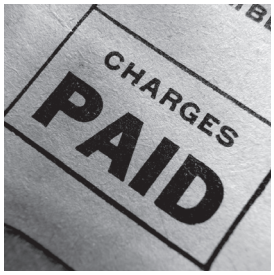
# SESSION 4
# LEAD IT: HIGH SCHOOL




## GOALS

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

- Explore the difference and purpose behind salvation and redemption.
- Take a closer look at the condition of mankind before Christ.
- Evaluate what it means to be a slave to sin and what it means to live in freedom.

## MATERIALS: Group

- Whiteboard or large Post-it pad (the 25"x30" variety)
- Pre-Session Prep: One large paper or giant Post-it note, with the Redemption diagram pre-labeled (see Final Dig below)
- Pre-Session Prep: Index cards, 1-2 per student, with the Scripture references for the Redemption chart (see Final Dig below) written on each card
- Extra Bibles for those who may need one
- Double stick or regular tape
- Faith Basics sharable image of Redemption (see Putting Into Practice below)

## 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

Take a moment to review the last session on salvation with these questions:

**What is the difference between life saving and life giving?**

**What are some of the critical components of salvation?**

Lead into this session by sharing this intro in your own words:

**Salvation, as we saw in Session 3, explains what God did. Redemption explains why God did it and why we need it. A clear understanding of redemption helps us see our true situation. Before Christ, we are slaves to sin and darkness, and we face certain death. After Christ, we are free! Let's look at the Word together and find out why redemption is so critical.**

## DIGGING IN

Ask students to read Galatians 4:3-8 using their Scripture sheets. As they read, ask them to mark with one color anything that describes our life separated from God. After they've marked up the passage ask them to share what they found and list their responses on the board under the heading "Separated from God." Your list should look something like this (invite students to list the information in the space provided on their journal pages):

**<u>Separated from God</u>**
*-In slavery under elemental forces of the world*
*-Under the low*
*-A slave*
*-Did not know God*
*-A slave to those who are not God*

## DIGGING DEEPER

Ask students to read Romans 6:6, Romans 6:16-18, and Galatians 4:3-8 using their Scripture sheets. Ask your students to choose a second highlighter color and mark any reference to slaves or slavery on their Scripture sheet.

After a few minutes, use the questions below to process what they found:

**What word best describes mankind's condition before Christ came?**

**What best describes our own personal condition before Christ came into our lives?**

**What are we slaves to before we meet Christ?**

**How have you experienced this in your own life? Did you ever feel almost compelled to do a wrong thing that you knew you shouldn't do? Could you say it is because you are a "slave" to that sin?**

It's important for students to grasp the "slavery and bondage" aspect of sin. Scripture uses this imagery to describe our situation without Christ. This creates a solid visual and sets up the meaning of redemption. The better we understand the bondage we are in before Christ, the more we will value what He did for us in setting us free from this bondage.

## DIGGING EVEN DEEPER

Ask your students to grab a partner and read the Galatians passage again together. As a pair, have them mark any description of us after Christ has done His work. Then call for volunteers to write one statement on the board to create a list of what describes us after Christ comes into our lives. Your list should look something like this:

**Life After Christ**

*-receive the full rights of sons/adoption to sonship*
*-we are sons*
*-God has sent His Spirit of His Son into our hearts*
*-we are no longer slaves, but sons*
*-therefore, we are also heirs of God!*

## INSIGHT

Ask students if they have ever seen a movie or TV show where someone was held for ransom. Ask for volunteers to brainstorm on the basic elements of a ransom.

*Examples: someone is kidnapped or held without consent, the kidnapper sends word that they are held and can be exchanged for cash or other valuable items, the payment is made by a person who cares for them, they go free.*

Share with the group that the word "redemption" in the Greek language of the New Testament era conveyed the idea of a ransom being paid. The Greek word for redemption is "apolutrosis," which means "to let go free for a ransom." Stress that redemption means payment for a ransom; it implies that someone was in slavery, that their freedom was paid for, and now they are free. Invite students to write this definition on their journal pages.

**Redemption:** *to let go free for a ransom*

## TAKING IT INWARD

As the picture of redemption is emerging, open up a discussion about the process of redemption, prompting students with the following questions:

**Why is the word "freedom" so closely associated with redemption?**

**How is Christ able to redeem us?**

## FINAL DIG

**Pre-Session Prep:**

*Prior to your session you will want to create a poster of the chart headings below. You may also want to write each verse reference on the blank side of an index card, or have students write these during your session as you divvy out the passages.*

As you might expect, God has a lot to say about redemption in His Word. While you've covered a lot of ground in this session, your students will benefit from one more exploration of Scripture. In fact, you may want to create a "retreat" atmosphere, giving students an opportunity to find some solitude in the area around you so that they can experience God and His Word without distraction.

Give each student an index card with the Scripture references listed on the blank side. Ask students to look up their verse and write it out on the lined side of the card. Once they have written out the verse on the card, ask them to read their Scripture aloud and place it under the question on the Redemption Chart that the verse best answers or describes.

**Simpler Option:** Have students read their verse from their Bible and share which question in the chart their verse best answers, perhaps writing the answer on the board or poster.

**Romans 5:12-13**
**Romans 3:23-24**
**Romans 6:22**
**Galatians 2:20**
**Ephesians 1:7-8**
**Ephesians 4:30-5:1-2**
**Colossians 1:13-14**

| Why do we need redeemed? | Why did God redeem us? | How did God redeem us? | Benefits and instructions because we are redeemed |
|---|---|---|---|
| *because all sinned*<br>*-Rom. 5:12-13*<br>*-Rom. 3:23-24* | *-because He loves us*<br>*-Gal. 2:20* | *-through Christ's blood, God was able to forgive us*<br>*-Eph. 1:7-8*<br>*-Col. 1:13-14*<br>*-grace through Christ*<br>*-Rom. 3:24* | *-follow God's example*<br>*-walk in the way of love*<br>*-Eph. 4:32-5:1-2*<br>*-holiness, eternal life*<br>*-Rom. 6:22* |

## PUTTING INTO PRACTICE

**Pre-Session Prep:**
Prep your Faith Basics sharable image of redemption by pasting the image below into your preferable sharing mode of the session: your phone, data projection, etc. For an additional option you could use the header image on the first page of this guide.

As you close this session, read Psalm 107:1-9 to the group. Emphasize the first half of verse 2, "Let the redeemed of the Lord tell their story." Ask students to get together in groups of 2-3 to "tell their story" to one another. Encourage them to give plenty of time for the other partner or partners to share as well. As they listen to one another ask them to rewrite the testimony of their friends in three or four words. For example: Camp Changed Luke, or Jess Hears God's Voice, or Matt is Free. Call the group together and write their shortened testimonies on the board or paper to be an encouragement throughout the remaining weeks.