to offer me a helping hand
- a. to be alone sometime
  - b. to be more affectionate and close with others
  - c. to guide and teach others



When we are asked for our opinion on issues, we need to firstly know what we believe and secondly we need to be able to express it clearly.

**POINT**

There was no right or wrong answer to the statements but some of them were hard choices. As we get older there are many issues we have to face in life that require hard decisions and we are going to think about how we decide.



**LEADER TIP**

Activity 1 on the work sheet is to be used with the group discussion on how our value system is formed and affects our thinking and decision making. Suggested points to help the discussion flow are given for each different value.

Call them all together to discuss what they learned from the exercise. Did they find themselves evading the hard statements and choosing the less risky ones? Did they deliberately choose the risky ones? If they were the only one in a group – how did they feel? If they were in a large group – then how did they feel? Did they wait and then go in the direction that their friends or the majority went?

**GOING DEEPER**

**I. Group discussion**

Every day of our lives we make decisions. Many of these decisions are moral decisions – that is, decisions between right or wrong. Where does the data, the information that enables us to make decisions, come from?

Write up the headings a to c under the caption ‘How do my values develop?’ Make copies of the work sheet and use activity 1 as a focus for this discussion. Some actions and choices on the work sheet may fit in more than one category – it is more important that the young people discuss the influences behind their values rather than deciding on a right or wrong answer!

**a. A set of values we have inherited**

These are the ideals, the morality, and the culture we have grown up with. These values are important, for without them we would not be in a very good position to make individual free choices.

We inherit our value system from a number of sources: our parents and family, our schoolteachers and education, our church, community, culture and peer group. The media also plays a large role in influencing our values. Television, radio, magazines, newspapers and the internet all express opinions and influence us if we allow them.

Look at the points in activity 1 and discuss which ones you think relate to values from our society or culture.

**POSSIBLE POINTS TO MAKE**

- \* Shaking hands is a cultural value – in other societies a greeting is shown by bowing or a slight nod of the head.
- \* Which side of the road you drive on varies from country to country.
- \* Setting the table in certain ways varies from family to family and some cultural groups eat with their fingers or use chopsticks.
- \* Being the first to talk to new people may be because I am an out-going person.

If we are not doing very well in decision-making using our inherited values, where do we go for new data upon which we can make decisions? (We are open to any influence – good or bad!)

**b. A set of values that are based on practical issues**

Sometimes we have to make decisions about what we value most in life. Sometimes these decisions have to be made between two perfectly good and equally desirable things. For instance, if we have to choose what to pack for a weekend away – which T-shirts, shoes or CDs will we take?

What do we value most in life? Is it:

- The pursuit of personal goals in career, sport and family?

- Relationships?
- Possessions?
- Learning to know God better?

If we don't value something highly, what is likely to happen?

- We walk away and leave it.
- We neglect it.
- We destroy it.

For example – put this to the test with 'human life' - what happens if we don't value it highly? (We don't care if our attitudes and values hurt people.)

Have a look at activity I on the work sheet again and draw a line between those actions and choices that you think are linked to practical values.

#### POSSIBLE POINTS TO MAKE

\* If someone lives nearby who shares my interests, it may be more practical to be friends with him/her than trying to be with the Christians I know who live further away.

\* Buying the joggers rather than sponsoring a child may be because I need joggers! There is nothing wrong with buying brand name goods!

You have probably already discovered in the work sheet activity that sometimes our inherited values and our practical values clash. (e.g. my parents want me to go to church but I want to play cricket; I know I should sponsor a child but I really want the joggers.)

#### c. **A set of values based on Christianity**

Christianity maximises our values and offers something deeper. What Christianity does is take the different sets of values that are in competition and bring them together so that all become part of the REAL value system that can govern and control our lives.

With every decision we have to make, we are encouraged to think and ask ourselves 'what would Jesus do?'

Because we are God's children, we have received his salvation, his love and his forgiveness. He wants us to follow his will and adopt his value system. Have a look at the work sheet again and link the choices that you think could be made with a WWJD attitude.

#### POSSIBLE POINTS TO MAKE

\* Sponsoring a child in Asia could be an inherited value because my family supports world missions or it may be because my Christian values help me to see that I can share what I have with others.

\* Being a friend to new people is modelled on Jesus' example to the lonely.

\* Going to church rather than something else I enjoy is a conscious decision to put God first in my life. (But enjoying sporting events is not wrong!)

\* Keeping the extra change would mean I am stealing.

The problem is that in today's world God's authority is open to question and ridicule more than ever before. The church no longer is a respected authority on values. Yet, the world needs to hear and see the expression of Christian values in all issues.

## 2. What the Bible says

The Bible does not provide clear cut rules of behaviour for every situation. It does however tell us clearly how God created us and gave us a free will to choose.

Read Genesis 1:26 - 28. Who were humans made like? (Human beings were created in God's image – NIV. We were intended to be good and perfect like God.)

Read Romans 3:23. What happened to this good and perfect creation? It was spoilt by sin.

Part of being created in the image of God means that humans are responsible for the world and all that is in it. We are ultimately responsible to him for our acts and for our choices.

## 3. Positional statements

Hand out copies of the various Positional Statements and ask the young people to look at the topics covered. They could swap them around and check out the variety of topics. You could make a list and briefly talk about what some of the issues involve. Are there other topics the young people think should be covered? What are they?

Positional Statements cover topics such as: abortion, HIV/AIDS, alcohol and other drugs (social drinking, tobacco), capital punishment, conscientious objectors, the environment, euthanasia, gambling, human sexuality (marriage and family life, sexuality and singleness, homosexuality), pornography, Sunday observance, discrimination, New Age movement, the occult, healing, the sacraments, surrogacy, invitro fertilisation, speaking in tongues, violence within the family.

These statements are prime examples of Christian values in action with a strong biblical basis. Activity 2 on the work sheet could be done at this stage.

## 4. Talking about it

When friends ask you questions or challenge your beliefs, how do you respond to them? Do you remain silent or do you hotly defend yourself or are you somewhere in between?

Read Colossians 4:5 - 6. What does this say about talking about your values and attitudes? ('Be pleasant and hold their interest when you speak the message. Choose your words carefully and be ready to give answers to anyone who asks questions.' CEV)

In pairs practise a 'what would you do' situation. One person is a believer and the other a non-believer. Choose some issues that are topical for your group (such as those raised in activity 1 or for older groups those mentioned in activity 3). As a group briefly outline what they would say and then do it in the pairs. Change roles. De-brief the pairs by asking them how they felt about explaining themselves and whether it was done with sensitivity to the listener or enquirer. What would they do differently in a real situation?

## 5. The crash

Group discussion and exercise.

A light aircraft has crashed on landing. All ten passengers have been critically injured. On arrival at the hospital it becomes apparent that there are only enough staff to cope with five of the victims and unless treated immediately, all could die.



### LEADER TIP

You may choose to have a guest lead this activity if you are not familiar with the Positional Statements yourself. They would need to be confident about the information in the various Positional Statements but remind them that there are other *TRIBE* sessions that look at some issues in detail – this session is an introduction to the Positional Statements.



### FOR SENIORS

This simulation game is only recommended for senior groups and would be best done **AFTER** the other discussions have been completed.

You are the medical staff and have 15 minutes to discuss and choose as a group which five are to be treated immediately. There must be 100% agreement on each person treated.

- The pilot – who was married just last week.
- Widowed mother of six children.
- A lobbyist for world peace.
- A world famous pianist.
- An 18 year old with Downs syndrome.
- A religious leader.
- A convicted murderer going to donate a kidney.
- A pathologist on the verge of a cure for cancer.
- An unmarried teenage pregnant girl.
- A 13 year old boy.

The process of this exercise will create interesting discussion on each young person's value system.

## **TAKING IT HOME**

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We all have a value system, whether it is inherited, practical, spiritual or a combination of each. As God's children we have a responsibility and a privilege to represent Him in the world, and part of that representation is sharing His values with others. So we need to make sure we understand His values. Then when we do, we can quietly point out to others that we believe His values are the best.

## **FOLLOW-THRU**

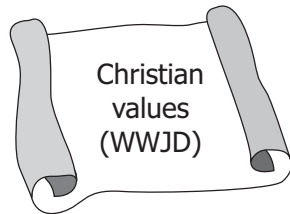
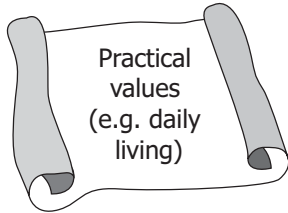
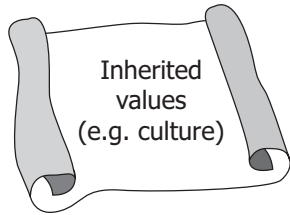
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The challenge of 'Memorising Scripture' could be introduced here.

Use the passage about following in Jesus' steps. I Peter 2:20 - 25

You know what I think?

1. Draw a line from one or more of the three types of values to the actions and choices that have been made.



- Having a non-Christian as my best friend.
- Shaking hands to greet someone.
- Sponsoring a child in Asia rather than buying Reebok joggers.
- Going to church rather than the cricket.
- Keeping the money when the cashier gives me too much change.
- Driving on the left side of the road.
- Being the first to talk to the new person at school.
- Placing the dessert spoon on the right hand side when setting the table.

2. What are some important issues that your friends talk about or ask your opinion about?

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What is your answer to them?

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**3.** Fill in the missing words from this introduction to The Salvation Army Positional Statements.

GUIDE                      BIBLE                      PRINCIPLES                      MORAL  
AUTHORITATIVE                      THINK                      CHRIST                      REFLECT  
EXAMPLE                      CHANGING                      HOLY SPIRIT                      BEHAVIOUR

**INTRODUCTION TO THE POSITIONAL STATEMENTS**

Jesus Christ is our perfect \_\_\_\_\_, and our lives are to \_\_\_\_\_ his life and teaching. Although the \_\_\_\_\_ provides the only \_\_\_\_\_ access to the mind of \_\_\_\_\_, it is not in the nature of the Scriptures to provide clear cut rules of \_\_\_\_\_ for every situation.

To identify the \_\_\_\_\_ of Christian behaviour requires a careful study of the Bible. Even where the principles are clearly defined, there is still a need for \_\_\_\_\_ reasoning in their application.

In a world which is constantly \_\_\_\_\_ and presenting us with complex moral issues, we need to \_\_\_\_\_ for ourselves, while asking the \_\_\_\_\_ to \_\_\_\_\_ us into all truth.

**4.** Read Colossians 4:5 - 6 and write down the part that you need to work on when talking to your friends about your beliefs.

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# You know what I think?

**1. Draw a line from one or more of the three types of values to the actions and choices that have been made.**

Inherited values   
 (e.g. culture)

Practical values   
 (e.g. daily living)

Christian values   
 (WWJD)

- Having a non-Christian as my best friend.
- Shaking hands to greet someone.
- Sponsoring a child in Asia rather than buying Reebok joggers.
- Going to church rather than the cricket.
- Keeping the money when the cashier gives me too much change.
- Driving on the left side of the road.
- Being the first to talk to the new person at school.
- Placing the dessert spoon on the right hand side when setting the table.

**2.**

**Check out these web sites and share what you find with your friends.**





**3. List 6 topical issues that have a Salvation Army Positional Statement.**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**Choose ONE of these topics and think carefully about what the Positional Statement says about it then write out how you would explain it to a friend.**

**You know what I think about** \_\_\_\_\_

**Well,** \_\_\_\_\_

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## SESSION 13

# ABRAM - WHO ?

### FROM THE BIBLE

Genesis 11:26 - 32 (background to Abraham's life); Genesis chapter 12 and 13 (Abraham's land.)



### CHECKLIST

There are three suggested activities for Getting Started. Choose the one best suited to your group.

If choosing starter 1, have suitable food and blindfold ready.

There are two teaching approaches. It is suggested that all groups use the first one which ties in with the work sheet activity. Then select from the remaining approach according to the time you have available.

Make sure that pens, Bibles and work sheets are ready to be used during the session.



### LEADER TIP

It will be necessary for the leader to read the Scripture references to know and understand which parts of Abram's life are being covered in this session.

Try to read Genesis 11:26 through to the end of chapter 13 in one sitting.

### AIM

To introduce the young people to Abraham as a man of faith and to demonstrate that obedience shows our love to God and brings joy and blessings.

### OBJECTIVES

As a result of this session the young people should be able to:

- ❖ understand how God chose Abraham to fulfil His purposes of salvation and blessing to His people;
- ❖ discover Abraham's responses to God's call, commands and promises;
- ❖ apply this to their own lives.

### INSIGHTS FOR THE LEADER

#### Background

This is the first lesson in a series of four sessions on the Patriarchs. The first two sessions are on Abraham, the man who teaches us so much about faith and obedience.

It is important to note that although we talk about Abraham, at this point in time he is still known as Abram. It is not until Genesis 17:5 that God changes his name to Abraham. (This will be covered in the next session.) For this session it is suggested that the name Abram be used so that the young people become familiar with the name and then the reason for the change.

Abram means 'exalted father'. Abraham means 'father of many'. Patriarch refers to the head of a family or tribe.

The men who wrote down the stories of the Patriarchs were trying to show that:

1. God promised Abraham that his descendants would form a great nation, and that this promise was fulfilled as the years went by.
2. Israel was in a special covenant relationship with God. (A covenant is a solemn agreement between two or more people.)
3. The land of Canaan was God's gift to Israel.
4. God is at work in everything that happens and can bring good out of evil.

Abraham is one of the great figures of history. He is regarded by Moslems, Christians and Jews as the father of their faith. It was Abraham's great faith which enabled him to leave his homeland willingly and trust God's

promises. Abraham also experienced fear when a famine drove him from the land God had given, but his faith that God would keep His promises remained true.

## GETTING STARTED

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1. Have displayed on a table some different types of food e.g. Chocolate, dog food, mustard, etc. (combination of 'good food' and 'yucky food'). Chose or have a volunteer be blindfolded telling them that they can trust you to feed them only the 'good food'. (Make sure you do!)

Ask:

- How trusting did you feel?
- Would it have been easier if you weren't blindfolded?

Or

### 2. Working together

The young people form a large circle, then turn so they are all facing the same way. Nominate a 'leader' in the circle who gives a signal for everyone to slowly bend to a sitting position. Each young person tries to balance sitting on the lap of the person behind, while the person in front sits on his/her lap.

Once this is achieved and everyone has their balance, they may attempt to walk as a group. The leader tells the group which foot to start with and gives the instructions. The young people then carefully move one foot slowly, then the other following the instructions.

Or

### 3. Trust walk

Ask participants to divide into pairs. In each pair one is to be blindfolded while the other acts as the guide to the blind person.

(Use proper blindfolds so the young people cannot see at all.)

Only the guide may speak to give instructions such as 'two steps down', 'bend down', etc.

Allow about five minutes for a fairly substantial experience by each participant, preferably going outside the room and allowing the opportunity to negotiate a number of hazards or obstacles, or set up a hazardous trail in the room.

Return to group and discuss:

- The feeling of total dependence.
- Could the guide be trusted?
- Did you believe the instructions or hesitate – afraid, not really believing your instructor?

## GOING DEEPER

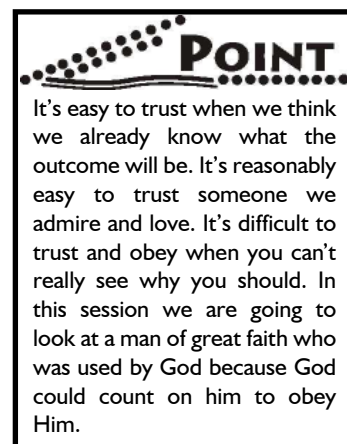
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### 1. Background on Abram

It is suggested that all groups do this activity. Use the work sheets to complete the profile.

Find the answers to these questions from the Bible references.

1. Genesis 11:26 – What is the name of Abram's father?
2. Genesis 11:27 – How many brothers did he have?
3. Genesis 11:27 – What relation was he to Lot?
4. Genesis 11:29 – Who did Abram marry?
5. Genesis 12:1 – Who called Abram and what did he say?



6. Genesis 12:2 - 3 – What did God promise Abram?
7. Genesis 12:4 – What did Abram do?
8. Genesis 12:5 – Who and what did he take with him?
9. Genesis 12:7 What did the Lord say to Abram when they reached Canaan?
10. Genesis 12:7 – What was Abram’s response?
11. Genesis 13:2 - 7 – Which verses tell us that Abram and Lot were very wealthy?
12. Which verse tells us that their servants began to fight?
13. Genesis 13:8 – How did Abram feel about this?
14. Genesis 13:9 – How did Abram solve the problem?
15. Genesis 13:11 – What was Lot’s choice?
16. (Seniors only) Write out the promises God gave Abram in verses 14 to 17

## 2. Stepping out in faith

- a. Have a young person read Genesis 12:1 to the group.  
The Lord said to Abram, ‘Leave your country, your relatives, and your father’s home, and go to a land that I am going to show you.’

### Question

What was his response? How would you respond?

Have another young person read Genesis 12:4.

‘When Abram was seventy-five years old, he started out from Haran, as the Lord had told him to do; and Lot went with him.’

### Question

Did Abram know where he was going? (Read Genesis 12:1 again.)

It must have been very difficult at the age of 75 to pack up and move. Why do you think Abram was so obedient?

- b. Ask the young people to list specific occasions/circumstances in which a person may be required to leave his home (further education, marriage, transfer, extended travel, new job, changed family circumstances etc.).

### Question

How would you feel if you were required to leave your homeland, your family and friends and go to a new land?

Reference could be made to missionaries who may be familiar to the young people.

- c. Read Genesis 12:2 - 3.

What promises did God make to Abram?

God honoured Abram’s faith and obedience by appearing to him and assuring Abram that He would fulfil His promise to him. This happened every time Abram stepped out in faith and obeyed God’s commands.

Could you think of things God may ask you to do that would be a step of faith?

## **TAKING IT HOME**

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In chapter 11 of the letter to the Hebrews there is an honour list of people who have shown remarkable faith. Abraham gets more mention than any other person. Verse 8 says, ‘It was faith that made Abraham obey when God called him to go out to a country which God had promised to

give him.' (NIV)

We have seen that God rewarded this man's trust and obedience because he prospered in the land he went out to.

Pray asking that God will help us all to be like Abram – obedient to the call of God and then trusting God to guide us, even when we cannot see the way. Remind your young people that nothing is unknown to Him. He does know the complete plan and if we are obedient, He will guide us into a life of joy and deeply satisfying service.

## **FOLLOW-THRU**

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Encourage the young people to look at ways they can step out in faith like Abraham with a task from the Getting Involved strand that looks a bit scary but they feel God would like them to do.

## **FURTHER READING**

ALEXANDER, D. and P., *The New Lion Handbook to the Bible*, Lion Publishing, England, 1999.

BALDWIN, Joyce G., *The Bible Speaks Today – The Message of Genesis 12 - 50*, Inter-Varsity Press.

RATTEY, B.K., *A Short History of the Hebrews*, Oxford University Press.



# Abram – who?

A Bible search to complete during the session.

Find the answers to these questions from the Bible references.

