

GOD IS // AUTHORITY // POWERFUL WORDS

# seen

**LEADER GUIDE**

YEAR 1 • QUARTER 1



# seen

## LEADER GUIDE

YEAR 1 • QUARTER 1

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Find out more about **seen**,  
Spotify lists for worship,  
and other tips and tools at  
[www.davidccook.org/seen](http://www.davidccook.org/seen)

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Year 1, Quarter 1

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### Digital Resources

Enhance your connection to your students with:

- » video resources for each lesson
- » 12 customizable Leader Guide lesson outlines
- » 12 reproducible student group discussion cards
- » PowerPoint visuals for each lesson
- » memory verse visuals for each lesson
- » weekly parent and student connection materials

DAVID COOK  
transforming lives together

## DEAR LEADER,

You probably didn't know this, but we've been thinking about you.

We've been thinking about you who are just starting out and maybe only have five or six teens who come regularly to the group that you lead—and half of them are staff kids. We've been thinking about those of you who have large, diverse groups and who feel pulled in a thousand directions while just trying to meet all the needs presented to you each week. We've been thinking about those of you who have big budgets, shoestring budgets, and wait-who-took-my-shoes budgets.

We've been thinking about you and talking with you. Seriously—we've had focus groups and interviews and surveys. We've studied research. And here are some things we kept hearing about when it comes to what you need to help you teach and lead your students:

*Time.* So many of you feel stretched for time and feel that your students don't have time either. When you happen to get together with them, you want to make the best use of your time. We developed this curriculum to help you streamline your teaching time and get your students focused on the connections you want to make right away.

*Flexibility.* Sometimes you have ten students; sometimes you have fifty. Sometimes you have young students just entering middle school and sometimes you have teens ready to graduate and move on with their lives. You need to be able to adapt to your situations. We have designed this curriculum to help you do that without having to buy a lot of extras.

*Usability.* Your volunteers may be seasoned servants or total newbies. They may understand today's teens incredibly well or they may not have a clue. We know how important it is to be able to hand your volunteers materials they can easily follow and that give them the background they need quickly, without having to pull out a stack of commentaries or overwhelm them with pages and pages of options. We developed this curriculum to give the leader a clear approach to a main connection point, highlight the pitfalls and problem areas, and give some practical tips to help make connections with students from all kinds of backgrounds.

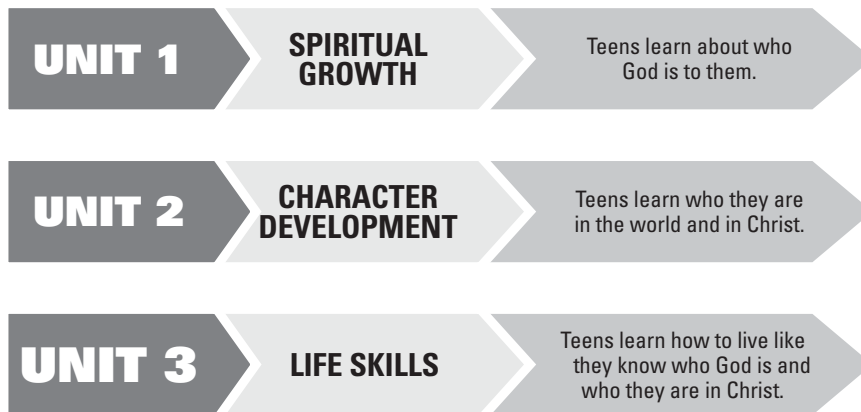
*Connectivity.* You need ideas and ways to make connections with your students wherever they are—whether they are hanging out in your youth room or hunched over their screens throughout their week. And you want to encourage and connect with their parents too. We've provided text and images that you can easily adapt and send via email or text, or post on your own group's social media pages. After all, the best lessons are those that don't just stay in the classroom, but that keep living and making an impact in student's schools, jobs, and homes.

Hopefully you can see by now that we have been thinking a lot about you. But we know that just because we've done research doesn't mean we've got this right. So here's what we'd love for you to do. Give us feedback. Tell us what works and what doesn't. Talk about what you'd like more of. Point out what we're missing. Send us your prayer needs. We've been thinking a lot about you—and we'd love to dialog with you. Please hop on over to the website listed on the contents page to find out how to contact us.

