



## GOALS

As students experience this session in Faith Basics, they will:

- Understand our need for salvation and a savior
- Reflect on the differences between their lives before they came to know Christ and their lives after following Christ
- Explore what the Bible teaches about the process of salvation

## MATERIALS: Group

- Whiteboard and markers
- Option: Collect video clips of dramatic real-life rescue, or share one with a story (sample: search on YouTube “teen cardiac arrest Logansport Christian” or try this link: <https://youtu.be/dgYeUylOzhk>)

## MATERIALS: Each Student

- Different colored markers or colored pencils (3 colors per student)
- Student journal pages and Scripture Sheets
- Bible and pen
- **Review Item:** A regular or “fun size” roll of Lifesavers (see Putting Into Practice at the end of this guide). You may want to consider providing the necessary tools to poke a hole in the end of each roll and fish a string through the roll of Lifesavers so the roll can be attached to students’ Faith Chain.

## OPEN

Begin your session by reviewing some of the important points from Session 2. Ask students to share one or two things they remember about the nature of sin and temptation. If their Faith Chain is handy encourage them to use last week’s item to prompt their responses. Below are a few bullet points you might want to mention.

- In Genesis 3 we see the origin of sin as well as the immediate impact it made on our world.
- In the same passage of Scripture we see how our adversary Satan uses sin against us, often by warping the truth to make sin appear desirable.
- Sin is, at least initially, appealing to us, but ultimately separates us from God.
- Sin begins with our own broken nature, which leads us to temptation and ultimately into sin.
- Although death entered the world through one man, Adam, salvation is offered through the sacrifice of one man, Jesus.

Use the following questions to transition into study mode with a brief discussion about lifesaving.

### Option 1:

Open your time by sharing a video or video clips of dramatic real-life rescue.

### Option 2:

Open your time using these questions to discuss personal rescue experiences?

**Have you ever been near or witnessed a real life dramatic rescue?**

*If no responses, ask if students have seen video or heard stories of dramatic rescues.*

**What happened? What took place that allowed for the rescue?**

**What happened that kept the person from being able to rescue himself or herself?**

After either option, transition into study mode by sharing in your own words about the Greek word that we translate “salvation.”

The Greek word for salvation is *sotería*. *Sotería* comes from the root word *sozo*, which literally means “to rescue from peril.” It was used to describe a dramatic rescue from imminent danger. So those rescue videos we’ve seen are like what happens to our souls when we say “yes” to Jesus. We are surrounded by peril with no hope of escape, and then we are “*sozoed*”!

When we understand that we had no way out of a death sentence until God intervened, we gain a greater appreciation for our salvation. If you’ve grown up in the church, the word “salvation” may have lost its meaning. It can feel like you “got saved” and this thing that just happens. But it’s so much more than that! We were rescued! As we come to grips with that fact, our worship will be enhanced, our zeal will increase, and we just may become a bit more awestruck at what God has done for us!

## DIGGING IN

Point out to your students the Romans 6 passage on their Scripture sheets. Share that in the passage they’re about to read that they’ll notice two “you’s”: “Sinful You” and “Free You.”

Invite students to take a few minutes to read the passage in this way:

1. Have them mark every reference to a “Sinful You” in one color with a frowney
2. Have them mark every reference to a “Free You” in another color with a smiley.

When they finish have them share what they learned about “Sinful You” and “Free You” then list their responses on the board. Invite students to list these on their journal pages. The lists should look something like the following:

### SINFUL YOU

*-free from control of righteousness*  
*-reaps things that result in death*  
*-wages of sin lead to death*  
*-all the things you benefit from result in death*

### FREE YOU

*-slave to God*  
*-reaps holiness and eternal life*  
*-has a gift of eternal life in Christ*  
*-free from sin*

Help your group process this info with these exercises:

**How would you explain the difference between the two “you’s” for the group?**

**Write on your journal pages, and just for yourself, which “you” you are and which you’d rather be.**

**Circle a characteristic of each “you” that stands out to you.**

Then ask students to share what they circled and why.

## DIGGING DEEPER

Draw your students’ attention back to their Scripture sheets and Titus 3 and share these instructions:

**Read the Titus 3 passage and mark any references to or descriptions of the writer of this letter. These would include pronouns like “we,” “us,” and “our.”**

**Using a color or symbol that you haven’t used yet, mark any reference to God or anything that describes Him. Remember: mark pronouns!**

Special note: “Justified” can be a hard word to understand for a middle schooler (well, for adults too!). Tell your students that when they read the word “justified,” it might help to substitute the phrase “made just as if I’d never sinned.” This phrase may be an oversimplification, but it helps define justification and may give some clarity as you read.

