

Junior Soldiers

Unit 5 : Lesson 2



For everyone!

PURPOSE : For the children to explore and understand that Jesus has taken the punishment for everyone, not just Christians, so that whoever chooses to believe in him can and will be saved.

'We believe that the Lord Jesus Christ has by His suffering and death made an atonement for the whole world so that whosoever will may be saved.'

'On the cross Jesus suffered and died for the sins of everyone, so that whoever wants to may be saved.'

Doctrine 6

Consider & Prepare

Read:

John 3:16–17

Romans 5:6–11

Romans 10:9–13

1 Corinthians 15

Chapter 6, *The Salvation Army Handbook of Doctrine*

There are many ways of interpreting the actions of Jesus on the cross and his resurrection, but possibly the most widely accepted doctrine in the Christian Church—with good biblical foundations—is that he did it as a 'ransom' for us. That is, Jesus paid the price that our sins deserved.

Apart from the passages above, you may want to note the prophecy of Isaiah 53 where it speaks of the one who 'took up our infirmities and carried our sorrows', who 'was pierced for our transgressions and crushed for our iniquities' and, ultimately, 'by his stripes we are healed.'

Jesus' sacrifice was, at its core, a gift of grace to us. It's up to us (i.e. our choice) if we accept the gift of reconciliation or reject it.

In this lesson, the children will learn that what Jesus did he did for them and they are as entitled as anyone to claim the gift of atonement (being made 'at one' with God).

What you will need:

For 'Connecting In'

- Items used for props e.g. footy jumper or netball, a choir robe or type of uniform or perhaps some items such as a dictionary or knitting needles.
- Butchers paper/whiteboard and appropriate markers.
- 'Who am I?' questions.

For 'The Main Thing'

- Box of chocolates that has specific spaces (i.e. holes) for each of the chocolates.
- Bibles

For 'Tying In'

- Masking tape
- Bibles, textas or pencils
- Children will need their journals or some blank A4 or A3 sheets of paper.

For 'Home & Beyond'

- Print off the Home & Beyond cards for each child.



Connecting In

How would you choose your team?

For this activity you might like to have some props to use while talking about different teams or groups, e.g. footy jumper or netball, a choir robe or type of uniform or perhaps some items such as a dictionary or knitting needles.

If I was to ask you to choose a team or group for a certain sport or hobby—what would the criteria be that you would use in order to choose your team/group? What would be on your list of things that you would be looking for in order to form your team/group?

Let's have a go at creating some criteria lists. (*You might like to do this as a whole group and write some lists up on the whiteboard/butchers paper, or you might like to divide the kids up into small groups or pairs and give them a team or hobby to create their criteria list for. If you are doing this in smaller groups you might like to give some examples before you divide the children up.*)



Below is a list of teams or groups that you might like to choose from or feel free to come up with your own:

- Footy team
- Netball team
- School council
- Choir
- Spelling bee team
- Knitting for charity group

When the children have finished with their criteria it would be good to share them together and add anything else that others come up with along the way.

Link: Today we have been looking at how we would go about choosing certain people to be a part of a sporting team or other specific group.

- I wonder if you wanted to be on God's team, do you think that there is a criteria? Why/why not?
- What do you think the Bible tells us about this? (*Give the children opportunity to share what they think the Bible is telling us about who gets to be friends with God.*)

→ Who do you think gets to follow God and be his friend?

We are going to explore today what The Salvation Army believes about who has the opportunity to follow God as well as looking at what Jesus did so that we could all have this choice to make.

Who am I...

For this connecting in activity you will need the list of 'Who am I?' questions. These questions will be done in a format like that of *Sale of the Century* or the 'Who am I?' question that appears in some newspapers. You will give one piece of information about a person—if the group/person answers this correctly first then they will receive 100 points, if there are no guesses then you move on to the next piece of information. There are five rounds of questions.

Give the second piece of information about that person—if someone guesses correctly then they will receive 75 points—if there are no guesses then you move on to the next piece of information.

Give the third piece of information about that person—if someone guesses correctly then they will receive 50 points—if there are no guesses then you move on to the next piece of information.

Give the fourth piece of information about that person—if someone guesses correctly then they will receive 25 points—if there are no guesses then you move on to the final piece of information.