# How to Use This Guide

Let's take a look at the anatomy of this discussion-based curriculum. Three units make up each quarter, or module. One unit is focused on spiritual growth, one is focused on character development, and one is focused on practical skills for life. But to be clear—solid Bible study, Christian principles, and practical life application are built into every lesson.

Each unit is made up of four sessions in which essential principles are wrestled with and discussed through a biblical worldview. There are twelve lessons in each quarter. In relevant seasons, we also provide two special lessons for Christmas and two for Easter—these are digital lessons that are provided in *Digital Resources* and can be used at the times that work best for your ministry.



## LESSON SECTIONS

Each lesson has a certain structure, which you can use as-is or customize for your needs. Please note that suggested **leader remarks** to the students have been provided in **bold** throughout the guide for you to use or adapt as you wish.



On the lesson header page, you'll find the unit focus (Ex: Spiritual Growth), unit title, lesson title, and lesson Scripture focus. You'll also immediately see the Connection point—the main message of the lesson.

In the margins you'll see information such as the supplies list and leader tips. Leader tips are provided throughout the sections of the lesson.

**REMEMBER:** Challenge your students to memorize a verse each week. A graphic of this verse (or verses) is also included in *Digital Resources* and a memorization exercise is provided in their *Student Guides*.

**PREP:** Think over the concepts presented in the lesson. Pray about your approach to the material and ask God to help you make solid connections with your students.

**LEADER'S BIBLE NOTES:** Look here for a summary of helpful Bible background notes or issues to look out for as you teach the lesson. Also notice the overview of the lesson, which reminds you of the overall framework.

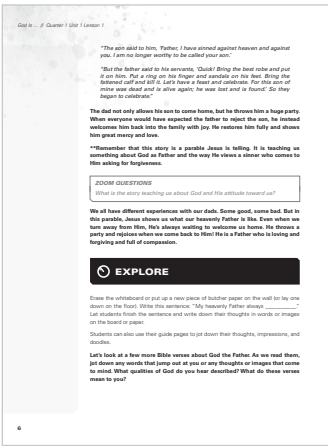
**PREVIEW:** This is an activity or conversation starter that gives a glimpse of the main idea of the lesson. You also have the option of using a lesson intro video (provided in *Digital Resources*) as an attention-getter or discussion-starter to get the group thinking and talking.



**EXPLORE:** In this section, give students a chance to interact with what they've learned or to express their thoughts. If you include worship as part of your youth teaching time, this is an excellent spot to add songs or prayers or time for reflection. Students may be invited to use their *Student Guides* to jot down thoughts and images that help them to process what they are learning.



**CONNECT:** This is the main teaching section of the lesson—when you'll lead students through a study of portions of the Bible. There's also an option to “flip the classroom” and let students lead their own small groups through part of the Bible study (take note of the Leader Tip and marked paragraphs that guide you to invite students to lead discussion). Notice also the ZOOM QUESTIONS in this part of the lesson. These are questions designed to take the discussion a little deeper for those students who are ready to do so.



**ACT:** Leave students with a few ideas of ways they can apply this lesson to their own circumstances or practice what they've learned throughout the week. Here they might be invited to take on a prayer challenge, talk to someone about God, ask a parent a question, search more in the Bible, or perform other actions. You'll also see that every lesson ends with a brief prayer you can pray over your students and some reminders for ways you can connect with your students or their families.

For lesson information from more quarters, check out the scope and sequence provided on the curriculum website as shown on the Contents page.

## **FURTHER RESOURCES**

You'll discover three articles in this guide that offer information and ideas that will be relevant to the corresponding unit material. These articles will provide some more context to a wide variety of issues, such as helping at-risk teens, recognizing authority in the church, and coping with verbal abuse.

We also offer the accompanying *Digital Resources*, which include

- • video resources for each lesson
- • 12 customizable *Leader Guide* lesson outlines
- • 12 reproducible student group discussion cards
- • PowerPoint visuals for each lesson
- • memory verse visuals for each lesson
- • weekly parent and student connection materials

We encourage you to find out more about this curriculum, get worship inspiration, and find other tips and tools at the website listed on the Contents page.

And remember! We value you and your insights. Please contact us and let us know how we can serve you. Our goal is to help you help more teens come to know God better every week.

Teens are under an enormous amount of stress these days. They are feeling pressure from more and more directions, and we know you are too. You are making a difference in their young lives, and we would love to pray for you and partner with you as God brings about transformation through your ministry.