1. Genesis 11:26 What is the name of Abram’s father? \_\_\_\_\_
2. Genesis 11:27 How many brothers did he have? \_\_\_\_\_
3. Genesis 11:27 What relation was he to Lot? \_\_\_\_\_
4. Genesis 11:29 Who did Abram marry? \_\_\_\_\_
5. Genesis 12:1 Who called Abram and what did he say? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Genesis 12:2 - 3 What did God promise Abram? \_\_\_\_\_
7. Genesis 12:4 What did Abram do? \_\_\_\_\_
8. Genesis 12:5 Who and what did he take with him? \_\_\_\_\_
9. Genesis 12:7 What did the Lord say to Abram when they reached Canaan? \_\_\_\_\_
10. Genesis 12:7 What was Abram’s response? \_\_\_\_\_
11. Genesis 13:2 - 7 Which verses tell us that Abram and Lot were very wealthy? \_\_\_\_\_
12. Which verse tells us that their servants began to fight? \_\_\_\_\_  
 \_\_\_\_\_

13. Genesis 13:8 How did Abram feel about this? \_\_\_\_\_
14. Genesis 13:9 How did Abram solve the problem? \_\_\_\_\_  
 \_\_\_\_\_
15. Genesis 13:11 What was Lot’s choice? \_\_\_\_\_  
 \_\_\_\_\_

# True / False exercise

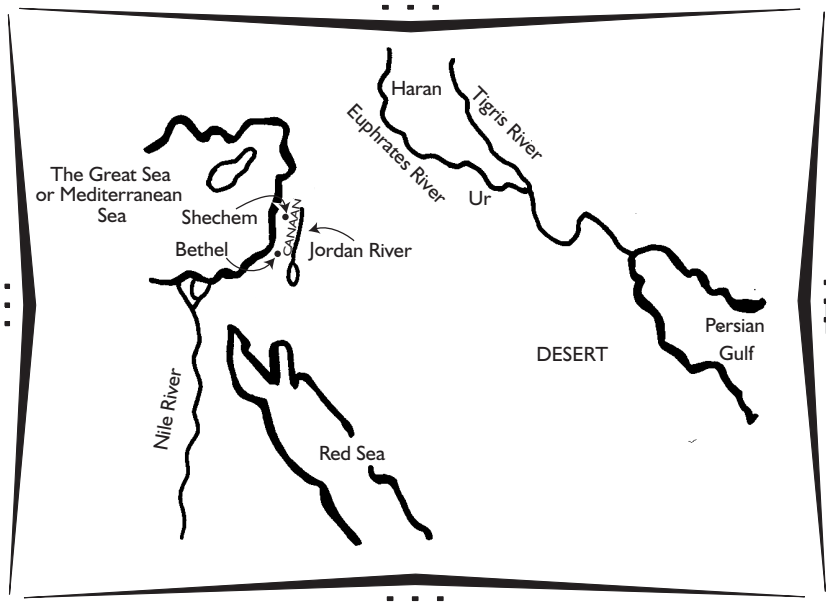
1. Circle True or False (T or F) beside these statements according to whether they were promises made by God to Abram. (Use Genesis 12:1 - 3.)

- |   |   |   |
|---|---|---|
| T | F | I will make a great nation of your family.                          |
| T | F | I will bless you and make you famous.                               |
| T | F | I will take you back to your home town.                             |
| T | F | I will be good to the nations that are good to you.                 |
| T | F | I will punish anyone who hurts you.                                 |
| T | F | I will make you king of the new country to which I am leading you.  |
| T | F | All races of the world will receive a blessing through your family. |

### HIGHLIGHTS

- God called Abram to leave comfortable city life and move on to an unknown destination.
- God promised Abram that He would make him the father of a great nation.
- God promised that He would use him to bless all people.
- When we obey God, He can use us to bless others.

2. On this map highlight the following places:
- The place Abram, his father and Lot left.
  - The place they went to and where Terah died.
  - The place that Abram and Lot then went to.
  - Draw in the route they travelled.



- e) Why was this particular route followed?





# Abram - who?

Sarah was a very beautiful woman.

To read the Bible through in one year, read four chapters each day.

A Bible search to complete during the session.

Find the answers to these questions from the Bible references.

- 1. Genesis 11:26 What is the name of Abram's father? \_\_\_\_\_
- 2. Genesis 11:27 How many brothers did he have? \_\_\_\_\_
- 3. Genesis 11:27 What relation was he to Lot? \_\_\_\_\_
- 4. Genesis 11:29 Who did Abram marry? \_\_\_\_\_
- 5. Genesis 12:1 Who called Abram and what did he say? \_\_\_\_\_

\_\_\_\_\_

- 6. Genesis 12:2 - 3 What did God promise Abram? \_\_\_\_\_

- 7. Genesis 12:4 What did Abram do? \_\_\_\_\_

- 8. Genesis 12:5 Who and what did he take with him? \_\_\_\_\_

- 9. Genesis 12:7 What did the Lord say to Abram when they reached Canaan? \_\_\_\_\_

- 10. Genesis 12:7 What was Abram's response? \_\_\_\_\_

- 11. Genesis 13:2 - 7 Which verses tell us that Abram and Lot were very wealthy? \_\_\_\_\_

- 12. Which verse tells us that their servants began to fight? \_\_\_\_\_

At one time Abram thought that his servant Eliezer would inherit all his property.

- 13. Genesis 13:8 How did Abram feel about this? \_\_\_\_\_

- 14. Genesis 13:9 How did Abram solve the problem? \_\_\_\_\_

- 15. Genesis 13:11 What was Lot's choice? \_\_\_\_\_

- 16. Write out the promises God gave Abram in verses 14 - 17.

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

Canaan was Noah's grandson.

The people of Babylon became very arrogant about their achievements.

I. Answer the questions in the 'TODAY' column by referring to the Bible references.

## IN ABRAHAM'S DAY

## TODAY

a. In Genesis 12:1

God spoke to Abram

How does God speak to us today?

Psalm 119:105 \_\_\_\_\_

James 1:5, 6 \_\_\_\_\_

John 14:26 \_\_\_\_\_

b. In Genesis 12:4

Abram obeyed God's call

What are some things God calls us to do today?

Philippians 4:6 \_\_\_\_\_

Ephesians 1:4 \_\_\_\_\_

Acts 16:31 \_\_\_\_\_

2 Timothy 2:15 \_\_\_\_\_

1 Peter 2:9 \_\_\_\_\_



2. How have points in today's session or verses of Scripture helped you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SESSION 14

# ABRAHAM - PUT TO THE TEST

### FROM THE BIBLE

Genesis 15:6 - 18; 17:1 - 21  
(the Covenant with God);  
Genesis 21:1 - 7  
(God's promises fulfilled);  
Genesis 22:1 - 19  
(Abraham's test from God).



### CHECKLIST

There are two suggested Getting Started activities. Make starter 1 more valuable by having copies of pledges, promises and contracts to show.

For Getting Started 2 you will need to have the work sheets and scissors ready, or have sufficient copies of the contract made.

There are four suggested teaching approaches. All groups should attempt to do approaches 1 and 3 which study and discuss Bible passages.

Approach 2 looks at a further Bible passage and although it is marked especially for juniors, it would also be helpful for seniors who are not familiar with the story in this chapter.

The discussion in approach 4 is marked especially for seniors but you may decide it would benefit your junior group as well.



### LEADER TIP

This would be a useful session to use on a special Sunday to recognise and celebrate youth discipleship at your corps.

### AIM

To help the young people understand what we mean when we say that Abraham was a man of faith.

### OBJECTIVES

As a result of this session the young people should be able to:

- ❖ understand that we can take God at His word and believe His promises;
- ❖ understand how Abraham received God's covenant blessings through faith and obedience;
- ❖ relate to Bible heroes such as Abraham and understand how knowing about their experiences can help each of us to-day.

### INSIGHTS FOR THE LEADER

#### Background

God made a covenant with Abraham. In Bible times, a covenant was a solemn agreement between two people. Both worked out the terms of their agreement and swore in the presence of God to honour all of the promises made in the covenant. A curse, included in the covenant, pronounced punishment or death if either party failed to uphold his half of the agreement. The word covenant is still used today by lawyers to describe certain kinds of contracts.

Just as two businessmen shake hands after closing an important deal, the men of ancient times concluded their covenant with a special ceremony. They offered a sacrifice to God and shared the flesh of the sacrificial animal in a ritual meal. This solemn occasion marked the moment when the covenant went into effect.

God used covenants also. The Old Testament was His covenant with Israel, first made with Abraham and extended to later generations. The Lord promised to be their God and to give them the land of Canaan. In return they were to worship Him and obey His law, with failure punishable by death.

But God understood people's weaknesses. They were not capable of meeting every requirement of His law. So He established a system of sacrifices by which they could atone for their sins. The sacrificial lamb suffered death in their place and preserved the covenant between God and His people.

The Israelites turned away from God and worshipped foreign gods. At times they even set up idols in the temple and neglected to offer sacrifices to God. They broke the old covenant by their behaviour. But the Lord did not abandon them. Instead, He made a new covenant that extended to everyone.

In the New Testament, God took upon Himself a share of man's covenant responsibilities. He provided His own Son as the sacrificial Lamb to bear the curse of death. Christ's blood has atoned for everyone's sins as one great sacrifice. Animal sacrifices are no longer to be offered for sin.

God's covenant with Abraham should be seen as the basis for understanding how God deals with people in the Old Testament (Psalm 105:42; Exodus 32:10 - 14) and in the New Testament (Luke 1:72 - 73; Hebrews 2:16).

Abraham's response of faith is seen as the example of the only way in which people can be 'right' with God (righteous before Him).

It is important to remember that God's promise to Abraham (that he would become the father of many nations – Genesis 17:5) is fulfilled in all those who have faith (Galatians 3:29).

Romans 4:16 refers to Abraham himself as the father of those who have faith.

Abraham's obedience is mentioned as an outstanding example of faith in action (James 2:20 - 24).

Abraham is known for his deep and unfailing trust, or faith, in God. Never was this more severely tested than in the event described in Genesis 22: 1 - 19. Until the time when he was one hundred years old, Abraham had waited for the birth of his promised son, Isaac. Thus Isaac became a very special person to Abraham and his wife Sarah. Abraham would have let nothing take Isaac from him – no enemy could have fought for him, no price could have purchased him, no force could have been powerful enough to have torn Isaac from him. But when God told Abraham to sacrifice his son, Abraham proceeded to do it without question. That is total obedience. It should be noted also that Isaac did not resist his father, for he also trusted God completely, even at this early age. True faith knows no limits.

## **GETTING STARTED**

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### **I. Discussion**

What is a contract?


Talk about contracts, pledges, promises or covenants that we are called upon to make at various times in our lives.

Examples:


- Junior Soldier promise
- Corps Cadet pledge
- Senior Soldier promise
- Planned giving pledge
- Marriage vows
- Local Officer commission
- Hire purchase contract
- Rental contract



**POINT**  
Pledges, promises and contracts are binding on those who make them. In this session we are going to think about the very wonderful covenant made by God with Abraham and the testing God put Abraham through to see if he would obey him no matter what the cost.



**LEADER TIP**  
If you do not want the young people to cut out the one on their work sheets, make sufficient copies so that there is one for each person. An example of how it can be used is shown here.



**LEADER TIP**  
Refer back to session 1:13 which told how Abram dared to leave his home and go to a new land in response to God's call.

Or

## 2. Prepare a contract

Using the contract on the work sheets have each young person write out a contract (covenant) which would be suitable to use as a gift (birthday, Mother's Day, Christmas, Father's Day or 'just because I love you'). Remind them that a covenant is binding. So when they offer their services, they should keep this in mind. The tasks they offer to do should be costly, but also ones that they can complete.

If this is done properly it could also be linked to 'Caring for others' or 'Your choice' in the Get Involved and Grow in mission strand.

*To:* John Christian  
Salvation Army  
GLORYLANDS 7777

*I* Richard Christian *hereby agree to*  
wash your car weekly  
*for* one month  
*commencing* 1st August

*I am doing this for you because I*  
love you and would like to  
wish you a Happy Birthday

*Signature:*

*Witness:*

*Date:* R. Christian  
B. Bloss  
15th May 2005

## GOING DEEPER

### 1. Bible study

Have the young people read Genesis 15:6 - 18 either as a group or silently.

In this new land which God had promised to him, Abram was able to see beyond his possessions and allow Lot to have the choice land. Abram's greatest step of courage and faith occurs in Genesis 15:5 - 6 (read aloud) where he believed God for the impossible. He was now an old man and childless, yet God promised him he would have descendants as numerous as the stars in the sky.

#### Question

What covenant (or contract) does the Lord make with Abram? (Chapter 15:7 and 18.)

#### Question

What future events are revealed to Abram? (Chapter 15:13 - 16.)

Remind the young people that when God first spoke to Abram, He promised to make him a great nation. Years passed, Abram and his wife Sarah remained childless. Then God spoke again. 'Count the stars,' He said. 'Your descendants will be as numerous.' In spite of his advanced age, Abram believed the promise.

God then changed Abram's name to Abraham – from Abram, which meant 'exalted father' to Abraham, father of many. Abraham believed this promise even though he didn't become a father for many years. (Genesis 17:5)

Then, to show how sure the promise was, God made an unbreakable covenant: a contract known in Abraham's time as a 'Covenant of Blood' (Genesis 17:9, 10).

## 2. Quiz

Answers found in Genesis 17:1 - 21 – Abraham's covenant with God.

1. What did God tell Abram? v.1
2. What did God promise to make with Abram? v.2
3. Why did God change Abram's name? v.5
4. What four things did God promise to Abraham?  
vs.5 - 8
5. What was the sign of the covenant? v.10
6. Who were to be circumcised? vs.12 - 13
7. What did God promise Sarah? vs.15 - 16
8. Why did Abraham laugh at God's word? v.17
9. What did God promise concerning Ishmael? vs.20
10. With whom did God promise to make His covenant? vs.21

## 3. Read chapter 22:1 - 10

What was Abraham told to do? (v.2)

What was his response? (v.3)

Discuss with group members how you would feel if you were:

- a. Abraham.
- b. Isaac.

Read verses 11 - 13, how did God intervene?

Read verses 15 - 18, what was the result of Abraham's obedience?

## 4. Discussion of personal testings

Our faith and our willingness to obey God are often being tested.

Consider with your group these examples and discuss what they would do in each situation. Encourage your young people to tell of personal tests that have challenged them.

- a. The teacher set a term test that I really prayed about, as it wasn't my best subject. The teacher was busy working at his table – not really supervising us at all. Quite a few of the kids were looking up their text books, and there was one questions I was really stuck on...
- b. Being a Junior Soldier and a Corps Cadet, I have promised not to use harmful drugs. At our school break-up party one of the kids wanted to put a powder in my drink. He said that it would really help me to relax and enjoy the evening.
- c. The shop assistant gave me \$10.00 too much change. It was exactly how much I needed to buy the new CD that I had been saving for. Could this be called a miracle or just plain stealing if I kept it?

If your group respond with their own experiences, it would be helpful to have a time of prayer asking for strength to be faithful in times of testing.



## **TAKING IT HOME**

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The Lord often asks His followers to carry out acts of devotion that are very difficult. Through testing and trial our faith grows and matures.

We can see clearly two reasons for the experience through which Abraham was called to go, however agonizing it was:

- a. It was to prove Abraham's worth as the prospective father of all Israel. 'Now I know that you have obedient reverence for God' was the word from heaven.
- b. It was to teach that God did not require human sacrifices. If we find such a practice appalling – how contrary must such an evil be to the holiness of God, 'since it is he himself who gives life and breath and everything else to everyone.' (Acts 17:25) The voice from heaven seems to say, 'No, this cannot be!'

Commitment prayer (to be said together):

'Lord, sometimes it is easier to doubt than to believe in your word. Help me to believe. Help me to remember that with you nothing is impossible. You made the world and all that is in it, so I trust you to manage my life as you choose. Amen.'

## **FOLLOW-THRU**

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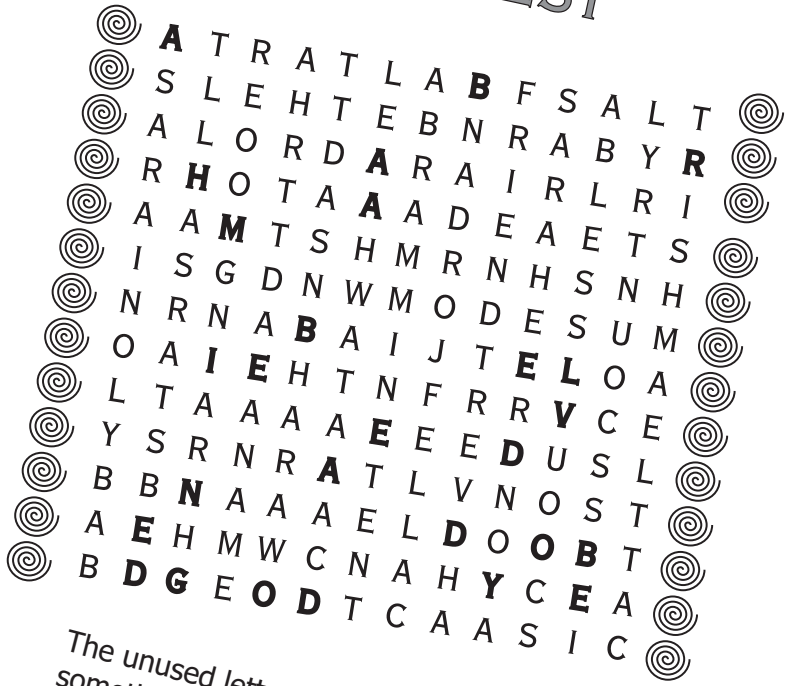
The letters not used in the wonder word make up the message 'Abraham believed and obeyed God.'

Remember to follow up the young people's contracts. Check that they have actually given them to the recipients and are doing the promised task! When completed, it can be used as 'Caring for others' or 'Your choice' in the Get Involved and Grow in Mission strand.

# ABRAHAM — PUT TO THE TEST

WORDS FOR WONDERWORD

- ABRAHAM
- ABRAM
- ALL
- ALTAR
- BABYLONIA
- BETHEL
- BLESS
- CANAAN
- CATTLE
- CHOOSE
- COUNTRY
- COVENANT
- FRIEND
- HAGAR
- HARAN
- ISAAC
- ISHMAEL
- JORDAN
- LAND
- LORD
- LOT
- LOTS WIFE
- NAME
- NATION
- SALT
- SARAH
- SARAI
- SON
- STARS
- TENT
- TERAH
- TEST
- TRUST
- WATER
- UR



The unused letters tell us something important about Abraham. Write it here:

-----  
 -----  
 -----  
 -----

**HIGHLIGHTS**

- Solemn promises are made for keeps.
- God always keeps His word – but it may take longer than we expect.
- Abraham was blessed because he obeyed God implicitly.
- When I give a promise or pledge, I should keep it.