After they've read and marked the passage, ask each student to pick one favorite thing they learned about God and one favorite thing they learned about "us" and write these in the space provided on their journal pages. Then ask for volunteers to share their faves and write these on your board. Your board may look similar to the chart below.

| <u>Us</u>  | <u>God</u>  |
|--|---|
| <i>-at one time we were:</i>                                     | <i>-has kindness and love</i>                           |
| <i>-foolish</i>  | <i>-is our savior</i>                                   |
| <i>-disobedient</i>  | <i>-He saved us because of His mercy</i>                |
| <i>-deceived</i>   | <i>-He poured out the Holy Spirit on us generously</i>  |
| <i>-enslaved by all kinds of passion</i>                         | <i>-He poured out salvation generously</i>              |
| <i>-lived in malice</i>  | <i>-His grace makes us just as if we'd never sinned</i> |
| <i>-not able to save ourselves</i>                               |   |
| <i>-we are saved by the washing, rebirth of the Holy Spirit</i>  |   |
| <i>-we are made just as if we'd never sinned, by God's grace</i> |   |
| <i>-we have the hope of eternal life</i>                         |   |

### TAKING IT INWARD

Share with your students that you're going to internalize this passage as a group. Have them use your board or their Scripture sheets to respond to these questions:

**What words or phrases describe us before we are saved?**

**What words or phrases describe why or how God saved us?**

**How does this passage help you better understand salvation?**

### CROSS CHECKING

Part of understanding salvation is understanding its components from Scripture.

Have students explore the following passages (which are listed on their journal pages) for instructions related to salvation. Invite students to personal spots for solitude to do the exercise. When they come back together as a group, have students share what they found. You may want to make a game out of it by awarding a point to any student who has found an instruction no one else has found. (This is the same method of scoring used in games like *Scattergories*.) We'll leave it up to you as to how you reward the winner.

The important details to be found in each passage are listed here for you.

**Matthew 4:17**

*-Repent*

**Luke 13:2-3**

*-Repent*

**John 5:24 (pick up at 5:19 to see who is talking)**

*-Hear Jesus' words*

*-Believe God, who sent Jesus*

**Romans 10:9-10**

*-Confess with your mouth that Jesus is Lord*

*-Believe in your heart that God raised Jesus from the dead*

## 1 John 1:9

-Confess your sins

### TAKING IT INWARD

Have your students arrange these instructions for salvation in the order that makes the most sense to them in the “Sequence of Instructions” box on their journal pages. What follows is a possible order for the steps of salvation. There may not be an absolutely correct order. Yet, the process of analyzing these instructions will help students understand the elements of salvation that need to be experienced for someone to have eternal life. On a large piece of paper or board where everyone can see, rearrange these. As you do this share with your group any insights you gleaned from your Prep It regarding the elements of salvation.

**Hear Jesus’ word** (John 5:24)

**Believe God, who sent Jesus** (John 5:24)

**Repent** (Matthew 4:17, Luke 13:2-3)

**Confess your sins** (1 John 1:9)

**Believe God raised Jesus from the dead** (Romans 10:9-10)

**Confess with your mouth that Jesus is Lord!** (Romans 10:9-10)

Once you’ve arrived at an “order of salvation” that makes sense to everyone ask your students to get with a partner and practice explaining to each other (as if to an alien creature!) what they must do to be saved. In their explanation have them discuss the reason why they need to be saved. Challenge them to stay away from “Christianese” words and phrases that only certain people might understand. Instead, have them explain salvation in the simplest terms possible.

Finally, have your students look over their instructions for salvation.

Ask them if they can absolutely confirm that they personally have followed each instruction —especially the part about confessing Jesus as LORD! You may want to ask your students to respond in some way if they have not experienced salvation. Follow the Spirit’s leading at that point.

### PUTTING INTO PRACTICE

#### Faith Chain Link

Lifesavers — distribute a pack of Lifesavers to each student for their review chain. After each student has a pack, close with this question:

**Of all that we’ve learned about salvation in this session, what’s one thing about salvation you want this roll of Lifesavers to remind you of when you see it?**

**Option:** You may want to consider providing the necessary tools to poke a hole in the end of each roll and fish a string through the roll of Lifesavers so the roll can be attached to students’ Faith Chains.