# Unit 1 // Spiritual Growth God Is...

## Summary

God is known by so many names and descriptions: Light of the world, Almighty One, my deliverer, my refuge, Messiah, King of kings, and the list goes on. But over and over in the Bible we meet the three essential persons of the one true God—God the Father, God the Son (Jesus), and God the Holy Spirit. In this unit we'll explore some fundamental truths about God. We'll think about how we see God. . . and how God sees us.

**LESSON 1:** Our Father

**LESSON 2:** Our Good Shepherd

**LESSON 3:** The Holy Spirit

**LESSON 4:** The One and Only God

## Unit Video

You'll find an introduction to some of the questions and themes we will be discussing in the [Q1U1 Intro video](#), available in *Digital Resources*. You may want to use this in various ways:

- Show it to your leaders and have an in-person, online, or text discussion about the themes before you begin the unit.
- Show it during the first lesson of the unit to introduce your students to the concepts.
- Break up the segments of the video and use them as discussion starters for any of the four lessons of Unit 1.

## Unit Resources

- "[Understanding At-Risk Teens](#)," p. 42
- "[Salvation Path](#)," inside back cover
- "[What to Do If You See Abuse](#)" in *Digital Resources*

**Spiritual Growth**

**God Is ...**

# Our Father

Quarter 1 Unit 1 Lesson 1  
**Luke 15:11-24**

## CONNECTION

**God is your Father, and  
He loves you.**



## REMEMBER

*"For us there is but one God, the Father, from  
whom all things came and for whom we live; and  
there is but one Lord, Jesus Christ, through whom  
all things came and through whom we live."*

*1 Corinthians 8:6*



## PREP

God is often described in the Bible as "the Father," especially in the New Testament. It is a term that acknowledges His love, His concern for us, His authority, and His closeness to us.

As you prepare to lead students to understand God's role as a father, it may help to focus your mind on the God you know from Scripture, the God you know from your own relationship with Him, and the God you pray to, worship, and follow. The main point of this lesson is to help students grasp not only the power of God, but the personal love He has for them.

The truth is, for you and your students, there can be negative or positive associations with the word *father*, most often influenced by your experiences with the dad in your life. As you lead students,

## SUPPLIES

Bibles

timer

*Digital Resources*

[Student Guides](#)

paper

pencils or pens

whiteboard, dry-erase

markers

(optional: mural paper, tape)

## LEADER TIP

A graphic of the [Remember verse](#) is provided in *Digital Resources* for every session, along with other resources, including a [PowerPoint template](#) for you to customize to help lead the session time.

be aware of what their experiences and reactions may be, and guide them to see the biblical God who is a loving, good, kind, and protective Father. God's role is everything a father *should* be, and we can look to Him to know what a perfect father is truly like.



## LEADER'S BIBLE NOTES

This story of the lost (or prodigal) son is the third in a trilogy of stories of the lost. They each tell us something, not only about God's purposes, but about God's relationship with His people. The audience Jesus spoke to here was made up of Jews—those who were set apart long ago in the time of Abraham as the treasured people of God.

These stories about finding lost things are meant to paint a picture in people's minds. It's familiar imagery—God coming for them, finding them, rescuing them, and restoring them. But there are some differences too. These stories are being told while Pharisees, Jewish religious leaders, look on in disapproval—noting that Jesus is willing to welcome sinners and even eat with them. But Jesus goes on talking—welcoming anyone to hear what He says about the Father God who will not give up on them, who will search for them, and who rejoices when any sinner (not just a Jewish one) is restored to the kingdom. This is the Father we want our students to meet and know and love. There are a few things to remember when studying this Scripture passage: 1) this is a parable (a story that makes a point); and 2) examine the context. If you do nothing else with your students, teach them that the Bible is more than a collection of verses—it is a greater story of God's relationship with His people that is still unfolding today. If you pluck a verse out, you may get some good from it, but you will miss much.

### OVERVIEW

**Preview:** Give a glimpse of today's Connection point.

**Connect:** Analyze what the Bible says.

**Explore:** Hear what students have to say.

**Act:** Give students something to do.



## PREVIEW

Before class, write this statement on the whiteboard (or on mural paper taped to a wall): "My dad \_\_\_\_\_."

Use the [U1L1 Intro video](#) as students arrive to spark discussion or attract attention. Welcome students as they enter, and invite them to fill in the blank on the wall with the provided markers.