**M**ake a contract that you will genuinely carry through. Have it witnessed.

To: \_\_\_\_\_ (name)  
 \_\_\_\_\_ (address)  
 \_\_\_\_\_

I \_\_\_\_\_ (Young Person's name) hereby agree to  
 \_\_\_\_\_  
 for \_\_\_\_\_ (action/task)  
 commencing \_\_\_\_\_ (date)  
 I am doing this for you because I  
 \_\_\_\_\_  
 (give reason)  
 \_\_\_\_\_

Signature: \_\_\_\_\_  
 Witness: \_\_\_\_\_  
 Date: \_\_\_\_\_





# JUNIOR WORK SHEET

Fill in the missing words in this story of Abraham. They are all to be found in the wonderword.



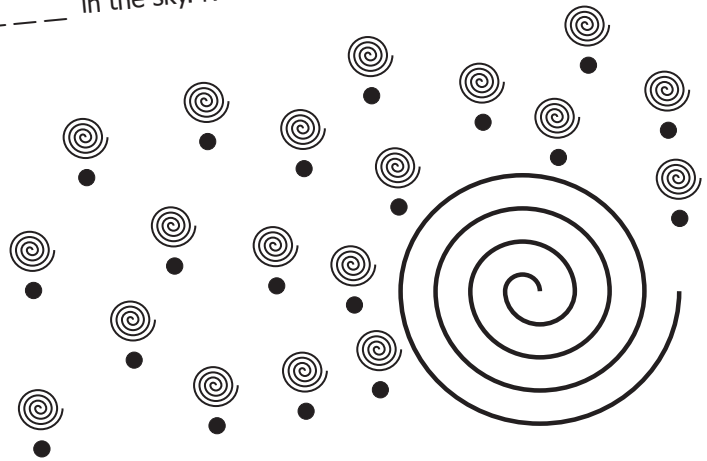
\_\_\_\_\_ lived in \_\_\_\_\_, a city of \_\_\_\_\_. He took \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ to go to \_\_\_\_\_. But they stopped in \_\_\_\_\_.

When Terah died, Abram obeyed the \_\_\_\_\_ and went on to the \_\_\_\_\_ of Canaan, the \_\_\_\_\_ God had promised to give him. Travelling south he stayed near \_\_\_\_\_ where he built an \_\_\_\_\_ to worship God.

Because Abram and Lot prospered and had such large herds of \_\_\_\_\_, their servants quarrelled about the pasture. So Abram decided they should separate. He allowed Lot to \_\_\_\_\_ which way he would go. Lot saw that the \_\_\_\_\_ valley had plenty of \_\_\_\_\_ so he went there. Again God promised Abram He would give him the land. Abram was concerned because he had no children, so at last Sarai gave him her servant \_\_\_\_\_ and she had a son, \_\_\_\_\_. God again spoke of His \_\_\_\_\_ with Abram and changed his \_\_\_\_\_ to \_\_\_\_\_ and his wife was to be called \_\_\_\_\_. He promised to \_\_\_\_\_ her with a \_\_\_\_\_, even though she and Abraham were old. Sarah was listening from the \_\_\_\_\_ and she laughed at the idea.

Because of the dreadful evil in the city, God was going to destroy Sodom. Two angels were sent to take Lot and \_\_\_\_\_ of his family to safety. As they were going, \_\_\_\_\_ looked back and turned into a pillar of \_\_\_\_\_.

As God had promised \_\_\_\_\_ was born. To \_\_\_\_\_ Abraham's faith, God asked him to prepare to offer the young lad as a sacrifice to Him. Abraham at last proved his complete \_\_\_\_\_ in God by placing Isaac on the altar. But God has never wanted human sacrifices such as that offered by Abraham's idol-worshipping neighbours to their gods. An angel stopped Abraham from touching Isaac and God provided a ram. God praised Abraham for his complete obedience and once again promised him that he would be the father of a great \_\_\_\_\_. His descendants would be as many as the \_\_\_\_\_ in the sky. No wonder Abraham was called the \_\_\_\_\_ of God.



2. We have spent some time looking at contracts. Do you feel it is important to take contracts seriously?

Canaan was a strip of land about 80 km wide, stretching 210 km along the coast of the Mediterranean.

Sodom was situated where the shallow part of the Dead Sea is today.

Why do you feel so many contracts are broken?

Handwriting lines for the answer to question 2.

What measures would you take to ensure you don't break a contract?

Handwriting lines for the answer to question 2.

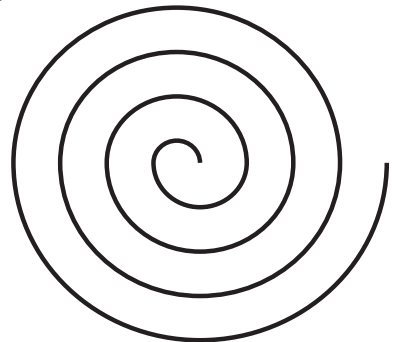
3. As you have worked through this session there will have been some verses of scripture that have specially spoken to you. Choose and write out at least one

A contract is a solemn promise.

I have chosen \_\_\_\_\_ because \_\_\_\_\_

Handwriting lines for the answer to question 3.

Many people in the city of Ur worshipped the Moon god.



Some of the most astonishing archaeological discoveries have been made deep inside caves.

## SESSION 15

# JACOB – FROM DECEIVER TO ACHIEVER

### FROM THE BIBLE

Genesis 28:10 - 12  
(Jacob's dream);  
Genesis 28:13 - 15  
(God's promises);  
Genesis 28:16 - 22  
(Jacob's realisation and vow);  
Genesis 32:1 - 21  
(Jacob prepares to meet his brother);  
Genesis 32:22 - 32  
(Jacob changes direction).  
Jeremiah 29:11 - 13.



### CHECKLIST

There are two suggested Getting Started activities. Choose the one best suited for your group. You will need relevant pictures to display and playdough or clay if you use starter 2.

This session can be presented as a story telling session.

The four main stories of Jacob's development are told. Study them so that you can tell them in an enthusiastic manner.

You may wish to have key verses from the Bible passages read out by selected young people during the story telling to reinforce the points you are making.

The Insights for the Leader covers most of Jacob's life. This is to help you put the session into perspective

### AIM

To help the young people learn more about God's dealings with people through a study of the life of Jacob.

### OBJECTIVES

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

- ❖ Jacob's realisation that God is present everywhere was an important revelation of God's attributes;
- ❖ God's care for us continues even when we sin;
- ❖ God can take the most self-centred person and turn him/her into a God-centred person;
- ❖ God's ultimate plan for each of our lives cannot be frustrated if we acknowledge and obey His leadings.

### INSIGHTS FOR THE LEADER

#### Background

In this series of lessons on the patriarchs we move now from Abraham to the life of his grandson, Jacob. As you follow Jacob's journey from place to place, you also track his spiritual growth. He had a long way to go as God prepared him to be the heir of the promises made to Abraham.

At many points, Jacob seems like an unlikely representative of God's chosen people. However, God appears to him again and again, affirming His covenant and reminding Jacob of his place in the divine plan. As he struggled with God, he was changed from a scheming deceiver to a God-governed man, and an example of God's infinite grace.

While the story of Jacob tends to be quite involved at times, the emphasis in this lesson should focus on the changes in his life as an encouragement to each young person as they face the problems of life today.

#### Jacob and his family

No family tree has been more carefully detailed and faithfully preserved as that of Jacob and his family. Nor would any other record of ancestors and descendants have been read by so many people and in so many different languages.

Although Jacob was a twin, the few moments separating his birth from that of his older brother, Esau, deprived him of the family birthright. The birthright and all its privileges and power belonged to Esau.

Jacob took second place in his father's favour, because Isaac enjoyed



### DEFINITION

Birthright: the custom of passing down from one generation to another the responsibilities, belongings and power of the head of the family.

eating the animals that Esau hunted and brought to him.

Although Jacob was favoured by his mother Rebekah, he realised that the father's favour was, in his society, more important. According to the custom of the time, Jacob was kept at home far beyond the time when most young men would wish to marry. When he finally left home, he fled for his life from his brother's rage and went to a foreign land to live with distant relatives whom he had never met.

Jacob's love story with Rachel is one bright spot in his troubled life. But when he found the girl he loved, he didn't simply propose and marry her, he worked for her father for seven years to earn the right to marry her.

On Jacob's wedding night his crafty father-in-law, Laban, substituted Rachel's older sister, so Jacob unwittingly married Leah, not Rachel. Trapped, Jacob had to work another seven years for Laban so he could marry the girl he loved, Rachel.

Jacob's twenty years in the land of Haran, living with Laban and his family, were not happy years. Most of that time was spent working for Laban to make him rich, just as his work throughout his youth had enriched his father Isaac. His two wives, although they were sisters, competed fiercely to see who could have more children.

Jacob was crushed that the wife he loved was barren, while the wife who had been forced upon him was blessed with children. Most of Jacob's children were born into this household of fierce competition between the two sisters.

When Jacob finally left Haran to return home, he was again fleeing for his life, running from an uncle seeking revenge, back into the hands of a brother who might still want to kill him.

A ray of light shone in Jacob's life when, at God's direction, Laban made peace with him, and Esau forgave him and accepted him back home. But this was quickly spoiled when two of Jacob's sons murdered a local prince and forced the family to move on. Sorrow came again when Jacob's beloved Rachel died while giving birth to a second son.

Jacob may well have remained bitter about life's experiences but God changed him from being a deceitful man to one of good character.

## GETTING STARTED

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### 1. Statues

In pairs, each takes a turn at arranging the other as if he/she were a statue, putting him/her in some position which indicates how you see him/her, or how you see their contribution to the group. The placing of arms, legs, head, etc. can be used to indicate quite clearly attitudes seen in one or the other. Take time to talk about what the posture implies and if the person sees that in their character. (This must be done in a kindly manner or will only be hurtful – not thought-provoking.) It does illustrate how others see us and also how they can often misunderstand what we are really like.

Or


### 2. Ask the young people to think of something very ordinary/plain that eventually turns out to be beautiful.

List them (or have pictures ready to display). e.g., a caterpillar/a butterfly; a wriggler/a mosquito; a cygnet/a swan; a tadpole/ a frog.



POINT

Esau regarded Jacob as a threat, but God saw Jacob's potential. In this session we will see how Jacob changed from a deceiver to an achiever.



POINT

God can take a useless, wasted life and turn it into a useful, fulfilling life. He did this for Jacob and He still does it today.

In an artist's hands a lump of clay becomes a beautiful pot; marble becomes a statue; wood becomes a magnificent carving. Have clay or playdough available for the young people to make something useful and/or beautiful with it.

## GOING DEEPER

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### Jacob begins to learn about God

#### 1. Jacob's dream

Read Genesis 28:10 - 12.

Quickly check that the young people know why Jacob had fled from his home. Jacob must have felt abandoned and really sorry about what had happened. He was still under the watchful care of God even though he thought he had left God behind. He was an exile, yet God's angels ministered to him. His time of feeling abandoned helped him to rise to a new spiritual awareness, for as he lay sleeping, he was given a wonderful assurance that God was with him.

All Jacob had to do was make a start in the right direction, and God met him. God was anxious to bless and use Jacob. He can change any person.

In his dream Jacob saw a ladder. There was a gulf between him and the Lord, but God was there, waiting to bless.

#### 2. God's promise

Read Genesis 28:13 - 15.

God spoke to Jacob. After telling him that He was the God of his father, Isaac, and grandfather, Abraham, He made him a fivefold promise.

Have the young people find the five promises from verse 15.

- divine presence – 'I will be with you';
- divine preservation – 'I will protect you';
- divine restoration – 'I will bring you back to this land';
- divine faithfulness – 'I will not leave you';
- divine fulfilment – 'Until I have done all that I have promised you ...';

God showed that He recognised Jacob as the heir of the promise.

The covenant God had made with Abraham would be fulfilled through Jacob.

#### 3. Jacob's realisation and vow

Read Genesis 28:16 - 22.

Everything Jacob knew about God up till now had been learned through his parents. This was the first time he had come face to face with God in a personal experience. So simplistic was Jacob's idea of God that when he fled, he really believed he had left God behind him.

With amazement he exclaimed, 'The Lord is here! He is in this place, and I didn't know it!' (v. 16, GNB)

This great truth revealed God's ability to be present everywhere. True worship is a response from the heart in love and devotion towards the Lord. Jacob could do nothing else but worship and serve, stepping out in faith. Jacob's vow was simply a pledge of himself to God.



### LEADER TIP

Write up the five promises as the young people call them out. Put the heading near them.

God has given us the same wonderful promises. Read Philippians 4: 19.

#### 4. **Jacob changes direction**

(This part of the lesson is based on Genesis 32. If you do not have time to read all the references, just relate the story.)

##### a. **Jacob's character begins to develop**

The experience at Bethel awakened within Jacob a personal relationship with God. Genesis chapters 29 - 31 tells of the many tests Jacob had to face. He journeyed on to his uncle Laban's house, and there he had the same kind of scheming tricks he had played on Esau, played on himself.

- The test of submission: Jacob agreed to work seven years so that he could have Rachel for his wife.
- Test of patience: at the end of seven years, Laban tricked Jacob by giving him Leah instead of Rachel.
- Test of endurance: Jacob had to work another seven years for Rachel.

This was a very different life to that of his father, Isaac. Isaac remained at home and the servant was sent to choose a wife for him. Jacob had to go to that far country himself to work there with the hired servants. Years later Jacob had a large family and his own flock. God told him to return home. Read Genesis 31:13.

##### b. **Jacob prays**

Read Genesis 32:3 - 12.

Jacob was in a desperate situation and he knew it. His uncle had turned against him, the messengers he had sent to Esau seeking peace and favour had returned without a good word from Esau, reporting that Esau was on his way towards Jacob with an army of four hundred men! Wrong doing has far-reaching consequences. The effects of Jacob's sin remained after twenty years, even though Jacob had expressed sorrow for his sin. Esau had to be faced sooner or later!

Jacob prayed. His first thought was to honour God for His faithfulness and His promises. He gave recognition to the fact that God had proved Himself to be the God of Abraham and of Isaac, and had given promises to him also.

Then Jacob humbled himself in confession, and gave God all the glory for the portion of the fulfilment of the promise and the blessing that he had already received.

Humanly speaking, he was helpless before the wrath of Esau and threw himself upon the mercy of God praying for deliverance.

##### c. **Jacob prepares (Genesis 32:13 - 21)**

Jacob devised a plan of approach to Esau. Several servants were sent on with groups of animals and upon meeting Esau the animals were to be offered as a gift from Jacob. In this way Jacob hoped for a peaceful reunion. Jacob thus added action to prayer. God does not expect us to become lazy and, after making our petition, do nothing. At the same time we must not try to do God's work for Him, the mistake Jacob and his mother Rebekah (Genesis 27:42 - 45 and 31:22 - 29) had made earlier. Only the leadership of the Holy Spirit can guide us into the perfect will of God.

d. **Jacob perseveres (Genesis 32:22 - 30)**

Jacob had done all that he knew. He had sent everything before him and then remained alone – a perfect setting for the touch of God he is about to receive. Jacob's first meeting with God at Bethel left him a different man, but here was the crucial test. Would he yield to God? Would he surrender his own will, and acknowledge the sovereignty of God?

In Hosea 12:4 the 'man' who wrestled with Jacob is called an angel. The struggle lasted until daybreak. Because Jacob wanted to hold on to his old nature, because his resistance had to be broken, the struggle continued.

Jacob sensed that his assailant was of supernatural character. At the break of day Jacob was still clinging to the divine messenger, unwilling to release him. Out of the violent struggle came a deep desire for the promise.

At daybreak his opponent touched him, and Jacob became crippled. The struggle was over but still he did not give up. He wanted the blessing of God, only now he was not struggling, nor wrestling in his own strength. He was hanging on in faith.

'What is your name?' . . . 'Jacob.'

'Your name will no longer be Jacob. You have struggled with God and with men, and you have won; so your name will be ISRAEL.'

This was not Jacob, the deceiver, who was clinging to God, looking for mercy. This was a new man, given a new name: Israel, which means 'one who strives with God'.

What might Jacob have learned about himself and about God during his crucial struggle?

Jacob now Israel, was a new man inside. He need fear Esau no longer. Why should he who had prevailed with God fear any man? (See Hebrews 13:6.)

Jacob prevailed, not by his wrestling, but by his yielding. Jacob met his supreme test. Complete yielding involves the acceptance of God's will and obedience to His leading.

**To think about**

Is this story relevant for us today? Is it true that when we want God's blessing more than anything else, He will pour it out on us so that we will have new joy and power? Read Jeremiah 29:11 - 13.

## **TAKING IT HOME**

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Becoming a Christian is just the beginning of our new life with God. He constantly shows us areas in our life where we are not acting in a Christ-like way. How does such pointing out of our weaknesses affect us? Do we wrestle with it and acknowledge that we need God to keep on correcting us?

Jacob the spoiled, deceitful youth grew to godly maturity through facing and resolving problems, forming relationships, and making right choices. Through his story we can take heart that we, too, can grow and develop into the people God wants us to be.

1. Could you forgive a person who stole something from you?



### **LEADER TIP**

'Wrestling' in this context means that Jacob wanted God to answer his prayer and persisted until the Lord answered. (See Colossians 4: 2.)

2. Could you forgive someone who told a lie about you?
3. Can you expect God truly to bless you and keep His promises to love and care for you, if you are serving Him with a proud spirit?

Jacob's life was filled with all kinds of experiences – some good, some bad. Yet God never forgot him. He gave Jacob a family, wealth and health. But a time came when Jacob had to decide whether he was going to do things God's way, or in his own way.

## **FOLLOW-THRU**

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The third activity on the work sheet gives you opportunity to talk to the young people about times when God has helped them through both difficult and happy times.

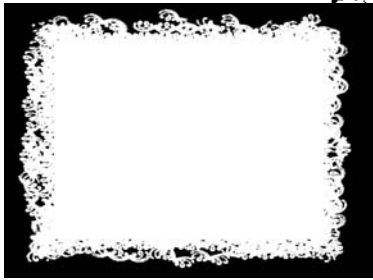
Co-operating with family members takes time and effort. Ask the young people to consider how helpful they are as family members. If they feel they are helpful have this verified by a parent so that they complete the challenge about family life in Getting Involved and Growing in mission.



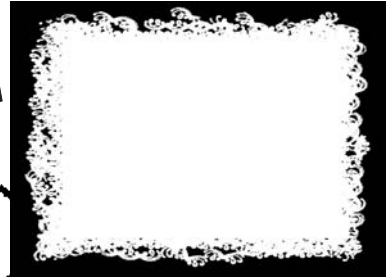
# JACOB - FROM DECEIVER TO ACHIEVER

1. From what you have learned in this session, look at these six different incidents in Jacob's life and explain what each one taught him.

