



GOALS

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

- Gain a greater appreciation for salvation through God's intervention.
- Develop an understanding of a life of sin versus a life of freedom through salvation.
- Analyze the biblical instructions critical to salvation.

MATERIALS: Group

- Whiteboard or large Post-it pad (the 25" x 30" variety)
- Faith Basics sharable image of Salvation (paste the image from Putting Into Practice below into your preferable sharing mode of the session: your phone, data projection, etc.)
- Extra Bibles for those who may need one
- Optional: rolls of LifeSaver candy as a group reward
- Optional: data projection

MATERIALS: Each Student

- Student journal pages and Scripture sheets
- Colored highlighters or marker (two per student of two different colors)
- Bible and pen or phone with a Bible app for highlighting and referencing Scripture

OPEN

Begin by asking a few review questions about Session 2:

Who had a chance to hashtag #FaithBasics? Was receiving your Faith Basics image in the middle of the week encouraging? What about your Key-Stroke Challenge? Who did you send it to this week?

How did evaluating the strategies Satan uses to manipulate us help you identify and defeat sin in your life this week?

Lead into Session 3 by discussing lifesaving and life-giving roles...

What's an example of a lifesaving job?

Firefighter, paramedic, lifeguard, police, doctor

What about a life-giving job? Something less "heroic" maybe even mundane, but just as critical? Someone that does more life "maintenance" or "preventative" support to keeping our lives healthy?

nutritionist, fitness instructor, doc at a well-visit, teacher

Optional Open: Divide students into groups of two or three and give a five-minute challenge to track down the most dramatic rescue video on YouTube. Ask them to text you the link to show on the screen to the group at the end of the session. Give the winning group rolls of LifeSavers candy.

DIGGING IN

Draw your students' attention to their Session 3 journal pages and Scripture sheets. Point out that they will see two versions of themselves in the Romans 6 passage: a "sinful" version and a "free" version. Then share these instructions:

Using two highlighters or colored markers, mark all the "sinful" references with one color and the "free" references with another color. Then list on your journal pages anything you learn about each version of yourself.

When they finish, ask for volunteers to tell you what they found and list their findings on the board. The lists should look something like this:

“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*

TAKING IT INWARD

Help students process their observations with these exercises:

What’s the difference between sinfulness and freedom?

Take a minute to circle a characteristic of each list that struck you as you read the passage.

After a couple of minutes, ask for volunteers to share what they circled and why.

DIGGING DEEPER

Using their Scripture sheets, have your students read the Titus 3 passage after you’ve given the following instructions:

Mark any references to the writer of this letter, including all pronouns (we, us, our).

Using another color, mark all references to God or anything that describes Him. Pronouns too!

After they’ve read and marked the passage, have them list everything they learn about us and God on their journal pages.

Note: Share with your students that when they read the word “justified,” they should substitute the phrase “made just as if I’d never sinned.” This phrase defines the concept of being justified and will help them understand what they’ve read.

TAKING IT INWARD

Ask your students to look at the list that describes the writer, which also describes us! Then use the questions below as prompts for internalizing what they found.

How does this passage describe us before we are saved?

What does this passage say about how God saved us?

What does this passage say about why God saved us?

CROSS CHECKING

Instructions for Salvation

It helps to understand salvation by seeing how Scripture breaks it down into different components.

The purpose of this exercise is to encourage students to see first-hand what is necessary for salvation, and peel away anything that is holding them back. Instruct students to individually read each of the Scriptures under the “Cross Checking” section on their journal pages. You may want to encourage them to find a place of solitude if your space allows. After an appropriate amount of time bring the group back together and as a group discuss what they have found. Below you can find the Scripture references and a few important details in the salvation process.

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

As a group have your students arrange these instructions for salvation in the logical order of how they might occur. Have them list their order 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, and the actual sequence is not critical to salvation. But the process of analyzing these instructions will help students understand the stages that need to be experienced for someone to have eternal life. As you arrange these on the board, share with your group any insights you gleaned from your Prep It regarding the elements of salvation.

After listing the sequence of events, ask students to take a moment to circle any words on the list that are classic “church words” that wouldn’t be thrown around in casual, every day conversation (like “repent” or “confess”). Call on students to create alternative words and phrases, synonyms that simplify terms for a potential listener. Push them to steer clear of phrases like “eternal life” but to think of more everyday language like “live forever.” The goal is not to dilute salvation language but to consider the generation of people who are not familiar with these terms.

Once you’ve arrived at a logical sequence of “salvation steps,” ask your students to get with a partner and practice explaining to each other with everyday language what they must do to be saved. Have them include in their explanation a reason why we must be saved.

PUTTING INTO PRACTICE

Pre-Session Prep:

Prep your Faith Basics sharable image of Salvation by pasting the image below into your preferable sharing mode of the session: your phone, data projection, etc. You might consider the image in the header on page one of this guide as an option as well.

Ask students to consider the opening discussion of this session—the differences between life-saving and life-giving. Explain that salvation comes from Christ dying on the Cross and we can be saved in a moment of belief and confession (like the thief on the Cross!) but the Holy Spirit continues a life-giving, nourishing work in our lives as believers. Just because you’re rescued, doesn’t mean you are healthy! Ask students to reflect on the videos of dramatic rescue. What would happen if those rescued from car accidents or fire-engulfed buildings did not continue to pursue health and wellness?

Close

Just as it can become a habit to use “church terms” to express our salvation, thus glossing over the beauty and reverence, we can begin to robotically assume all of our students both understand and have accepted salvation for themselves. “Church Kids” may be one of the most unreached people groups on the planet! Take a moment to slow down and follow the leading of the Spirit as you give a holy pause to the offer of salvation to your group.

Show the group your Faith Basics image of the Cross. Remind them to look for this image from you this week and ask them to take a moment to pray for one another and their peers as they navigate the upcoming week.