When everyone has arrived and had a chance to add a response, take some time to discuss some of the answers. Don't press anyone for details, and be sensitive to the fact that for some teens, the idea of "my dad" is hurtful. Be careful not to assume that anything written on the board is meant as a joke.

**We all have different experiences with our dads. Some of us have really great memories, and some of us might have gone through hard times with our dads, or maybe we don't have any memories of our dads at all. The Bible often talks about God as our Father. Jesus even called Him "Abba," which was a common term used between sons and fathers, much like we might call our fathers "Dad" today. Let's take some time to look at a parable Jesus told to help us better see God as a loving Father.**

#### LEADER TIP

Encourage students to bring their Bibles or to use Bible apps on their phones. Excerpts of the Scripture with each lesson are also provided in the [Student Guides](#).



## CONNECT

**Jesus told many parables when He taught. A parable is a story that helps listeners understand a deeper spiritual lesson. Many teachers during Jesus' time used parables to help their listeners understand specific points because listeners could connect to the more-relatable ideas.**

**One of Jesus' most famous parables is about the prodigal son. As we read through it and discuss it today, let's think about what kind of father this story talks about and how Jesus wanted it to influence the way we see God.**

Ask the students to turn to Luke 15 in their Bibles, and let someone read aloud verses 11, 12.

*Jesus continued: "There was a man who had two sons. The younger one said to his father, 'Father, give me my share of the estate.' So he divided his property between them."*

**In Bible times, sons received their inheritance (money and property) from their fathers when the fathers died. In this parable, the younger son asks for his inheritance while his father is still alive, which would have been a huge insult. He's basically saying that he doesn't want to have anything to do with his father, and he wants his money now, even though his father would have still provided for him.**

Ask the following questions and allow a few students to respond:

**Why do you think the son wanted his inheritance early? What does this show you about the son?**

**How do you think the father felt when he heard his son's request?**

**Why do you think the father decided to give his son his inheritance early?**

**What would you do if your dad gave you a big sum of money?**

### **ZOOM QUESTIONS**

*Imagine living in a society that is built on the concepts of honor and shame. What kind of result would the younger son's actions have brought on his family? On his father? On his older brother? Why would that be significant?*

Ask someone to read Luke 15:13-16 aloud.

*"Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. After he had spent everything, there was a severe famine in that whole country, and he began to be in need. So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything."*

The son took what his dad gave him and left his family home. During Jesus' time, people often stayed in their father's households their whole lives. They wouldn't necessarily all live in the same house, but they would have a connected home where all the extended family would live and work together. It was the father's responsibility to care for his family and provide for them. The son in Jesus' parable is breaking all the traditions by asking for his inheritance early and then moving far away from his family. He's turning his back on his dad.

**Why do you think the son acted the way he did?**

**Have you ever wanted to do something like that? Why or why not?**

The son ends up in a tough situation. He wastes all his money and finds himself in a famine. He ends up having to take a job feeding pigs. Keep in mind that this man is Jewish, and pigs were considered unclean animals according to God's law. The only people who would have had pigs were Gentiles—non-Jews. So, this son has no money, ends up being a servant to a Gentile, and is defiling himself by being around pigs every day. His situation could not be much worse.

**At this point in Jesus' story, we don't know much about the father, except that he gave his son what he asked for. All we know is that the son seemed to want to live life his own way, and it ended up not turning out as he expected.**

Invite students to find groups of two or three others and discuss the following questions:

**Share a time you felt frustrated with how things were going at home.**

**How did you respond in that situation? How did your parents respond?**

### **ZOOM QUESTIONS**

*Consider the idea that the parable may be representing God's attitude toward the Israelite people, the Jews, who would have made up the audience for Jesus' teachings here. Who would the father in the story represent? Who would the younger son represent? Why would Jesus paint such a bad picture of the son's behavior and situation? What do you think His point would be in doing so?*

Ask someone to read Luke 15:17-20 aloud.

*"When he came to his senses, he said, 'How many of my father's hired servants have food to spare, and here I am starving to death! I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. I am no longer worthy to be called your son; make me like one of your hired servants.' So he got up and went to his father.*

*"But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him."*

### **LEADER TIP**

\*Instead of continuing to teach the lesson yourself, pause before the marked paragraph and allow students to lead the rest of the teaching in small groups. Students can use the [Student Guide View pages](#) or the [Your View cards](#) as provided in *Digital Resources*. If you use this option, skip down to the starred (\*\*) paragraph on the next page after the small group time concludes.