Jacob received God's promise at Bethel.  
(Genesis 28:10 - 15)



Jacob made a vow to God.  
(Genesis 28:16 - 22)



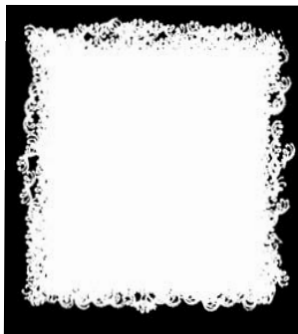
Jacob forced to work 14 years for the woman he loved.  
(Genesis 29:18 , 27)



Jacob discovered his brother was coming out to meet him with 400 men.  
(Genesis 32:1 - 6)



Jacob looked back on his past life.  
(Genesis 32:9 - 12)



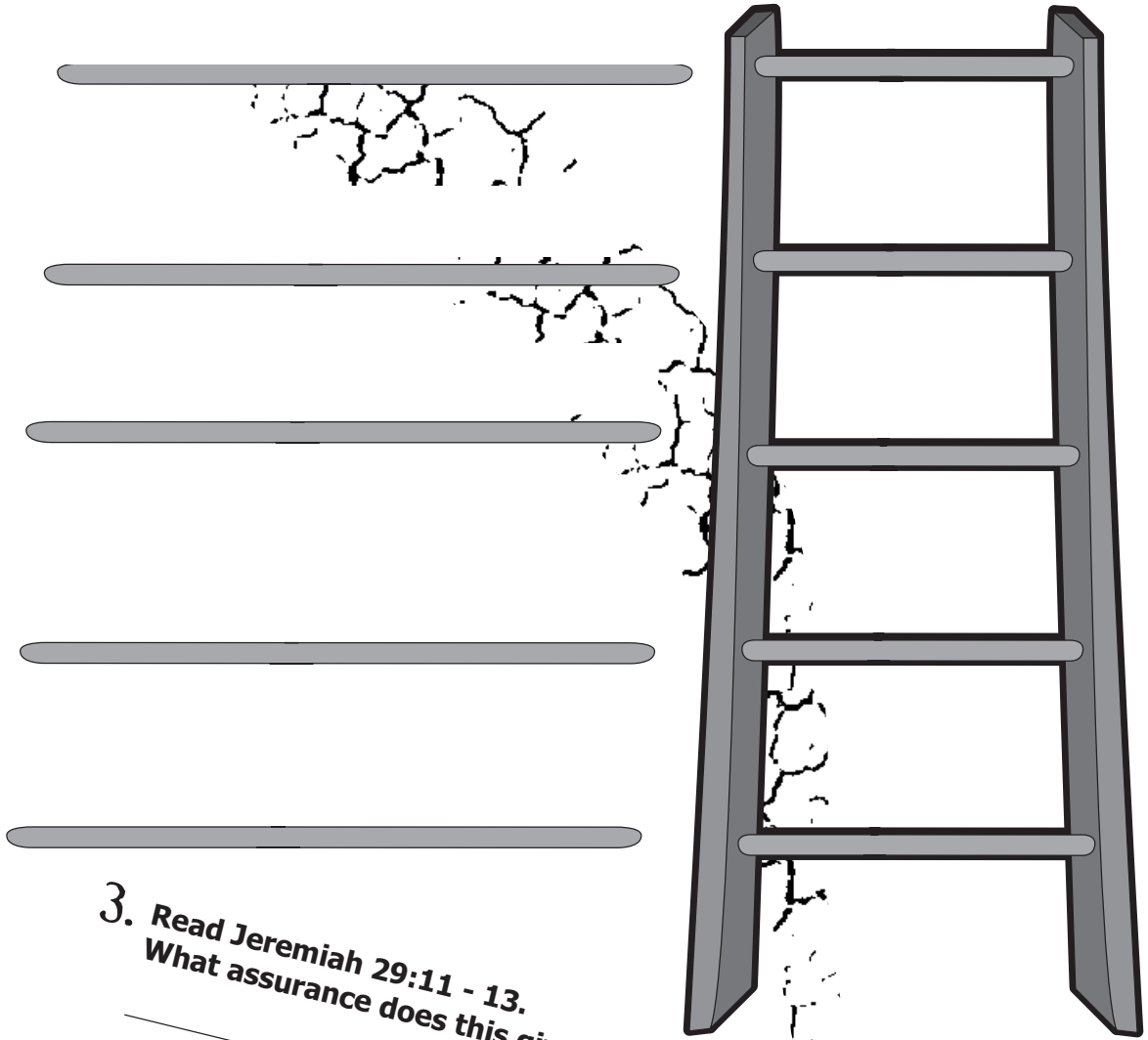
Jacob struggled with God.  
(Genesis 32:24 - 30)



# JUNIOR WORK SHEET

2. When Jacob had to flee from his home, he felt alone and miserable. God appeared to him and gave him some great promises.

Write them on the rungs of the ladder.  
(Genesis 28:15)



3. Read Jeremiah 29:11 - 13.  
What assurance does this give us?

What essential action do we have to take?

### HIGHLIGHTS

- God is present everywhere at all times.
- God is aware of our sins but loves and cares for us.
- God can change us from being self-centred to loving Him best.
- God's plan for our lives will work out as long as we do not try to stop it.

SENIOR WORK SHEET

2. Imagine you were there with Jacob, as he dreamed of angels ascending and descending on a ladder to heaven. How would you have reacted? What would you think? What would you say? What would you think God was trying to tell you?

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God loves and cares for us even when we sin.

God is omnipresent and omniscient.

3. What are some significant times in my life when I have learned more about God and my relationship with Him? (try to include sad, happy, successful or bad times).

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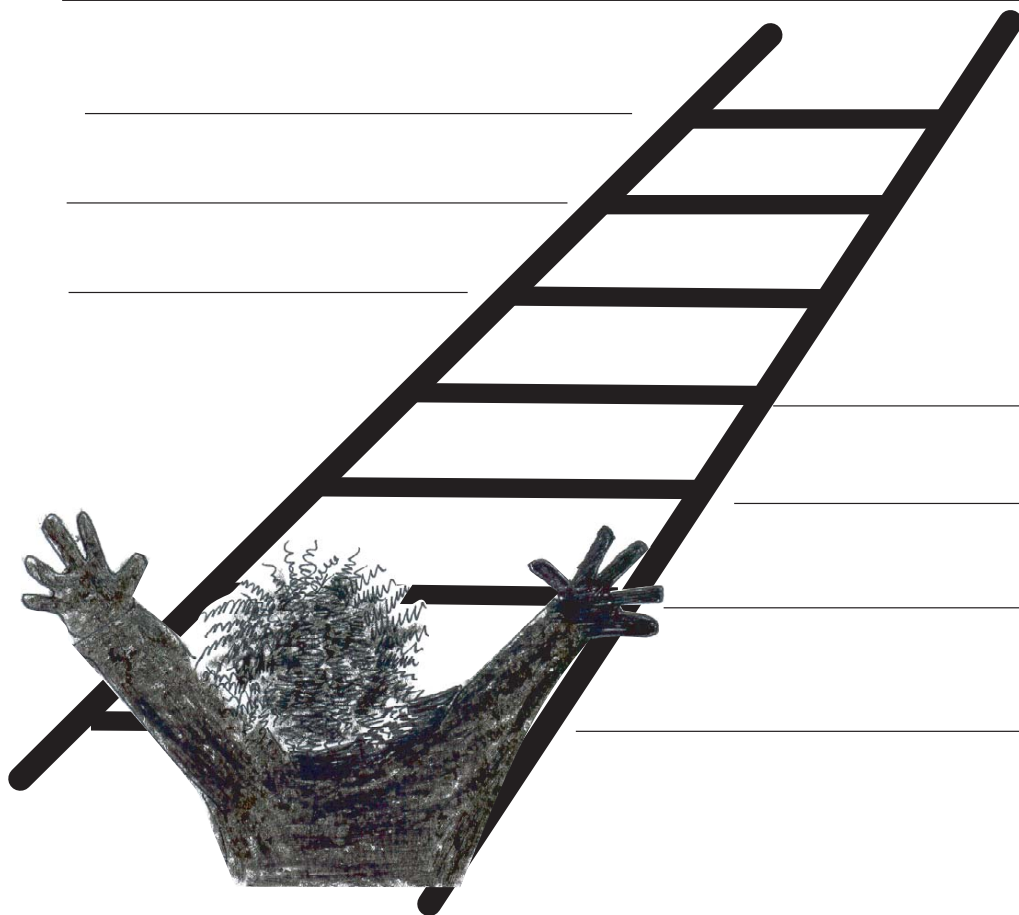
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Jacob turned his pillow into a pillar.

What I am is God's gift to me. What I do is my gift to God.



# JOSEPH: DOWN, BUT NOT OUT

## AIM

To show the young people how God was able to use Joseph as an important link in fulfilling His covenant with Abraham.

## OBJECTIVES

As a result of this session the young people should be able to understand that:

- ❖ God uses individuals to fulfil His plan for His people as a whole;
- ❖ even when we suffer wrongfully, we can still believe that God is with us;
- ❖ God can use those who obey and honour Him no matter what their circumstances are;
- ❖ Joseph had good reason to become an embittered man, but he trusted God;
- ❖ like Joseph we too, with God's help, can forgive those who seek to destroy us.

## INSIGHTS FOR THE LEADER

### Background

We move now from Jacob to the part his son, Joseph, played in God's plan.

It seemed that Jacob's later life could have become peaceful as the family settled near Hebron to tend their flocks and herds. But this peace was soon shattered when Jacob's favourite son, Joseph, was sold into slavery by his brothers and he was deceived into thinking that Joseph was dead.

For many years Jacob lived with his grief, refusing to be comforted. When at last he learned the truth, he had to move from his land of promise to Egypt, where his favourite son had become an Egyptian governor. Jacob's last years were spent on foreign soil and when he died, his body was mummified as though he were an Egyptian. But in spite of all Jacob's troubles, his family was chosen to inherit the Promised Land and to present the Word of God to the world. Many of the Bible events present God's dealings with his descendants. The nation Israel still bears Jacob's God-given name – Israel.

Joseph experienced more than enough hardships to destroy a person – yet he triumphed over them. We see him in his role as son, brother, slave and administrator and observe his moral and spiritual strength. As the story unfolds, it will be clear that 'the Lord was with him' (Genesis 39:

## SESSION 16

### FROM THE BIBLE

Genesis 37:1 - 36  
(Joseph sold);  
Genesis 39:1 - 23  
(Joseph tempted);  
Genesis 41:14 - 57  
(Joseph rules);  
Genesis 45:1 - 28 and 50:15 - 21 (Joseph forgives).

### CHECKLIST ✓

There are two suggested Getting Started activities. For the first one you will need the questions written up. Leave room for the young people's comments to be written beside each suggestion. Individual copies of the list will be needed for each young person along with pens/pencils. The young people will also need paper and pens for Getting Started 2.

There is only one suggested teaching approach. How you run this will depend on the size of your group as well as their knowledge of Bible stories. Be sure to allow time for each group to present their completed report to the whole group. If you have access to a photocopier that enlarges, the young people would find the reporting easier on an enlarged jigsaw piece.

21). Interwoven in Joseph's story, we see Jacob standing before Pharaoh, bestowing his blessing, conscious of his place as the representative of the Almighty.

The story of Joseph and his father Jacob is really the story of how God placed Israel in Egypt, setting the stage for the great Exodus to the Promised Land.

Joseph lived in the land of Canaan (modern Israel) about 200 years after Abraham. He was the eleventh son of his father Jacob, but the first son of Jacob's favourite wife, Rachel. He made enemies of his brothers by the way he reported them to their father and told them about his dreams which obviously placed him in authority over them. Consequently they sold him to some slave traders going into Egypt.

There in Egypt his master was impressed with Joseph's work and he was placed in a position of great authority – in charge of all his household. But, because of Potiphar's wife and his refusal to act dishonourably, he was thrown into prison. Here too he quickly gained a responsible job but remained imprisoned for a large part of his youth. He was eventually released when he was able to interpret the King's dreams. The King or Pharaoh gave him a position of great importance in the country and he had to make all the necessary preparations to combat the famine which was shortly to come.

This famine spread as far as Canaan and Jacob sent his sons to Egypt to buy corn. When they came to Joseph, he recognised them, though they had no idea who he was. He tested them to see if they had really altered and if they now loved one another and their father.

Eventually the whole family came down to Egypt and Jacob was reunited with his son.

The descendants of Joseph and his brothers stayed in Egypt for many years until a Pharaoh came to power who 'knew nothing about Joseph'. It is these descendants who were treated so harshly in the days of Moses.

## GETTING STARTED

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### I. Whom would you choose?

Have a list prepared and written up. At the top write the question:

'Whom would you choose . . .'

followed by these or other suggestions:

1. as a friend?
2. as a boss?
3. to tell a secret to?
4. to share a problem with?
5. to send on an important mission?
6. to be secretary/treasurer for the group?
7. to be wrecked with on a desert island?
8. to take over a date you are unable to keep with your girlfriend (boyfriend)?

Give each young person a copy of the list and ask them to write down the name of a member of the group (or if the group is small, maybe from their circle of friends) for the eight categories.

Having selected a name for each category, the young people write down what characteristic the person shows that made them suitable for the position. e.g., friend/dependable; shares a problem/understanding.

**POINT**

In this session we are going to look at a young man who could have been regarded as a 'spoiled brat' because his father favoured him.

Yet God took him and strengthened his character so that he was ready for the task God had planned for him to do.

On the list on the large sheet of paper write down the characteristics seen to be important by the majority of young people. This should involve good discussion before the characteristics are agreed upon.

Or

## 2. Looking at ourselves

Often we are only too willing to criticise by 'pointing the finger' at others. However, when we point the index finger at someone we should notice that three fingers are pointing back to us.

Have the young people carry out this action in pairs and observe. It's very easy and human to see weaknesses in others and ignore our own.

Have each young person write an anonymous, short list of his/her own personal strengths and weaknesses. (Impatient; good listener; bossy, etc.) If your group will not tease, then these can be read out and the group guess who sees him/herself in this way.

## GOING DEEPER

One approach only is suggested for this session.

### a. Piece together the Joseph jigsaw

Divide the young people into four groups. Each group will need the work sheet or a copy of it to use here or you may prefer to enlarge each jigsaw piece so that they can be made into a poster once they are joined together. Allocate one jigsaw section to each group. For small groups the presentation would need to be modified, e.g. the young people can work in pairs or as individuals or choose one piece of the jigsaw for individual presentation and the leader gives background information on the remaining three pieces.

- b. Each group should read the Bible passage given and then complete the answers. Remember that the answers should be written so that they join together to tell the story for the benefit of the other groups. When the groups come together, the jigsaw will make a complete picture.

Time must be allocated for a group representative to summarise the part of the story his/her group researched – otherwise the young people will only have learned one segment of the story.

A copy of the completed activity is at the end of the session notes.


- c. As a complete group read together Genesis 50:15 - 21. Consider and discuss:

Why were Joseph's brothers afraid?

Why didn't Joseph seek retribution?


What can we learn from Joseph's actions?

Suppose Joseph had looked upon the events of his life from a self-centred or short-sighted point of view. When he thought of the comfortable life he might have been living at home, he could have resented his enslavement and the injustices he had suffered. Suppose he had cried out in anger: 'Simeon and Levi sold me as slaves! The villains! Potiphar's wife accused me, the adulteress! The chief butler of Pharaoh forgot me, the ungrateful person!' If he had adopted this attitude and allowed feelings of bitterness, revenge and unbelief to enter his heart, how do you think his life would have turned out?



**POINT**

Joseph knew that his strength of character came from the Lord. In times of weakness he called on the Lord for strength. Joseph turned an action of hate (being sold by his brothers) into an action of love (by forgiving their wrong-doing and providing help in time of desperate need). We will think in this session of how God was with this young man and used all that happened to him to fit him for his task in God's overall plan.



**LEADER TIP**

Enlarge the jigsaw from the work sheet for group work.

And what would have happened to God's plan for his family?

Joseph was faithful to his master and his God and God was faithful to him. The two go together. If we expect God to be faithful to us, shouldn't we be faithful to Him? The truth the Bible teaches us is that God is faithful to us, through all kinds of circumstances. Joseph found this to be true while he was a slave in a strange land. How alone he must have felt! He was away from his family, with no one to help him. Joseph was at the mercy of his new owner. But the Lord saw to it that Joseph went to the right master. The Lord also helped Joseph prosper under his new master. Joseph found this to be true even in prison, and later, when Pharaoh discovered Joseph's ability to interpret dreams. God never stops being faithful to us. We can turn our backs on Him and not see His faithfulness working out in our lives. What can be said of our faithfulness to Him?

## FOLLOW-THRU

Through all his hardships Joseph was being prepared by God for his future leadership role. This could be a good session to encourage the young people to find out more about officership – to complete the task 'Develop an awareness of officership'.

## BIBLIOGRAPHY

*The Book of Life*, Bible Encyclopedia, Zondervan.

ALEXANDER, D. and P., *The New Lion Handbook to the Bible*, Lion Publishing, England, 1999.

## TAKING IT HOME

### Something to think about

What would Jacob and Joseph's brothers have thought, if as they watched Joseph being led away as a slave, they could have seen Joseph as governor of Egypt and themselves bowing before him, fearing for their lives? How would they have felt if they could have foreseen this? Not knowing what the future holds is another example of God's mercy to us.

Joseph did not allow all the unfair circumstances of life to overwhelm him. God was in charge of the events of his life; God had a definite plan for his life. Because Joseph sought to do His will, the Lord was able to fulfil His wonderful purposes for him.

### Prayer

Heavenly Father, we thank You that Your mercy and love can reach us even in our disappointments, our discouragement and despair. We thank You that there is no circumstance of our lives about which You do not know. Teach us, Lord, to wait for You. We pray in the Name of Your Son. Amen.

JOSEPH SOLD (Genesis 37:1 - 36)	JOSEPH TEMPTED (Genesis 39:1 - 23)	JOSEPH RULES (Genesis 41:14 - 57)	JOSEPH FORGIVES (Genesis 45:1 - 28)
1. Why did Joseph's elder brothers hate him? (v.2, 4)	1. What did the traders do to Joseph? (v.1)	1. Why did Pharaoh send for Joseph? (v.14 - 15)	1. Why did Joseph tell everyone to go out? (v.1)
2. What were the two dreams? (v.6 - 9)	2. Who was looking after Joseph? (v.2)	2. Who did Joseph say would interpret the dreams? (v.16)	2. Why could Joseph's brothers not answer him? (v. 2 - 3)
3. What was the meaning of the two dreams? (v.8, 10)	3. What position was he given? (v.4 - 5)	3. What warning was God giving Pharaoh with those dreams?(v.28 - 32)	3. Why did Joseph tell them not to be distressed? (v.5 - 8)
4. Why did his brothers want to kill him? (v.8, 11, 18 - 20)	4. What responsibilities was he given? (v.4 - 5)	4. What plan did Joseph suggest? (v.33 - 36)	4. How many years of famine remained? (v.6)
5. Where did Jacob send Joseph? (v.13)	5. What was Potiphar's wife's suggestion? (v.7)	5. Why did Pharaoh think Joseph was the man for the task? (v.38)	5. What were they to tell their father? (v.9 - 11)
6. What was Reuben's advice? (v.21, 22)	6. What two reasons did Joseph give for refusing? (v.8 - 9)	6. What power did he give to Joseph? (v.40 - 41)	6. Did Joseph want his father to come quickly? (v.13)
7. What did Reuben intend to do afterwards? (v.21 - 22)	7. What did Joseph do when she tried to catch him? (v. 11 - 12)	7. How old was Joseph when this happened? (v.46)	7. What did Pharaoh tell Joseph? (v.17 - 20)
8. What was Judah's new idea? (v.25 - 27)	8. What did she do with the garment? (v.13 - 18)	8. What did Joseph do in the years of plenty? (v.47 - 48)	8. What did Joseph give his brothers? (v. 21 - 22)
9. Where was Joseph taken as a slave? (v.28)	9. What was the result? (v. 19 - 20)	9. How long did the good harvests and the famine years last? (v.53 - 54)	9. What did Joseph send to his father? (v.23)
10. What did Jacob believe had happened? (v.31 - 34)	10. What happened to Joseph in prison? (v. 21 - 23)	10. Who needed to buy the corn? (v.57)	10. What did Jacob think and say? (v.26 - 28)



**DOWN BUT NOT OUT**

Rachel's tomb is still to be seen today on the road to Bethlehem.