**The son comes to his senses and realizes how he has sinned—not just against his dad, but against God as well. He did not honor his father as God's Word talks about. Once the son realized the way he had sinned, he was eager to get back to his dad to apologize.**

**The son hopes to go back to his dad and, at best, be his servant. Again, keeping in mind the culture during this time, the son had rejected his father. It would have been unthinkable for his father to take him back and accept him as a son again. It is likely that the father would have been seen as weak in the community if he did this.**

\*Ask a student to read verse 20 aloud again. Invite the students to think about the father's response.

**During Jesus' time, older men didn't run. It wouldn't have been a respectable thing to do. But this dad sees his lost son coming home, and he runs to him, filled with compassion!**

### Why do you think the father responded the way he did?

Ask someone to read Luke 15:21-24 aloud.

*"The son said to him, 'Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.'*

*"But the father said to his servants, 'Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. Bring the fattened calf and kill it. Let's have a feast and celebrate. For this son of mine was dead and is alive again; he was lost and is found.' So they began to celebrate."*

**The dad not only allows his son to come home, but he throws him a huge party. When everyone would have expected the father to reject the son, he instead welcomes him back into the family with joy. He restores him fully and shows him great mercy and love.**

**\*\*Remember that this story is a parable Jesus is telling. It is teaching us something about God as Father and the way He views a sinner who comes to Him asking for forgiveness.**

#### **ZOOM QUESTIONS**

*What is the story teaching us about God and His attitude toward us?*

**We all have different experiences with our dads. Some good, some bad. But in this parable, Jesus shows us what our heavenly Father is like. Even when we turn away from Him, He's always waiting to welcome us home. He throws a party and rejoices when we come back to Him! He is a Father who is loving and forgiving and full of compassion.**

### **EXPLORE**

Erase the whiteboard or put up a new piece of butcher paper on the wall (or lay one down on the floor). Write this sentence: "My heavenly Father always \_\_\_\_\_." Let students finish the sentence and write down their thoughts in words or images on the board or paper.

Students can also use their guide pages to jot down their thoughts, impressions, and doodles.

**Let's look at a few more Bible verses about God the Father. As we read them, jot down any words that jump out at you or any thoughts or images that come to**

**mind. What qualities of God do you hear described? What do these verses mean to you?**

*"A father to the fatherless, a defender of widows, is God  
in his holy dwelling."  
Psalm 68:5*

*"Look at the birds of the air; they do not sow or reap or store away  
in barns, and yet your heavenly Father feeds them. Are you not  
much more valuable than they?"  
Matthew 6:26*

*"Every good and perfect gift is from above, coming down  
from the Father of the heavenly lights, who does not change like  
shifting shadows."  
James 1:17*

*"My son, do not despise the LORD's discipline, and do not  
resent his rebuke, because the LORD disciplines those he loves,  
as a father the son he delights in."  
Proverbs 3:11, 12*

### LEADER TIP

If you have students who come from difficult family situations, pay special attention to them today. If they need to talk or process their feelings, let them know you're available.

Consider inviting students to write a letter to God, confessing a time they rebelled against Him. Now encourage them to write a response from God based on what they learned in the parable today. (Students who don't want to write could record videos on their phones instead.)

After a few minutes, invite everyone back together.

**God has great love for you. He is the perfect example of a father who cares, forgives, loves, and shows concern. He also disciplines sometimes—only because He wants us to live in the way that He knows is the very best. You can always trust God and come to Him with any sin you've committed. He will forgive you and restore you, just like we read about today.**

## ACT

Sometimes God feels so big and distant, you may think that you can't really know Him and that He doesn't really know you. But that's not what we see happening in the Bible. Like the father in the story of the lost son, God wants to wrap His arms around us and make us part of His family. But, for some of us, it can be hard to receive God's love—especially if we've done some foolish things like the younger son. Here are some thoughts you might have as you go through your week, along with some truth from the Bible.

**How could I ever know God? I don't even know what's happening in my next class!**

Ask a student to read 1 John 4:7 aloud.