Joseph's brothers hated him because his father favoured him.

**JOSEPH SOLD**  
(Genesis 37:1 - 36)

1. Why did Joseph's elder brothers hate him? (v.2, 4)
2. What were the two dreams? (v.6 - 9)
3. What was the meaning of the two dreams? (v.8, 10)
4. Why did his brothers want to kill him? (v.8, 11, 18 - 20)
5. Where did Jacob send Joseph? (v.13)
6. What was Reuben's advice? (v.21, 22)
7. What did Reuben intend to do afterwards? (v.21 - 22)
8. What was Judah's new idea? (v.25 - 27)
9. Where was Joseph taken as a slave? (v.28)
10. What did Jacob believe had happened? (v.31 - 34)

**JOSEPH RULES**  
(Genesis 41:14 - 57)

1. Why did Pharaoh send for Joseph? (v.14 - 15)
2. Who did Joseph say would interpret the dreams? (v.16)
3. What warning was God giving Pharaoh with those dreams? (v.28 - 32)
4. What plan did Joseph suggest? (v.33 - 36)
5. Why did Pharaoh think Joseph was the man for the task? (v.38)
6. What power did he give to Joseph? (v.40 - 41)
7. How old was Joseph when this happened? (v.46)
8. What did Joseph do in the years of plenty? (v.47 - 48)
9. How long did the good harvests and the famine last? (v.53 - 54)
10. Who needed to buy the corn? (v.57)

Jacob had worked for 14 years without pay to marry Rachel, Joseph's mother.

These sheets are for use during the session.

Your leader will tell you which of the four segments you will work on during the session.

Answer all of the questions but write your answers into a continuing story that can be read out to the other group members.



**JOSEPH TEMPTED**

(Genesis 39:1 - 23)

1. What did the traders do to Joseph? (v.1)  
\_\_\_\_\_
2. Who was looking after Joseph? (v.2)  
\_\_\_\_\_
3. What position was he given? (v.4 - 5)  
\_\_\_\_\_
4. What responsibilities was he given? (v.4 - 5)  
\_\_\_\_\_
5. What was Potiphar's wife's suggestion? (v.7)  
\_\_\_\_\_
6. What two reasons did Joseph give for refusing? (v.8 - 9)  
\_\_\_\_\_
7. What did Joseph do when she tried to catch him? (v. 11 - 12)  
\_\_\_\_\_
8. What did she do with the garment? (v.13 - 18)  
\_\_\_\_\_
9. What was the result? (v. 19 - 20)  
\_\_\_\_\_
10. What happened to Joseph in prison? (v. 21 - 23)  
\_\_\_\_\_

*God can bring good out of evil if we let Him control our lives.*

**JOSEPH FORGIVES**

(Genesis 45:1 - 28)

1. Why did Joseph tell everyone to go out? (v.1)  
\_\_\_\_\_
2. Why could Joseph's brothers not answer him? (v. 2 - 3)  
\_\_\_\_\_
3. Why did Joseph tell them not to be distressed? (v.5 - 8)  
\_\_\_\_\_
4. How many years of famine remained? (v.6)  
\_\_\_\_\_
5. What were they to tell their father? (v.9 - 11)  
\_\_\_\_\_
6. Did Joseph want his father to come quickly? (v.13)  
\_\_\_\_\_
7. What did Pharaoh tell Joseph? (v.17 - 20)  
\_\_\_\_\_
8. What did Joseph give his brothers? (v. 21 - 22)  
\_\_\_\_\_
9. What did Joseph send to his father? (v.23)  
\_\_\_\_\_
10. What did Jacob think and say? (v.26 - 28)  
\_\_\_\_\_

Cut out the four segments of Joseph's life (as shown on these two pages.) Glue them together onto a sheet of cardboard or paper so that you have a complete picture of Joseph's life. Write in at least four answers in every segment.

Around your completed jigsaw print Genesis 50:20.



# STAYING SAVED

## SESSION 17

### AIM

To remind the young people that while we continue to trust and obey God we continue to grow.

### OBJECTIVES

As a result of this session the young people should:

- ❖ be strengthened in their determination to trust God and obey Him;
- ❖ recognise the need for continuing in their walk with God.
- ❖ be aware of the danger of giving in to temptation and so backsliding;
- ❖ recognise that temptation (and even weakness) is not backsliding.

### INSIGHTS FOR THE LEADER

This session is based on Doctrine 9 which says:

‘We believe that continuance in a state of salvation depends upon continued obedient faith in Christ.’

It declares that it is possible for a follower of Jesus to fall away from his/her faith. In order to continue as a Christian it is necessary both to trust and obey. Thus Paul told his people at Corinth, ‘Whoever thinks he is standing firm had better be careful that he does not fall.’ (1 Corinthians 10:12, GNB)

Jesus had already found that many of His followers had left Him when things became difficult. He asked His disciples, ‘And you – would you also like to leave?’ Peter answered him, ‘Lord, to whom would we go? You have the words that give eternal life.’ (John 6:67, 68, GNB)

It is obvious that footballers who do not training run the risk of losing their place on the team, and that musicians who do not practise their instruments will not play to their full potential and lose interest in their music. Likewise a Christian who doesn’t make Christ his/her priority and neglects to obey His voice, may lose his/her salvation.

This doctrine is not just quoting the obvious. It was needed because of the long argument over the centuries between those who believe in ‘predestination’ and those who accept that God gave ‘free will’ to humankind.

The doctrine of ‘final perseverance’ commonly known as ‘once saved, always saved’ was based on the thought that (in brief) if God has especially chosen me and I have been truly born again, then obviously it seems impossible for me to fall away and be lost, because that would mean that

### FROM THE BIBLE

2 Samuel 11:1 - 2, 11 - 17; 12:13 - 14; Matthew 24:13; and other selected passages as referred to in the Bible search.

### CHECKLIST

There are three choices for Getting Started. Choose, then prepare what you need.

There are five suggested teaching approaches. It is important that all groups use approaches 1 to 3 as this is the only session dealing with Doctrine 9.

For approach 1 you will need Doctrine 9 written up and the symbol to display.

For approach 2 you will need to make copies of the eight statements from page 144. How you prepare this depends on whether you are teaching juniors or seniors. As well as the statements, for seniors you will need to have prepared slips of paper with the references written out for them.

Approach 3 is important because it links these statements to everyday situations that the young people are likely to encounter.

Approach 4 is suggested for juniors only and approach 5 suggests discussions or talking with the young people’s Discipleship Partners about temptation. If you invite the Discipleship Partners, make sure they know in advance what you want them to do.

The seniors’ work sheet requires that you have a copy of the *Ceremonies Book* for reference.

## DEFINITIONS

Predestination – a belief of some Christians that God has already determined who will be saved.

Backsliding – a possibility of a Christian losing his or her salvation.

God, who is perfect, has changed His mind!

However, anyone who believed that a person's free will had a part to play in his/her salvation would naturally feel that people who had freedom to follow must also have freedom to stop following!

We believe, along with the Methodist and Armenian theology that Christ died for all and that Christians who refuse to obey Christ can be lost.

The weight of the evidence of the Bible points to the possibility of a true believer falling away from his/her faith.

The Old Testament prophets often reminded the people that they must trust and obey the voice of God. Indeed, for the Hebrew mind, to 'trust' and to 'obey' were almost the same thing. God declares, in the words of Jeremiah, 'But I did command them to obey me, so that I could be their God and they would be my people. And I told them to live as I had commanded them, so that things would go well for them.' (Jeremiah 7: 23, GNB)

In the same way Paul reminded his people at Corinth that they had to be true to their faith or else they might fall as sadly as the old Israelites did in the days of Moses. (See I Corinthians 10.)

Some young people grow up in the Church but never commit themselves fully to Christ. If they then leave, they are hardly 'backsliders' in the biblical sense. Some people have recurrent weaknesses, and their level of spiritual life may be low, but they are not true 'backsliders' so long as they sincerely repent of their failures.

God will never abandon someone who really trusts Him.

Jesus said: 'My sheep listen to my voice; I know them and they follow me. I give them eternal life, and they shall never die. No one can snatch them away from me.' (John 10:27, 28, GNB)

Certainly no one can snatch them – but as long as they are free agents, they can go away by themselves!

The Salvation Army has provided abundant evidence that God can save anyone no matter what they have done but unhappily we also know from experience that some who have been thoroughly converted have fallen away. Our emphasis on getting saved is matched by an insistence on the need for staying saved. Thus we believe that 'continuance in a state of salvation depends upon continued obedient faith'.

This is a hard doctrine – not because it is hard to understand, but because it demands daily attention. You should be ready to counsel and assist your young people accordingly.

Thoroughly saved people can disappoint God and if they persist in disobedience will be eternally lost.

Biblical examples are:

- Saul (1 Samuel 15:11, 23)
- Solomon (1 Kings 11:3 - 4)
- David (2 Samuel chapters 11 and 12)
- Peter (Matthew 26:69 - 74)
- Ananias and Sapphira (Acts 5:1 - 11)

You will notice that David and Peter are the 'happy' examples of those who did not persist in their disobedience.

There is usually a gradual slipping back – that is why the process is called 'backsliding'. It does not usually mean that we suddenly decide to turn our backs on God, but rather that bit by bit we become less trusting, less obedient and as we rely more and more on ourselves, we get further and further away from God.

All of us are tempted. Even Jesus had this problem (Matthew 4:1 - 11). Temptation is not sin and being tempted is not backsliding. At various stages of life, there will be various temptations. Some are very strong for a teenager but others are very strong for parents or older people. Everyone is tempted. Backsliding begins when we give in and do not keep going in 'continued obedient faith'.

## GETTING STARTED

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1. Have a tug-of-war. Point out that winning in such a contest depends on continued effort.

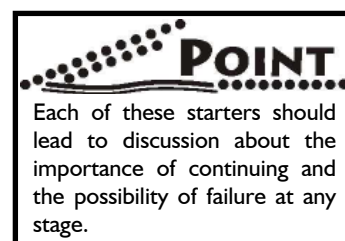
(For smaller groups, an Indian arm wrestling contest would make the same point, that is, as soon as we give up, we lose.)

Or

2. If a faithful Christian has recently been promoted to glory, have someone who knew the person talk to the young people about the their long and faithful service. Similarly a well-known older soldier might come and testify. Make sure that they concentrate on remaining faithful. You may well need to ask leading questions to get the responses relevant to this session.

Or

3. Have chosen young people build a 'tower' of paper cups and discuss the need for a firm foundation and the need to continue being steady at every stage.

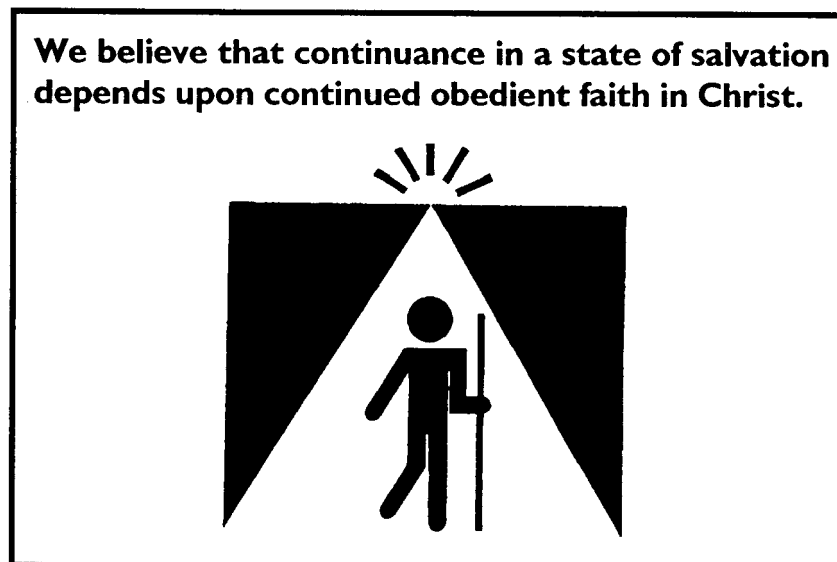


## GOING DEEPER

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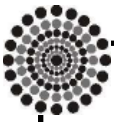
1. **A look at Doctrine 9**

Be ready to show the doctrine and this symbol.



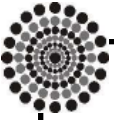
Ask the young people to explain how this symbolises Doctrine 9. Ask them whether they would add anything to it.

Now ask them to look at the doctrines before and after Doctrine 9. Discuss how they are related, noticing how the key words 'faith' and 'salvation' are used in the other doctrines.



## LEADER TIP

Have sufficient copies of all the doctrines either by using the copy in the back of the song book or by photocopying it. If your group is large you could make an overhead of the doctrines to display.



## FOR JUNIORS

See template on page 144.

## NOTE

If your group is small and juniors and seniors work together, choose either the junior or senior activity.



## FOR SENIORS

See template on page 144.

Make sure that the young people come to a conclusion such as this: the word 'continued' links the earlier doctrines about obtaining salvation with the later doctrines about holiness and eternity.

This doctrine is discussing the possibility of a Christian losing his/her state of salvation. We use the biblical term 'backsliding' when talking about this happening.

Being saved is the first step in our Christian life. We must keep growing and going forward by being obedient and trusting that what God wants for us is best for us. When we deliberately refuse to obey and trust, then we slide backwards and so become 'backsliders', wanting to please ourselves rather than God.

### 2. Missing words/Bible search

#### For the juniors

Have the following eight statements written up. Replace the underlined key words in each statement with a line for each word. Have the young people read the Bible verse and then suggest words that could go in the spaces. Encourage discussion about the suggested words until the young people feel that they have the best word for the space.

Write it in. When the eight statements are complete, have the group read them aloud.

#### For the seniors

Have the eight statements written up, omitting the Bible references, but including all words.

Give the young people slips of paper with the different references on them. Ask for these references to be read out and for the young people to match their verse to one of the statements.

Do not be concerned if they join several verses to the one statement. The important part of this activity is that they can give a reason for their choice.

1. Being saved is the beginning of a new life. (Ephesians 4:23, 24)
2. Everyone can be saved. (John 3:16)
3. We cannot earn our salvation. It is God's gift. (Ephesians 2:8 - 9)
4. Some people refuse to accept God's gift of salvation. (John 5:40)
5. It is possible to walk away from God. (Hebrews 2:1)
6. When we stop having faith in God, we spoil our relationship with Him. (1 Timothy 1:19)
7. Deliberately disobeying God means we stop walking with Him. (Jeremiah 7:24)
8. To stay saved we must keep on being faithful and obedient. (Matthew 24:13)

### 3. The importance of keeping on

Read out the following stories about situations saved young people can find themselves in. Ask the group to consider which of the statements on the board or overhead the young people need to remember, because they will best help them to remain faithful. (Change the names if any of them belong to your young people to avoid any embarrassment.)

- a. Daniel made a real commitment at music camp. But the meetings at the corps don't seem to hold his interest. He thinks he'll stop going.
- b. Lauren really loves God but her favourite TV show finishes too late for her to have time to read and pray.

- c. Michael only ever says the prayers that his Mum taught him when he was a little boy.
- d. Kirsten is always busy doing good deeds so that she will be saved.
- e. Renee says that being saved means you're OK for the rest of your life.

4. **(Particularly for juniors)**

**Backsliding need not be fatal**

Some people say that once we are saved, we are always saved. If someone backslides, i.e. they sin and stubbornly refuse to admit they were wrong, they say that such a person was not saved in the first place.

Biblical evidence does not back this up.

- Saul (1 Samuel 10:9; 15:11, 23)
- Solomon (1 Kings 3:10 - 12; 11:3 - 4)
- Peter (Matthew 16:15 - 16; 26:69 - 74)
- David (See following notes.)

Notice that David's fall began with a small matter. His place was at the battle with his troops – instead, he was at ease in his palace (2 Samuel 11:1). Then he saw Bathsheba by accident (v.2) and so he slipped back a step at a time.

Read together 2 Samuel 11:11 - 17, after each verse or two stop and allow the young people to discuss what David did (another backslide) and what he could have done (continued obedient faith).

Now look at 2 Samuel 12:13 - 14.

**Or**

5. **Either**

**Discuss temptation**

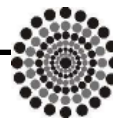
In some groups, this would be an ideal time for discussion about the situations which are a problem to young people and how to handle them. If this activity is used, you will need to take care that the basic ideas presented in the objectives and background material are still covered.

**Or**

**Partners**

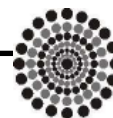
If your corps has a 'discipleship partners' or similar scheme, invite each adult partner to visit the session and share. If the adults will frankly discuss the problems/temptations they had as teenagers and those which they still struggle with, it will be much more helpful than making it seem that the danger of backsliding is confined to modern youth alone.

**FOR JUNIORS**



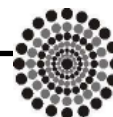
**LEADER TIP**

Consider how you will deal with this Bible search. Either look at all of these examples by reading the references **or** tell the story about each one **or** concentrate on the story of David.



**NOTE**

Stress that God is only too willing to forgive when true confession and repentance is made. This is the only way back.



## **TAKING IT HOME**

Salvation is God's free gift offered to everyone. Accepting it is the beginning of a new life where pleasing God is more important than pleasing ourselves. We believe that to remain saved, we must live a life of daily trust and obedience. When we are tempted to do something that is against God's laws, we must ask for God's help to resist. If we fail, we must quickly seek His forgiveness and keep on going.

# FOLLOW-THRU

This unit is now coming towards its completion. Tasks in the Get Involved and Grow strand such as worship regularly and wear uniform could be discussed or you could encourage your group to complete tasks that were begun but not completed.

## FURTHER READING

COUTTS, John, *This We Believe*.

LARSSON, John, *Doctrine Without Tears*, S.P. and S., 1974, Chapter 9.

*Chosen to be a Soldier*, Campfield Press, St. Albans, 1977.

*Salvation Story*, Chapter 9, MPG Books, 1998.



### LEADER TIP

Photocopy the eight statements on this page for the missing words Bible study.