*Dear friends, let us love one another, for love comes from God.  
Everyone who loves has been born of God and knows God.*

**If you know how to love others, then you know something about God. Quick! Tell me some ways to love others!** (Call on students who have answers, and repeat those answers or write them on the board.) **All right! So, you've got some good ideas about how to love others—you can trust that you can know God the Father too.**

**God loves us and forgives us. No matter what sin you've committed, God is ready and willing to forgive you. The parable Jesus shared is one that reminds us that God is merciful and truly loves each one of us.**

**Here's another thought some of you might have:**

**I don't think I'm good enough to be in God's family. How do I know He really wants me?**

**Listen to these words from Ephesians 1:4-6, from *The Message* version of the Bible:**

*Long before [God] laid down earth's foundations, he had us in mind, had settled on us as the focus of his love, to be made whole and holy by his love. Long, long ago he decided to adopt us into his family through Jesus Christ. (What pleasure he took in planning this!) He wanted us to enter into the celebration of his lavish gift-giving by the hand of his beloved Son.*

**Did you catch that? God not only accepts us—even when our lives stink—but He decided He wanted us long, long ago. Before we were even born!**

**This is the Father we have. This is the Father you get to keep getting to know! Don't forget to continue learning about Him this week.**

**And one more thing. If your earthly dad is a good influence in your life, consider this:**

**What can I do to talk with my dad more this week?**

**If your earthly dad has not been such a good influence in your life, consider this:**

**Do I have another godly man in my family I can rely on? What do I need to do to talk with someone like that?**

**If you don't have someone in mind, come talk to me.**

### LEADER TIP

Consider sharing a time you struggled with knowing or accepting God's love. What helped remind you of God's love in your life?

### LEADER TIP

An important part of deepening your relationships with your students is ending your class time by praying over them. We've provided biblically based statements you can use as prayers, or you may want to create your own to remind teens of who God is, what He wants for them, and how to connect with Him.

**Lastly, if you see people struggling this week because of something going on with their dads, ask them this, and then tell them the story about the one perfect Father:**

**I heard this story about this guy who took his dad's money and ran off. Can you guess how he turned out?**

**Before you go out this week, let me pray for you: *May you accept God the Father's gift of loving grace, freely given through His Son Jesus, and join in rejoicing with those who once were lost but now are found. In Jesus' name, amen.***

Reminders for you: In the *Student Guide* are suggestions for verses for further study of God our Father. Remind students that they can contact you during the week if questions come up about anything they heard today. If students express interest in making a commitment to follow Christ, see the Salvation Path section at the back of this book for help in guiding them through this decision concerning repentance and baptism.

In *Digital Resources* you'll find Family Connection tools and Student Connection helps for reaching out to your students during the week as well. Remember to let students know that you (or other leaders) are available to speak to them or to their family members if they need more information or would like you to pray with or for them.

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## LEADER'S THOUGHTS

What are your plans and prayers for this quarter? Use this space to jot down ideas about events, small groups, service projects, or anything else you want to do to make sure your teens feel SEEN and KNOWN.



# Seen

## YEAR 1 // QUARTER 1

Unit / Lesson	Unit Title and Focus	Lesson Title	Bible Basis	Connection	Remember Verse
U1/L1	GOD IS ... (Spiritual Growth)	Our Father	Luke 15:11-24	God is your Father, and He loves you.	1 Corinthians 8:6
U1/L2	GOD IS ... (Spiritual Growth)	Our Good Shepherd	John 10	Jesus is the Good Shepherd, who lays down His life for you.	John 10:10
U1/L3	GOD IS ... (Spiritual Growth)	The Holy Spirit	John 14:16, 17, 26; 16:12-15	God is the Holy Spirit, who guides you.	John 14:16, 17a
U1/L4	GOD IS ... (Spiritual Growth)	The One and Only God	John 14:6-27	God is the one and only God, and He wants you.	John 14:6
U2/L5	AUTHORITY (Character Development)	God Grants Authority	Deuteronomy 1:5-33	We can know where all authority comes from.	Deuteronomy 1:17
U2/L6	AUTHORITY (Character Development)	Honor Your Parents	Exodus 20:12; 1 Samuel 19:1-7	You can honor the authority of parents, even when that's hard to do.	Exodus 20:12
U2/L7	AUTHORITY (Character Development)	Respect Everyone	Romans 13:1a, 7-10; 1 Peter 2:9-17	You can show proper respect to everyone.	Romans 13:1a
U2/L8	AUTHORITY (Character Development)	Take a Stand	Hebrews 4:12, 16; 10:19-39; 11:1	You can stand on the authority of God.	Hebrews 4:16
U3/L9	POWERFUL WORDS (Life Skills)	Words That Help	Proverbs 15:4; 27:6, 9, 17	Learn how to give and receive helpful criticism.	Proverbs 27:9
U3/L10	POWERFUL WORDS (Life Skills)	Words That Hurt	Proverbs 12:18; 16:28; 18:21; Romans 1:28-32; Ephesians 5:1-10	Learn how words damage, and to consider others when we speak.	Proverbs 12:18
U3/L11	POWERFUL WORDS (Life Skills)	Words That Heal	Proverbs 16:24; Ephesians 4:29; 1 Thessalonians 5:11-18	Learn about the power of encouraging words.	1 Thessalonians 5:11
U3/L12	POWERFUL WORDS (Life Skills)	Words Under Control	James 3:1-18	Learn what the Bible says about controlling our words.	James 3:5b