#### Missing words / Bible search

#### Juniors

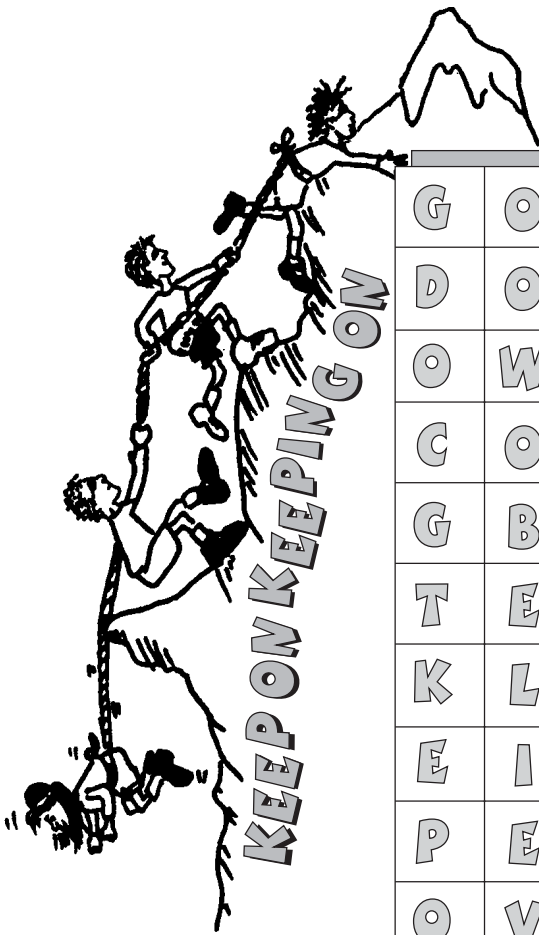
1. Being saved is the beginning of a \_\_\_\_\_ life. (Ephesians 4:23, 24)
2. \_\_\_\_\_ can be saved. (John 3:16)
3. We cannot \_\_\_\_\_ our salvation. It is God's gift. (Ephesians 2:8 - 9)
4. Some people \_\_\_\_\_ to accept God's gift of salvation. (John 5:40)
5. It is \_\_\_\_\_ to walk away from God. (Hebrews 2:1)
6. When we stop having \_\_\_\_\_ in God, we spoil our relationship with Him. (1 Timothy 1:19)
7. Deliberately \_\_\_\_\_ God means we stop walking with Him. (Jeremiah 7:24)
8. To stay saved we must \_\_\_\_\_ on being faithful and obedient. (Matthew 24:13)

#### Missing words / Bible search

#### Seniors

1. Being saved is the beginning of a new life.
2. Everyone can be saved.
3. We cannot earn our salvation. It is God's gift.
4. Some people refuse to accept God's gift of salvation.
5. It is possible to walk away from God.
6. When we stop having faith in God, we spoil our relationship with Him.
7. Deliberately disobeying God means we stop walking with Him.
8. To stay saved we must keep on being faithful and obedient.

# STAYING SAVED



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

DOCTRINE  
NINE  
WE  
BELIEVE  
SALVATION  
UPON  
OBEDIENT  
FAITH  
CHRIST  
OBEY  
SAVED  
CONTINUALLY  
TRULY

LIVING  
FAITHFUL  
CONTINUING  
LOYAL

OBEY  
CONTINUE  
OBEYING  
OBEYING

Now use as many of the words as you can to write a few sentences about this session.

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**HIGHLIGHTS**

- There are conditions I must meet to stay saved.
- I need to trust and obey God to continue to grow.
- Backsliding can begin by one little wrong act.
- Being tempted does not mean we are no longer saved.
- Christians need to keep on keeping on.

Even though David sinned, God restored him because:

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Think about people of three various age groups and write down temptations you think would be a particular problem to them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**EACH OF US – NO MATTER HOW OLD  
NO MATTER HOW YOUNG  
WILL STAY AS GOD’S CHILDREN  
IF WE TRUST AND OBEY.**



1.

The missing words in this wonderword all have to do with what Doctrine 9 teaches us. Complete the sentences then circle the words in the wonderword.

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

There are conditions I must meet to stay saved.

(a) The doctrine we have considered today:  
 \_\_\_\_\_ says:  
 '\_\_\_\_\_ that continuance  
 in a state of \_\_\_\_\_  
 depends \_\_\_\_\_ continued  
 \_\_\_\_\_  
 in \_\_\_\_\_.'

(b) Sarah finds witnessing hard but she is sure that God really wants her to let her friends know she loves Him. She needs strength to keep \_\_\_\_\_ God.

(c) Adam made a real commitment at music camp. Now, three months later he is too bored to go to the meetings. He needs to remember that being \_\_\_\_\_ means \_\_\_\_\_ trusting and obeying.

(d) Tony is a keen Christian. The life he is \_\_\_\_\_ is one of \_\_\_\_\_ trusting in God.

(e) The Bible tells us what Jesus will say, 'Well done, good and \_\_\_\_\_ servant.'

(f) I remember people who became followers of Jesus but have slipped back instead of \_\_\_\_\_. They found it hard to be \_\_\_\_\_ to the commitment they had made.

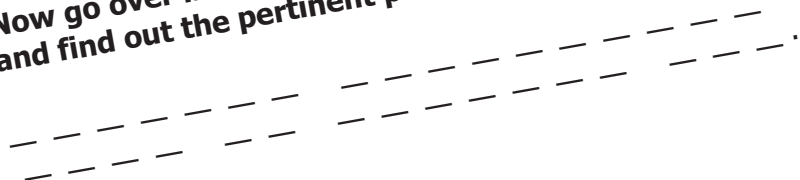
(g) There's no other way to be happy in Jesus but to trust and \_\_\_\_\_.

(h) Don't give in but \_\_\_\_\_ to trust.

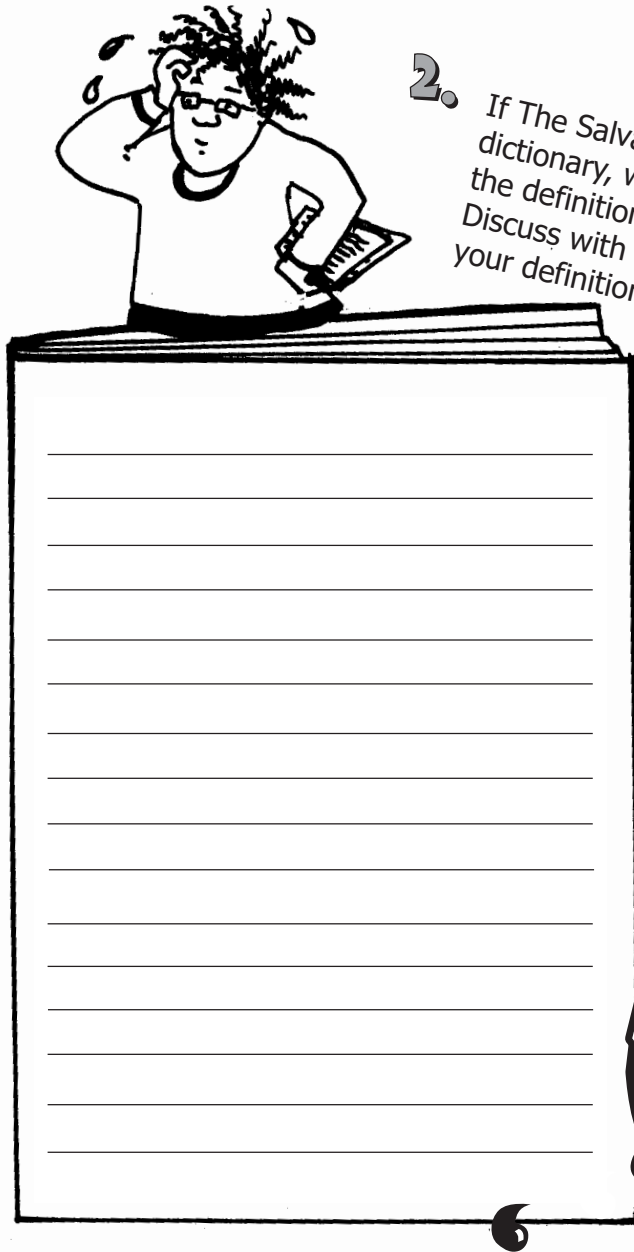
(i) If you want to keep saved you must keep on \_\_\_\_\_ and trusting.

(j) When God speaks  
 I will \_\_\_\_\_.

**Now go over in colour all the letters that you have not circled and find out the pertinent point for this session.**



It only takes a little act of disobedience to begin backsliding.



2. If The Salvation Army was preparing a dictionary, what do you think would be the definition for 'backsliding'? Discuss with your group and then write your definition for the dictionary.

When I'm tempted it does not mean I'm no longer saved.

3. The final declaration a person makes as they are being enrolled as a Senior Soldier is: (see Ceremonies Book p.4 - 5)

Three horizontal lines for writing the final declaration.

How do you think this ties into what Doctrine 9 says?

Three horizontal lines for writing the connection to Doctrine 9.

The word 'listen' contains the same letters as the word 'silent'



# CLASSROOMS AND CHRIST

## AIM

To explore with the young people the ways in which a young Christian should work and witness at school.

## OBJECTIVES

As a result of this session the young people will:

- ❖ be encouraged to live a Christian life at school;
- ❖ know more about witnessing in this context;
- ❖ have a more balanced view of witness by actions and words;
- ❖ have explored with the group the difficulties they face as Christians.

## INSIGHTS FOR LEADERS

Do you know your young people well enough to know how they are doing at school? Do you know which ones do well with little effort, which ones struggle to scrape through, which ones feel inadequate in the school situation? Such knowledge will be of help in this session. Do not underestimate the difficulty of this topic. It is far too easy to spend our time urging the young people to 'witness boldly'. On the other hand, do not allow the difficulties to become an excuse for doing nothing. All Christians are called on to be the 'salt and the light' (Matthew 5:13 - 14) and this responsibility falls on teenagers as well as senior citizens. Our responsibility as leaders is to encourage and assist them. There is a fine line between standing up for what we know is right and living so that people will want to come to us when they are in a crisis situation and that of constantly rebuking others for their wrong deeds thereby earning a tag of 'goodie goodie'. God is still working in all our lives. Letting others know that He makes the difference in how we cope with our hard times is an effective witness that the young people can be encouraged to put into practice.

This session therefore gives case studies varied enough for your young people to find one with which they can identify.

## GETTING STARTED

1. Perhaps this is the time for a few minutes spent discussing 'school'. What do you like about school? What do you 'hate'? Do you find school exciting or boring? Why? Are you ever proud / embarrassed / excited / discouraged at school?

## SESSION 18

### FROM THE BIBLE

Proverbs 4:1 - 5, 12 - 13, 23 - 27;  
 Matthew 5:16; 28:19 - 20;  
 1 Timothy 4:12;  
 1 John 3:1 - 3.

### CHECKLIST

Decide which Getting Started activity you will use and prepare the required materials.

For the first teaching approach the young people need pencils and paper and you will need to write up their suggestions.

The case studies used in approach 2 are on the work sheets so that you can use them if you want the young people to read them for themselves or have them for reference in the discussion.


The work sheets are also needed for the alternate idea in approach 2.

If you decide to use approach 3, give the young adults sufficient warning of the date and explain the topic to them. Or show part 3 of the supplied video.

For approach 4 the young people need their Bibles and work sheets.

### LEADER TIP

Be careful that this discussion does not extend into the main time. It is a 'starter'.



**POINT**  
 Schooling is a must for us all. It is our place of work until we leave. In this session we want to consider what attitude a Christian has to school and work mates.

Or

2. Conduct a survey on school days. Each young person writes down the days Monday to Friday and scores each day from 0 - 10. Total the scores for each day and see which is the 'best' and 'worst'. Allow some comment on this but not too much.

## GOING DEEPER

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### I. Discussion points

#### a. What is Christian witness at school?

Let the young people quickly write down their own definition of Christian witness.

Check and write all the different suggestions up – give some suggestions if needed.

e.g. It's letting others know that we believe in God.

It's letting others know that Jesus is our Saviour.

It's letting others know that we have a friend who helps us in times of need.

It's letting others know that we love God enough to obey His commandments.

It's standing up for what we know is right when the group is going to do/plan something wrong.

It's doing my homework assignments on time and as well as I can.

It's doing my best work in school.

It involves not being cheeky to the teacher.

It involves befriending the lonely/different/disabled kids.

#### b. Must a Christian witness?

Jesus' last command in Matthew 28:19 - 20 should be read together here.

Whether we attend a public school or a private school, we will face difficulties and challenges. There is no such thing as a truly Christian school and no school where Christ is completely excluded.

Discuss the following statement with your group: 'At all times Christians should work and witness. Their attitude and attention to everyday tasks are just as important as what they say about being a Christian.'

#### c. Shouldn't I be strong before I witness?

One excuse people make when answering this question is this: 'I feel I'm such a weak Christian. I'm still growing and learning myself. How can I witness when I feel like this?'

What do you think? Does telling others what we know about God make us stronger?

All Christians find this challenge hard. We often act in ways which we know disappoint our Saviour. This should not discourage us but rather spur us on to greater effort.

There are Christian support groups in many schools (ISCF – Inter School Christian Fellowship; SUIS – Scripture Union In Schools – and so on). As well young people will know of Christian students and teachers. Young people should be encouraged to align themselves with these groups and individuals. (Point out the Get Involved and Grow mission challenge of participating in Christian groups at school.)



### LEADER TIP

There are other *TRIBE* sessions on witnessing and talking to my friends about my faith. Focus on the objectives of this session and try to stick to them!

d. **Should my actions match what I'm saying?**

There are certain behaviours which are particular temptations for students. Here are three that can be discussed with your group:

- laziness (why bother? Even 'I've done enough to pass' is laziness, if I could do better.);
- dishonesty (cheating/copying);
- impurity (when the gang starts telling dirty jokes, what do I do?).

Talk about individual problems in these areas as needed.

2. **Either**

**Case studies**

Read together the case studies (hand out the work sheet) and discuss with your group what encouragement and advice you would give to each student.

**Case study one**

Brad was a real nuisance and now he was getting older he had begun to realise it. At primary school he had been the biggest stirrer, always showing off and making life as hard as he could for his teachers.

But now he wanted it to be different. During the holidays he had decided to get serious about trying to please God. He was determined to show that he was a Christian right from the start of high school.

The trouble was no-one believed him. The other kids remembered his past behaviour and the teachers had read the reports from primary school.

'I can't win,' thought Brad. 'I think I'll give up.'

**Case study two**

Kym found school really hard. It seemed that she had been missed out when school talents were given out and although she did really try, every lesson was confusing and every day a disappointment.

In primary school, it was bad enough but there, at least, she had only to cope with Mr Jones who understood her difficulties and went out of his way to encourage her. Here, in high school, it was much worse. The students despised her for trying so hard, ('You're just a crawler') and the teachers just didn't seem to have time for her. ('Surely you've finished by now, Kym!') In any case, there were so many people and everything was confusing.

Kym knew that Christians should bring glory to God by their work and effort but thought she would never be able to do that.

**Case study three**

Mark had a problem. His parents seemed to think he was some kind of genius and expected so much from him – top marks, good behaviour, success at sport.

The reality was very different and many times he knew that he could not possibly measure up to their expectations. That's when he was tempted to pretend – to cheat a bit to push his marks up, to exaggerate any success he had and to hide any problems. After all, it was so easy to look the answers up from the back of the book and everyone else did it (well NEARLY everyone).

The whole situation was really getting him down.

### Case study four

Jenni really wanted to witness. She knew that Salvationists are 'saved to serve' and that passing on the good news should not be left to the officers.

But she was a bit worried about it. It embarrassed her when the talk got dirty but she was too shy to say anything. There were times when she knew she ought to speak up in class but she didn't want everyone looking at her. After all, it was bad enough when they didn't believe her excuses for late homework.

Jenni thought that there probably were other Christians among the teachers and students but she wasn't sure and she felt that she had been a lonely, defeated Christian too long.

**Or**

### Write your own report

Give the young people a sheet on which they write a school report for themselves. Ask them to write the comments they would like to get. If they seem too self-conscious to do this, they could write a report on an imaginary Christian. (There is an activity on the work sheet that ties in with this.)



### VIDEO CLIP

Or show part 3 of the testimonies from the video supplied with this unit .

### 3. Testimonies

Have one or two young adults (in the 18 - 25 age group) visit and talk honestly but encouragingly about their experiences as a Christian at school.

The young people can then help you list the 'Things I might do as \_\_\_\_\_ did' and 'Things to avoid that \_\_\_\_\_ did'.

Arising from this the young people might be willing to share their own experiences.

### 4. Bible search

Have the young people read the Bible passages listed on the work sheets. (Note the junior ones are different to the seniors.)

## TAKING IT HOME

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Have a few juniors read the verses from Proverbs they have chosen from the work sheet activity.

We won't find it easy to witness every day. Many school days are just the opposite. Let's depend more on God for direction and strength as we try to live our lives that measure up to our profession as a Christian.

## FOLLOW-THRU

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The Get Involved and Grow in mission challenge of participating in a school group links well into this session, as does bring a friend to a youth group or SAGALA event.



# Classrooms and Christ

- HIGHLIGHTS**
- If we really love God we want to tell others about Him.
  - My actions must match my words.
  - It is part of being a Christian to do my best at school.
  - Christianity affects how I live all week – not just Sunday.
  - There are times when I will have to refuse to join in wrong activities.
  - If I am loving and kind to others, they will be more likely to listen to what I say.



## Report Card Comments

Here are some comments we often hear or see. Draw a light beside the statements you think would be suitable comments about a Christian trying to let his/her light shine.

Always does his/her best.

Does not always cooperate with teachers.

Assignments rarely completed.

Excellent attitude to learning.

Always courteous and helpful to peers.

Distracts others in class.

Makes thoughtful comments in discussions.

Loses temper when not on winning team.

*Jesus said we should let our light shine.*

Here are some verses about 'The Benefits of Wisdom' – read them and write out the ones you liked best.

Proverbs 4:1 - 5 or Proverbs 4:12 - 13 or Proverbs 4:23 - 27

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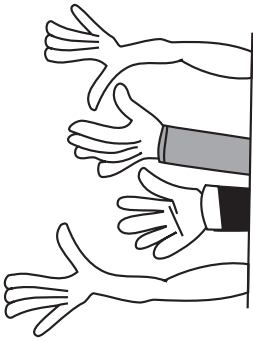


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## Classrooms and Christ



**Case study one**  
 Brad was a real nuisance and now he was getting older, he had begun to realise it. At primary school he had been the biggest sifter, always showing off and making life as hard as he could for his teachers.

But now he wanted it to be different. During the holidays he had decided to get serious about trying to please God. He was determined to show that he was a Christian right from the start of high school.

The trouble was no-one believed him. The other kids remembered his past behaviour and the teachers had read the reports from primary school.

'I can't win', thought Brad. 'I think I'll give up.'

**Choose the case that reminds you most about yourself and write what the best solution would be.**

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### Case study three

Mark had a problem. His parents seemed to think he was some kind of genius and expected so much from him – top marks, good behaviour, success at sport.

The reality was very different and many times he knew that he could not possibly measure up to their expectations. That's when he was tempted to pretend – to cheat a bit to push his marks up, to exaggerate any success he had and to hide any problems. After all, it was so easy to look the answers up from the back and everyone else did it (well NEARLY everyone).

The whole situation was really getting him down.

### Case study four

Jenni really wanted to witness. She knew that Salvationists are 'saved to serve' and that passing on the good news should not be left to the officers.

But she was a bit worried about it. It embarrassed her when she got dirty but she was too shy to say anything. There were times when she ought to speak up in class but she didn't want everyone looking at her. After all, it was bad enough when they didn't believe her excuses for late homework.

Jenni thought that there probably were other Christians among the teachers and students but she wasn't sure and she felt that she had been a lonely, defeated Christian too long.

**Case study two**  
 Kym found school really hard. It seemed that she had been missed out when any talents were given out and although she did really try, every lesson was given out and every day a disappointment.

In primary school, it was bad enough but there, at least, she had only to cope with Mr Jones who understood her difficulties and went out of his way to encourage her. Here, in high school, it was much worse. The students despised her for trying so hard (Surely you've finished by now, Kym!). In any case, there were so many people seem to have time for her. (Surely you've finished by now, Kym!). In any case, there were so many people

and everything was confusing. (You're just a crawler!) and the teachers should bring glory to God by their work and effort but thought she would never be able to do that.



# Classrooms and Christ



was Captain of Brisbane State High.  
General Eva Burrows ©

Actions speak louder than words.

## Complete the report card for Ima Christian

Behaviour: \_\_\_\_\_

Attitude to peers: \_\_\_\_\_

Attitude to assignments: \_\_\_\_\_

Attitude to teachers: \_\_\_\_\_

Attitude on the sport field: \_\_\_\_\_

1 Timothy 4:12; Matthew 5:16;  
Acts 1:8; 1 John 3:1 - 3.

**All of us have temptations. Here are some examples. Maybe you could add to these for yourself.**

**What Scriptures would you use to encourage these friends to be victorious?**

➤ Mark pulls his coat lapels up when walking along the street in his Army uniform. \_\_\_\_\_

➤ Jane won't go to street ministry in case her friends see her there.  
\_\_\_\_\_

➤ Peter says he is the only Christian at his school so he can't ever talk about God. \_\_\_\_\_

➤ Rachel copies out her friend's homework because she doesn't have time to do her own. \_\_\_\_\_

Christians must use the talents God has given them.

Use each case study write the actions you think would be best for the student to take.

**Case study two**

Kym found school really hard. It seemed that she had been missed out when any talents were given out and although she did really try, every lesson was confusing and every day a disappointment.

In primary school, it was bad enough but there, at least, she had only to cope with Mr Jones who understood her difficulties and went out of his way to encourage her. Here, in high school, it was much worse. The students despised her for trying so hard. ('You're just a crawler') and the teachers just didn't seem to have time for her. ('Surely you've finished by now, Kymi!') In any case, there were so many people and everything was confusing.

Kym knew that Christians should bring glory to God by their work and effort but thought she would never be able to do that.

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**Case study one**  
 Brad was a real nuisance and now he was getting older, he had begun to realise it. At primary school he had been the biggest stirrer, always showing off and making life as hard as he could for his teachers. But now he wanted it to be different. During the holidays he had decided to get serious about trying to please God. He was determined to show that he was a Christian right from the start of high school. The other kids read the reports from primary school and the teachers had remembered his past behaviour and the teachers had read the reports from primary school. 'I can't win', thought Brad. 'I think I'll give up.'

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**Case study four**

Jenni really wanted to witness. She knew that Salvationists are 'saved to serve' and that passing on the good news should not be left to the officers.

But she was a bit worried about it. It embarrassed her when the talk got dirty but she was too shy to say anything. There were times when she ought to speak up in class but she didn't want everyone looking at her. After all, it was bad enough when they didn't believe her excuses for late homework.

Jenni thought that there probably were other Christians among the teachers and students but she wasn't sure and she felt that she had been a lonely, defeated Christian too long.

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**Case study three**

Mark had a problem. His parents seemed to think he was some kind of genius and expected so much from him – top marks, good behaviour, success at sport.

The reality was very different and many times he knew that he could not possibly measure up to their expectations. That's when he was tempted to pretend – to cheat a bit to push his marks up, to exaggerate any success he had and to hide any problems. After all, it was so easy to look the answers up from the back and everyone else did it (well NEARLY everyone).

The whole situation was really getting him down.

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# WORTHY OF OUR WORSHIP

## AIM

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To help the young people become more aware of God's infinite perfection and the need to revere and worship Him.

## OBJECTIVES

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As a result of this session the young people will:

- ❖ have a basic knowledge of the attributes of God;
- ❖ recognise that there is no other like God – there is only one God;
- ❖ be encouraged to respect and trust God for who He is.

## INSIGHTS FOR THE LEADER

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The second doctrine of The Salvation Army, in part, says:

'We believe that there is only one God, who is infinitely perfect... and who is the only proper object of religious worship.'

This is the first of two sessions on the teaching of Doctrine 2. The other session is in unit 6:11 ('God's In Charge') and deals with God being the Creator, Preserver and Governor of all things.

We have no word greater than 'infinite' to describe size and extent, and there can be no improvement on 'perfect'. Language has therefore gone as far as it can, in only two words, to describe the nature and character of God.

Words will always be a problem for human beings, when they wish to describe God. We know that God, to be God, must be greater in every way than humans, yet when we come to define those ways, we have only human minds and terms that we can use. We must use human language and ideas, because we have nothing else!

Christian thinkers have in fact tried hard to use words which emphasise just how much greater and different God is from us, but even so they are still using only human words! We know, for example, that man is finite. He can be in only one place at a time; he can live in only one period of history; his body can do only certain things, and his mind has limits to its capacity. Knowing this, we therefore call God *infinite*, which simply means that He has none of these limitations, but has all the things that man has not got – complete knowledge, power and presence (doctrine calls these omniscience, omnipotence and omnipresence). Of course, we can neither truly imagine nor understand such a Being, which is why the Bible is always insisting that God is essentially a mystery.

To keep God the supreme object of worship is difficult because the desire to worship something or someone seems to be almost an instinct with people, something which does not have to be learnt. Studies of the oldest

## SESSION 19

### FROM THE BIBLE

Selected verses about God's attributes.

### DEFINITION

Attributes: qualities – features – characteristics.

### CHECKLIST

There are three suggested Getting Started activities so choose and prepare accordingly.

There is one main teaching approach – a Bible search on God. It is important to understand that what we believe is Bible based. Many texts are given in this session. You will need to select which ones you will use. Have the selected Bible references written out on slips of paper so different young people can be given these to read during the session.

You will need Doctrine 2 written up ready to use.

There is a second approach if time allows and you will need to have copies of choruses or the Senior Song Book for young people to consider the words which reflect today's doctrine study.

The young people are encouraged to choose and prepare a task from the Get Involved and Grow through worship strand. If they prepare a worship time for another group meeting, make sure they get to do it!

societies still in existence inevitably bring a pattern of worship to light. The objects of worship have been too many to mention, from wonders of nature like the sun to rough statues made with man's own hands.

There is no denying that it is sometimes difficult to worship God as we ought to. Judging from the various condemnations of Jesus, the Pharisees were wrong as often as they were right, even though as a group they were more anxious to be right than any other Jews of their day.

So even those of us who believe that we whole heartedly worship the true God, must always be on the alert. We must examine every precious thing in our lives – people, possessions, fellowship, worship itself – and be sure that none of them comes before our adoration of God.

This session is not concerned with trying to prove the existence of God – that is assumed throughout the Bible. Instead it highlights some of the important things God has revealed about Himself to us through the Bible. His revelation in Jesus Christ and through the Holy Spirit is not discussed in detail as these are the subject of other sessions about Salvation Army doctrines. However, that does not prevent you from referring to them in the course of the session.

## GETTING STARTED

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1. Ask the young people to write down as many words as they can in 45 seconds to describe God.

Then write them up as the young people call them out and record how many of them thought of each word. The young people could then comment on which words were thought of by everyone.

Does this mean they were more important than the ones only one young person may have thought of? Not necessarily – but maybe we all tended to think first of those attributes that prove God's love for us.

**Or**

2. Have the young people model in playdough or do an abstract drawing representing God and their relationship with God and allow time for them to explain it to the group.

**Or**

3. What do we mean when we say that a person 'worships' something or someone? What things do people worship? What is 'hero worship'? What things could make someone a 'hero' to others?

## GOING DEEPER

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1. **Looking at Doctrine 2**

Read together the part of Doctrine 2 that is being studied in this session. 'We believe that there is only one God who is INFINITELY PERFECT ... and who is the only proper object of religious worship.'

Ask the young people how they would explain 'infinitely perfect' to someone who asked. Point out that our finite minds can hardly grasp what the word INFINITE means. To have it joined to the idea of perfection is even more mind-boggling.

The descriptions of God we are going to look at will help us to understand a little more what 'infinitely perfect' really means.

**POINT**

Knowing what God is like is important because it helps us to be reverent in His presence and to worship Him with our whole being.

**POINT**

The kind of god worshipped and his characteristics affect the person who worships that god. It is most important to know what God is like when we claim to be Christians and worship Him. In this session we want to make sure that we do understand what God is like so that we can worship Him better.

(If you used the first starter, add to that list, as the verses are studied, any attributes the young people had not thought of or commence a list now.)

It is not possible for we humans who are limited in understanding, knowledge, ability to move, by time etc., to understand that God is unlimited (see 1 Timothy 6:16). Our knowledge of God is limited to what He chooses to reveal of Himself and human words are not good enough to express even this. Nevertheless, God wants us to know Him, and in Jesus He has revealed Himself so that we might respond, in loving obedience, to His holy love. (John 1:14; Colossians 2:9.)

The Bible does not attempt to prove the existence of God. It reveals the character of God. In the Bible there are many statements about the special qualities which mark the nature (character) of God. These qualities are not what God has, but what God is. They are known as attributes of God.

- a. **HE IS PERSONAL** – God is not some ‘thing’ or an ‘it’ or a power or an influence. He is some One whom we may know as Father (Matthew 6:8, 9). This does not mean that God is like a man.

Man is a little bit like God, but God is some One much greater than man. He made man in His image (Genesis 1:26) – this includes the power to make decisions (our will). All of us owe our powers of thought and will to God.

God, Who made us, must be greater in ability to do these things than those He has made. (Isaiah 29:16).

- b. **HE IS SPIRIT** (John 4:24). God doesn’t have a body as we have a body. He is not limited to time and space as we are. That is one reason why people everywhere can at the one time worship Him and know Him close to them. We cannot see Him with our physical eyes, so He is said to be ‘invisible’ (John 1:18). (We speak of God’s eyes, ears, hands, etc because we have no other way to describe what He does.) Because He is invisible, God has commanded man not to make any image or idol of Him (Exodus 20:4).
- c. **HE IS ETERNAL AND NOT CREATED** (Isaiah 40:28). God had no beginning and will never have any end. He existed before anything else – nobody made Him, and He does not need anyone to provide for Him. His being and powers do not depend on any source apart from Himself. This is what God meant when He said to Moses, ‘I AM’ (I always exist, Exodus 3:14).
- d. **HE IS UNCHANGING** (James 1:17). God’s nature, being perfect, does not change, yet it is expressed in many different ways. God is always true to His nature and His word. He cannot lie. (1 Samuel 15:29).
- e. **HE ALONE IS GOD** (Isaiah 42:8, GNB). He is above all created things. Nothing is outside the scope of His rule. He is King and Lord of all. He is the only one we should worship. (Psalm 96:4 - 5)
- f. **HE IS PRESENT EVERYWHERE** (omnipresent) Many people believed that if they left their country, they also left their god behind. Even the Israelites were guilty of doing this, so God reminded them that He was everywhere. (Jeremiah 23:23, 24).



## LEADER TIP

Have the selected Bible verses written out on slips of paper so different young people can be given these to read during the session.



## LEADER TIP

State the attribute of God and ask your young people what they think it tells us about God. Have the Bible passage read out and if necessary add to the comments from the material given.

- g. HE KNOWS EVERYTHING (omniscient) (Psalm 139:1 - 4). God knows everything – past, present and future. He knows it now. Unlike human knowledge which is limited to what is known of the past and present, the eternal God knows all the possibilities of the future as well (Isaiah 46:9, 10). Nothing is hidden from Him or is beyond His understanding.
- h. HE CAN DO ALL THINGS (almighty, omnipotent) (Matthew 19: 26). There is no limit to God’s power. He can do all He wills to do in keeping with His nature. All power within His creation comes from Him and nothing could exist without Him.
- i. HE IS HOLY (Leviticus 11:44). This means that God is perfectly clean, no evil or badness can come into His presence. He hates sin but He is happy or pleased with all that is good. In this area, as in others, God is far greater than man, and deserves our reverent awe and worship.
- j. HE IS LOVE (1 John 4:8 - 10). This is shown in many ways – by the goodness and help He gives to everybody, whether they are good or bad (Matthew 5:45), by His teaching against selfishness; and, above all, by His work of saving all people from sin (John 3:16).
- k. HE IS WORTHY OF OUR WORSHIP (Revelation 4:11). The second and third doctrines tell us that God is perfect with no end of His perfect power and glory. For this reason, He is the only God we should worship. The failure to understand that God is separate from and greater than His creation causes many people to worship places, objects or other persons with no right to such worship because they are not worthy or deserving of worship.

We all need to worship something. Ancient people believed that gods existed in everything – in trees, rocks, sun, moon, etc. All the unexpected happenings such as drought, floods, sickness and accidents were brought about by an angry god. Therefore the gods had to be appeased, made happy by worship and sacrifice, perhaps even child sacrifice.

The people believed these gods were easily upset, unfair, cruel, squabbling amongst themselves. People were afraid of what they could do to man.

But the Jewish people learnt that God was the one true God, and that His wonderful nature made Him worthy of worship.

Worship is giving reverence to God and having communion with Him in meditation, prayer and praise. True worship is worship with our whole being (Mark 12:30).

Have the young people read together the list you have now completed of God’s attributes.

**Discuss:** Is there anyone else who could claim to have all these characteristics? When you read some of these verses, how did it make you feel: (i) in yourself? (ii) towards God?

## 2. **Worship songs/choruses/psalms**

Have the young people look at the songs in the section of the song book entitled ‘God the Father – Person and Praise’ or choose choruses that would be known to the group and consider what they say about God. How do these words help us to worship God more completely?



### **LEADER TIP**

Select one which best describes the characteristics of God that we have thought about in this session. (There is space on the work sheet to write out the song / chorus / psalm they choose.)

## **TAKING IT HOME**

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We worship God because He alone is God and because of what we know of His power and perfection. This includes respecting Him as God, and loving Him for His goodness. It involves the way we live (think, speak and act) each day.

Read together a song of worship or a psalm (e.g. Psalm 103:1 - 8).

And/or

Have a short time of prayer to conclude. Ask each young person to think about one of God's attributes (from the list made during the session) and to pray a simple prayer that praises God for being like that.

## **FOLLOW-THRU**

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The worship challenge to lead a worship segment in *TRIBE* or *SAGALA* or choosing songs and choruses to be used in a worship service would fit in well with this session.

## **FURTHER READING**

COUTTS, John, *This we believe*, Challenge Books, London, 1976, chapters 2 and 3.

HARLOW, R.E., *Can we know God?*, Good News Publishers, Westchester, Illinois, 1966.

*The Doctrine We Adorn*, International Headquarters, London, 1982.

*The Salvation Army Handbook of Doctrine*, International Headquarters, London, 1969.

*Salvation Story*, MPG Books, Cornwall, 1998.



# WORTHY OF OUR WORSHIP



**1.** Unjumble and use these words to write around the page as God's attributes.

lanopres

tripis

treelan

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### HIGHLIGHTS

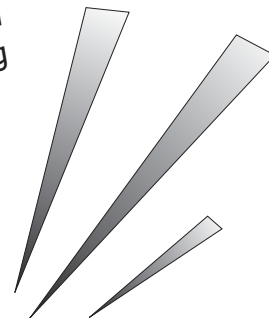
- God is infinitely perfect.
- We cannot fully understand what this term means but we know it reflects how great God is.
- God is the only one worthy of our worship.
- God is so great and yet loves us.
- I must recognise God's worthiness and respect Him as I come to worship Him.

Match up the following verses with the attribute it describes:

2.

- (a) 1 John 4:8
- (b) Leviticus 11:44
- (c) Isaiah 40:28
- (d) James 1:17
- (e) Matthew 19:26

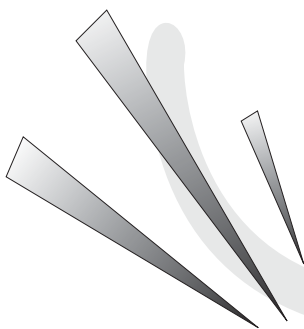
Eternal  
Love  
All-powerful  
Unchanging  
Holy



3. Find a song or chorus or psalm which you think expresses God's worthiness of our worship and write it here.

A set of seven horizontal lines for writing, with a black triangle on the left side indicating the start of the staff.

Or if there is a worship challenge you would like to attempt, discuss this with your group leader and work out how you are going to do it.



God who made the earth and the seas and all that is in them cares for me.

**HE IS UNCHANGING**

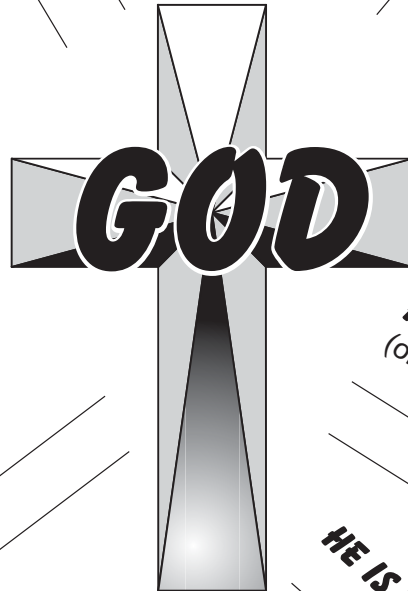
**HE IS LOVE**

God gave babies 'babies' long before mankind discovered their use.

**HE IS HOLY**

**HE ALONE IS GOD**

There are thousands of gods worshipped in Hinduism.



**HE IS PRESENT EVERYWHERE**  
(omnipresent)

**HE KNOWS EVERYTHING**  
(omniscient)

**HE IS WORTHY OF OUR WORSHIP**

**HE CAN DO ALL THINGS**  
(almighty, omnipotent)

God's name is not mentioned in the book of Esther.

Use these verses to back up the truth of these statements.