# Salvation Path

## steps on the faith journey



### WHO NEEDS TO BE SAVED?

Paul said, "All have sinned and fall short of the glory of God" (Romans 3:23). No human is perfect. We all make wrong choices. We all sin. And we are all responsible for the consequences of our sin.

### WHAT ARE THE CONSEQUENCES?

In Romans 6:23, Paul simplified the consequences into two categories: "The wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord." The actions that go along with sinful behavior and thinking ultimately lead down a road that will take us away from goodness and wholeness—separating us from God. But accepting Jesus as our Savior allows us access to eternal life with Him.



### HOW CAN I FIX IT?

You can't. But God can, and did. In Romans 5:8 we read: "But God demonstrates his own love for us in this: While we were still sinners, Christ died for us." When Jesus sacrificed His life for us and died on the cross, He took on the punishment for our sin. And if you read all of chapter 5, you can see that the "us" Christ died for includes *all* of us—for His "one righteous act resulted in justification and life for all people" (v. 18).

### BUT HOW CAN I BE SAVED AND GET ETERNAL LIFE?

The traditions and practices of repentance and baptism as part of accepting Jesus as Lord and committing to follow Him vary from church to church. In his letter to the Romans (10:9), Paul said, "If you declare with your mouth, 'Jesus is Lord,' and believe in your heart that God raised him from the dead, you will be saved."

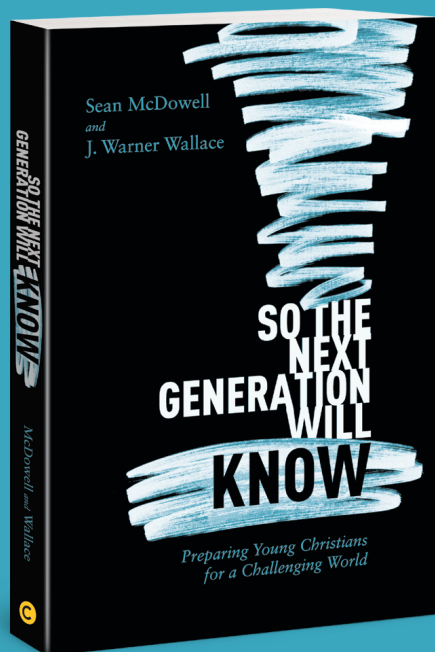


### WHAT DOES IT MEAN TO BE SAVED?

It's hard to explain the feeling of being forgiven of our sins. But Paul reminds us in Romans 5:1 that "since we have been justified by faith, we have peace with God through our Lord Jesus Christ." No more separation. No more conflict with God. That doesn't mean life will be easy and smooth. On the contrary, Jesus tells us there will be trouble (John 16:33). But "there is now no condemnation for those who are in Christ Jesus" (Romans 10:1).

If someone you know wants to accept Jesus Christ as Lord and Savior, walk through these questions together. Then lead the person to discuss their decision with their family and pastor, as appropriate.

# CAN YOUR TEEN UNDERSTAND AND DEFEND THEIR CHRISTIAN FAITH?



Gen Z is leaving the church in record numbers.

The very people who care about them feel at a loss to stop the trend.

Yet there are research-based and proven strategies that help young people both own their faith and effectively engage the world around them.

Sean McDowell, Ph.D., and detective J. Warner Wallace are experts on the subjects of culture, worldview, and apologetics. In *So the Next Generation Will Know*, McDowell and Wallace provide strategies and practical tactics from their own personal experiences to help parents, youth leaders, and Christian teachers train the next generation with the truth of the Christian worldview. With the right training, the young people you care about don't have to be another statistic.

Available from David C Cook or your favorite bookstore