(REVELATION 4:11)

(1 JOHN 4:8 - 10)

(MATTHEW 19:26)

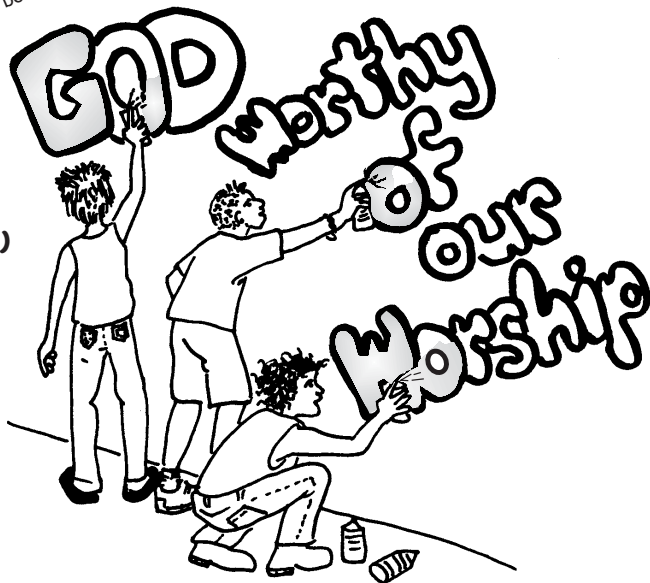
(LEVITICUS 11:44)

(JEREMIAH 23:23, 24)

(JAMES 1:17)

(PSALM 139:1 - 4)

(ISAIAH 42:8)



Choose two of these activities to do:

- 1. Write a short paragraph about one of God's attributes and say why or how it helps you to worship Him.
- 2. Write a prayer of praise to worship God.
- 3. Find a song or chorus or psalm that helps you to worship God for who He is and write it out.
- 4. Select a task from the Get Involved and Grow Through Worship Strand that you have not yet attempted and note what you have to do.

**WORSHIP  
PAINT**

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## SESSION 20

# OUR CHURCH AND THEIRS

### FROM THE BIBLE

Romans 12:5 '... we are one body in union with Christ';  
Galatians 3:26 - 28 '... no difference between Jews and Gentiles'  
Romans 15:7 'Accept one another';  
1 John 5:1a 'Jesus is the Christ' (NIV).



### CHECKLIST

The objectives might best be met by an organised time of fellowship or study with another Christian youth section. Or selected young people could be encouraged to attend the worship service of another church prior to this session so that they can relate the method of worship they experienced there.

There are four suggested Getting Started activities. You will need string/tape, masking tape and a mirror for starter 4.

There are four suggested teaching approaches.

Allocate your time so that you do not remain on the first one for too long and have no time for the others. For approach 1 you need to have cards prepared naming the churches in your area, and the verse from 1 John 5:1 (NIV) should be written out.

Approach 2 is for juniors and they will need a copy of the list or their work sheets and pens to tick their answers.

Approach 3 is a discussion for older groups and you will need to consider these ideas beforehand.

Approach 4 is a Bible search.

### AIM

To explain that Salvationists, while maintaining our distinctive witness, also maintain friendly and productive relationships with other Christian churches.

### OBJECTIVES

As a result of this session the young people will:

- ❖ have a better understanding of unity in diversity among Christians;
- ❖ know something of the distinguishing features of various denominations;
- ❖ be better able to support the Army's distinctive position while accepting that other denominations are also part of the body of Christ.

### INSIGHTS FOR THE LEADER

The average non-believer, who has taken little part in religious life, observes with surprise and cynicism the fact that Christians are divided into scores of denominations, churches and sects, each apparently believing that its own structure and tradition is the ideal. Such people see the variety of ceremonial dress, architecture and organisation, and wonder why all these differences are necessary if the Church believes in One God. Throughout history, the world has looked on, and seen worse signs of disunity than these – persecutions, slanders, wars – all things which the Church cannot defend, try as it might.

However, while onlookers are making such judgements, they feel free to make their own choices and distinctions in other areas. They might love outdoor sports, for instance, but that does not mean they must love them all, or be obliged to love any one of them. They make choices according to temperament, and no doubt feel some kind of affinity with other lovers of outdoor sports, however much their choice varies.

In fact, there are very few situations in day-to-day life where a person is completely without choice; and in democratic countries, such choices should neither condemn nor criticise others.

Christians view diversity in the Church differently. People who decide to worship would soon find that a choice needs to be made as to how they want to worship – through ritual or informality, music or silence, participation or observation. No one form of worship can satisfy every temperament, just as no one item of food can satisfy every taste – sweet or savoury. It was therefore inevitable that, as Christianity grew, absorbing

more and more people from more and more cultures and backgrounds, its worship-forms multiplied to satisfy all needs. As long as the same God was being worshipped, the same grace of Christ celebrated, there would still be a unity.

There are signs that this constant process of division had begun even in New Testament times. As soon as the faith spread beyond Jerusalem itself, and people were converted from paganism, quite a lot of Paul's teaching had to be directed to keeping both Jewish and Gentile contribution to the early church in harmony with Christ's teaching. (Ephesians 2.) There was at least one clear case of disunity, at Corinth, and one of the causes was the wrong tendency for people to give their allegiance so fully to a particular teacher or leader that allegiance to Christ and the gospel took second place (1 Corinthians 1:10 - 17; 3:1 - 9). Such tendencies have only increased through the centuries, until the Church, if we remember that this word describes not only Protestants and Catholics but also believers in the Eastern Orthodox Churches, has a confusing variety of beliefs and traditions, some very hard to reconcile with each other.

Yet the fact that Christ is recognised as the way to salvation binds many diverse groups together.

We encourage our young people to continue their service to God IN THE SALVATION ARMY but we also have an obligation to open their minds to the fact that we are not the only group which gives its allegiance to Jesus Christ as Lord.

Our understanding of the Christian faith is enriched and strengthened by awareness of and interaction with other Christian groups and denominations.

Though we may differ on:

- i. styles of worship and/or
- ii. methodology and/or
- iii. points of doctrine,

we meet as Christians with all who accept Jesus Christ as the CENTRE of their worship and whose doctrine recognises Jesus as God 'in the flesh' (1 John 4:1 - 2).

A mature understanding of and love for non-Salvationist Christians will also serve to confirm the uniqueness of the Army and its ministry as a vital part of The Universal Church.

#### **For further reading:**

ALLEN, J., BUTTERWORTH, J. and LANGLEY, M., *A Book of Beliefs*, Lion Publishing, 1981.

ANKERBERG, J. and WELDON, J., *Encyclopedia of Cults and New Religions*, Harvest House.

## **GETTING STARTED**

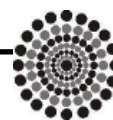
### **I. Discussion**

Have you ever worshipped in another Salvation Army corps?

Was the meeting any different to what you are used to at your 'home corps'?

Have you ever worshipped in another Christian church?

- Was it an enjoyable visit?
- How was it different to our meetings?



### **LEADER TIP**

This session aims to look at other churches and the need to realise that 'we are all one in Christ Jesus'. Deviations from the Christian truth are dealt with in other units so keep with the aim of this session. (Unit 4:18 'Hinduism, Buddhism, Islam??' looks at the three major non-Christian religions in Australia and unit 5:2 'Cult Fiction' looks at some cults such as Jehovah's Witnesses, Mormons, Scientology, the Worldwide Church of God and the Unification Church.)

### **POINT**

It may be a bit confusing to realise that not all Salvationists worship in the same way. So it is not surprising to realise that different denominations use different worship styles. This session explores what we have in common with some other churches and why there are differences.

**POINT**

It's not very easy to walk along trying to see the way in an indirect manner.

Looking at other churches in an indirect way can cause some people to make wrong decisions about them.

In this session we want to consider what makes a church a part of the body of Christ and see how this links us with many other denominations.

- Did they sing any songs you've heard before?

**Or**

2. Do you have any other Christians in your class, school or neighbourhood?

- Which church do they belong to?
- Have you ever compared what you both believe, or what your churches are like?
- What did you discover about their church?

**Or**

3. List all the churches in your district.

- Do you know anyone who attends any of them?
- What do you know about their worship?
- What activities do they have?

**Or**

4. **Play walk the line**

Place a four metre long piece of string or tape on the floor. Stretch it out and tape each end firmly to the floor. Players in turn hold a hand mirror above their heads and try to walk on the string by looking into the mirror. The winner reaches the other end without stepping off the line.

## GOING DEEPER

1. **Many churches – one body?**

Hand out cards previously prepared. On each card is the name of a worshipping group (e.g. Presbyterian; Buddhist; Baptist; Catholic Church; Apostolic Church; Moslems; Brethren; Confucianism; Hindus; Quakers; Church Army; Pentecostals; The Salvation Army; Jehovah's Witnesses; Mormons; Anglicans; Uniting Church; Assemblies of God). Try to include every group that has been active in your area or which will be known to the young people.

Allow the group time to discuss the denomination named on the card with others in the group and if necessary leading to consideration of the question, 'Is this group a Christian church?'

After a few minutes of this free discussion call a halt and input some ideas on the ways the question might be tackled. Read together 1 John 5:9 - 12. Ask the young people to apply these verses to the various worshipping groups.

Emphasise that:

- not all Christian groups behave as we do in every respect or even believe exactly what we believe;
- the central question is 'Is Christ worshipped as God?'

If it is true that the Church is made up of ALL those who have accepted Jesus Christ as their personal Saviour, then there are a whole lot of other people in the world who aren't members of The Salvation Army but ARE our brothers and sisters in the Christian 'family'.

In this 'family', there are many different types of personalities just as everybody in your family at home is different. **THEY ARE STILL MEMBERS OF YOUR FAMILY!**

One person in a family might prefer heavy rock and another will only listen to classical music; Mum or Dad may like to relax with a game of tennis, but your sister can only enjoy her Saturday if she is out on her windsurfer; **THAT'S OK – SHE'S STILL YOUR SISTER!** It's just the

same in God's family.

Show 1 John 5:1 (NIV).

'Everyone who believes that  
Jesus is the Christ  
is born of God.'

If you mainly have juniors or ones who are young in the faith, it would be worthwhile taking time to memorise the verse.

### Identifying fellow Christians

Allow the young people to group the cards into three columns:  
(Have a sheet of paper drawn up with these three headings.)

**Christian                      Non-Christian                      Not sure**

If in any doubt, the card goes into the 'Not sure' pile rather than time being wasted on arguments. (Our attitude to the non-Christian groups is dealt with in other sessions). Each card from the 'Christian' pile is given to a small group of young people (preferably with a leader in each group), and time is given for sharing with the group what is known of the church named on its card.

## 2. What makes a church?

Give each young person the name of a church with which they are familiar, so that they can work on this activity. (This can be done by using the list on their work sheets, or by giving each young person a copy of the following list. You may find it beneficial for your whole group to do this activity even though it is only on the junior work sheet.)

Descriptions:

- a. Worships mainly on Sunday.
- b. Has music in worship.
- c. Is serious and conservative.
- d. Worship emphasises joy.
- e. Worships from a set order of service.
- f. Is mainly in Australia.
- g. Has many members in Australia.
- h. Has many members outside Australia.
- i. Worships Jesus as Christ and God.
- j. Accepts the Bible as God's Word.
- k. Wears distinctive clothing or uniform.
- l. Has distinctive buildings.
- m. Tries to help the needy.
- n. Believes that God answers prayer.
- o. Allows men and women to preach.
- p. Has paid clergy/ministers.
- q. Allows clapping in services.
- r. Holds open-air outreach.
- s. Holds Baptism and Communion Services.
- t. Has special schools or Sunday Schools.

This activity will flow into completing on the work sheet the rating of how vital such activities are to make a church a Christian church. Discussing each point in the group before deciding where to place the tick would be helpful.

## 3. Different denominations raised up for different needs

Throughout the long history of the Christian Church, there have been times when we as God's people have forgotten certain teachings. At each of these periods in our past, God has 'raised up' a person or group to remind the whole Christian family about such things.

### LEADER TIP

Note: Every effort must be made to avoid bigoted judgemental comments and to note only authentic experiences not hearsay. Generalisations should also be avoided for the method of worship of a particular denomination could vary greatly from one place to another.

### FOR JUNIORS

### LEADER TIP

As you read out the list, they put a tick beside those statements that they believe are applicable to 'their' church.

### FOR SENIORS



We believe that, among other things, The Salvation Army was raised up to restore a proper emphasis on expressing God's love by caring for the physical well-being of people as well as explaining the gospel to them. In more recent times we have been reminded of the supernatural power of God the Holy Spirit available to followers of Christ through the 'gifts of The Holy Spirit'. We have been reminded of this by churches associated with the 'Charismatic Movement'.

What could happen to The Salvation Army if we were to ignore the particular emphasis which each of the Christian denominations and groups contributes to the whole Christian 'family'?

What can you say when others begin to 'rubbish' other denominations?

#### 4. **Scripture search**

Have the young people read and discuss what important truth is being stated in: Romans 12:5; Galatians 3:26 - 28; Romans 15:7.

## **TAKING IT HOME**

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We, as members of The Salvation Army, believe that every Christian group or denomination has something special to contribute to the whole Christian family, of which our Army is a part.

Ask the young people to read out the song or Scripture verse they chose to write on their work sheet (juniors) or one of the quotes on the senior sheet. Pray asking God to help us be the part of the Church that He wants us to be.

## **FOLLOW-THRU**

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This session is a good one to link with the challenge 'Help another corps' in Get Involved and Grow in mission. Setting a date and planning a meeting for a smaller corps would be a useful, growing experience. Check with your corps officer that this outreach mission can be followed through with an actual visit.

# OUR CHURCH & HER

Write out the verse of Song 826 which expresses best that, as Christians, we are all united.

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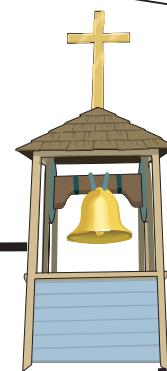
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What we learned in this session

- The Salvation Army is one part of the Christian Church.
- All Christian Churches believe that Jesus is our Saviour.
- Because people differ, different forms of worship have developed.
- All Christian Churches believe that God answers prayer.
- The Bible is God's word for all Christian Churches.
- 'You are all one in union with Christ Jesus.' (Galatians 3:28)



The Church is people, but people are different – so churches work and worship in different ways.

t

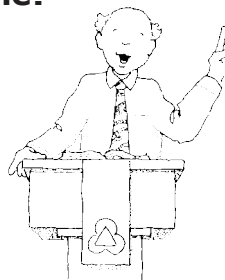


These people are all ministers of the church, but ... are they different or really the same? Discuss

We're all seeking the same Saviour,  
We're all seeking the self same Lord.  
We're all claiming the same cleansing.  
We're all finding our peace restored.



(From 'Spirit')



Write out verse 1 John 5:1 and repeat it to your Leader:

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**Look at these church activities. Rate them according to how vital you think they are for a church to be known as a Christian church.**

- Worships mainly on Sunday.
- Has music in worship.
- Is serious and conservative.
- Worship emphasises joy.
- Is mainly in Australia.
- Has many members in Australia.
- Has many members outside Australia.
- Worships Jesus as Christ and God.
- Wears distinctive clothing or uniform.
- Has distinctive buildings.
- Tries to help the needy.
- Believes that God answers prayer.
- Has paid clergy/ministers.
- Allows clapping in services.
- Holds open-air outreach.
- Holds Baptism and Communion Services.
- Has special schools or Sunday Schools.

Essential	Important	Not really important

# OUR CHURCH & THEIRS

*A church is only a church unless **u r** in it.*

Draw a line to the central picture from those statements that you feel are essential if a church is to be known as a Christian Church.

**All Christians agree that**

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*A Christian church professes that Jesus is Lord.*

**A friendly church**

**A crowded church**

**A joyful church**

**A caring church**

**A missionary-minded church**

**A Bible-believing church**

**A well-built church**

**A witnessing church**

After a discussion with your Leader and the rest of the young people in your group, write your definition of a Christian church here:

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The Anglican church has 39 Articles of Doctrine.

'If we are to receive one another as Christ received us, then we must forget our imaged superiorities.'  
(General Frederick Courts)

**Write out the statement that you think best sums up our attitude to other churches.**

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The Salvation Army has 11 Articles of Doctrine.

The Salvation Army does not compete with the churches. It is a friend to the churchless.'  
(Edward Bishop)

'We must always assume that people professing the Christian religion by whatever name they may be known are sincere ... and treat them with the same respect with which we wish them to regard us.'  
(Early Orders and Regulations)

**This week I will pray for**

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There are more than 20,000 different Christian denominations in the world.

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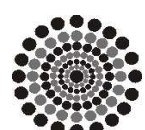
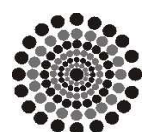
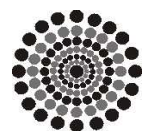
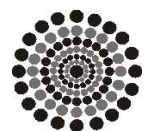
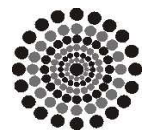
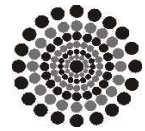
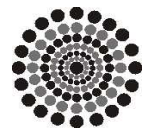
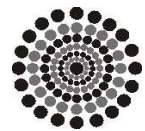
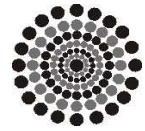
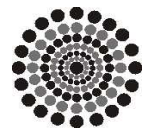
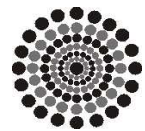
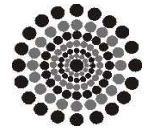
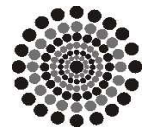
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## A SIMPLIFIED FORM OF THE DOCTRINES OF THE SALVATION ARMY

We believe that

1. God helped good men to speak and write what is in the Bible, so that from it we may learn the way God means us to live.
2. There is only one God, and He is altogether perfect in every way. He is the Creator, Preserver and Governor of all things. We should not worship anything or anyone else.
3. God the Father, Jesus Christ the Son and the Holy Spirit are one God.
4. Jesus is both truly God and truly human: He has both God's nature and our nature.
5. Our first parents, by their disobedience, lost their sense of God's favour, and came under the power of sin; and because of this we are all inclined to do wrong.
6. On the Cross Jesus suffered and died for the sins of everyone, so that whoever wants to may be saved.
7. To be saved we must be truly sorry for doing wrong and trust in Jesus, then the Holy Spirit will make us new people.
8. Salvation is a free gift from God. It is received when we believe in Jesus; and when we are saved we know it.
9. To keep good we must trust in Jesus to help us, and we must go on doing as He wants us to do.
10. Saved people are given the chance to be used by God to help Him. When they have given themselves to Him fully, they can be given power to serve Him, and be kept from sinning.
11. When our bodies die we ourselves go on living in a new and different way. At the end of time Jesus will judge all people. Those who have chosen Him to be their Saviour will be happy to live with Him as their King, forever. Those who have not done so will always be unhappy because they chose what separates them from all that is good and lovely.

# My Discipleship Record

(To be sent to Divisional Headquarters by the 10<sup>th</sup> of the following month)

Month: \_\_\_\_\_  
Name: \_\_\_\_\_  
Corps: \_\_\_\_\_  
Form/Age: \_\_\_\_\_  
Date received by Tribe Leader \_\_\_\_\_

What's the most important thing you have learned this month, and how will this be applied to your life? \_\_\_\_\_  
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**TRIBE**

**Tribe Leader's Comments:**

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Attendance: Week    1      2      3      4

**Divisional Youth Secretary/Officer's Comments:**

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