Give the final piece of information about that person—if someone guesses correctly then they will receive 5 points—if there are no guesses then you can give them the answer and move on to the next round.

For this activity you might like to choose three children to come out the front and play the game to see who gets the most points, or you might like to divide the group up into three smaller groups and play as teams to see who gets the most points.

Link: Today we have been playing a game that is using phrases to describe who someone is, perhaps how they look or what they do or how they might act in a certain situation, what they might eat or even where they might live.

- I wonder if you were going to make a 'Who am I?' question about yourself, what would the five statements be? Have a go at sorting some out with the person sitting beside you.

Perhaps the phrases that were used to describe you were that you were the best at sport or that you were the smartest in your class or that your hair was the longest and shiniest. You know, it doesn't matter how you are described—God will still 'choose' you. All the people that we have used for the 'Who am I?' questions today and all the people in the room and heaps of others—God will choose them all.

He is not looking for someone who is described in a certain way or someone who is the best at something; he is looking for you and you and you. God will choose you. Today we are going to explore what The Salvation Army believes about who has the opportunity to follow God as well as looking at what Jesus did so that we could all have that choice.

The Main Thing

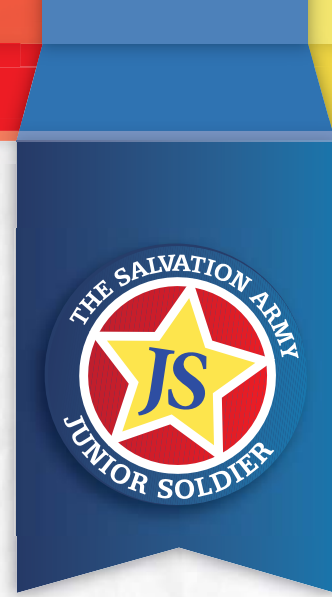
Paid the price...

For this section it would be good to set up a scenario with some of your leaders (so that others are aware of what is going on). Below is an example of what to do with the children in order to illustrate the point but you might like to tweak it to suit your group. It is important to think about your children and how they will respond to this particular scenario.

Scenario:

You will need a box of chocolates that has specific spaces for each of the chocolates so that you will most definitely be able to see if any are missing. Take out about a third of the chocolates and put them aside somewhere safe and out of site. You will also need to put the box of chocolates out at the beginning of the lesson.

- Do you like my box of chocolates? They are lovely, I have had these before and they are so yummy.
- I bought these chocolates today to give to ... (*someone in your church who is doing a good job*), they have been doing such a great job at... I thought it would be nice for us, as a group, to write a note and give them to ...





- *(Take the lid of the box of chocolates... revealing that there are chocolates missing) I just want to show you how nice these chocolates look... ah, where have all the chocolates gone?*
- *My goodness, all the chocolates were here when I put them out at the start of the lesson. Okay, who has taken some? (Ask the children and leaders if they have taken any.)*
- *That is really disappointing—what are we going to do? Someone must have taken them.*
- *Well, if no one is going to own up we will all just have to sit and do nothing for the rest of the lesson and miss out on all the really great things planned.*
- *(Have a leader ready to be willing to take the blame for everyone. He/she stands up and says 'I will take the blame for the chocolates going missing so that everyone else can get to participate in the rest of the lesson.')*
- *'Did you do it?'*
- *'No, but I am willing to take the blame for everyone else.'*
- *At this stage—start clapping and let the kids in on the fact that this was a set up, bring out the extra chocolates (as long as there are no allergies) and share them with everyone as you explore this scenario.*
 - *Does this remind you of anything that Jesus did?*
 - *How did you feel when someone was willing to take the punishment so that everyone else didn't have to? (There will probably be mixed feelings because they knew that the leader didn't do it and why should they take the blame—this will give good dialogue to the message of Jesus' sacrifice.)*



Jesus didn't have to die on the cross for anything that he had done, he did it for us. He took all the punishment so that we don't have to. Doing things for others can be hard at times especially if it means that we have to sacrifice or give up something in order to do it.

In 1912 Captain Robert Scott led an expedition to Antarctica to locate the South Pole. He led a team from England that included Captain Lawrence Oates. Sixteen people set out but they had all sorts of problems on the return journey across the Antarctic icebergs to their huts. Finally, only four people were left alive and Captain Oates was close to death. He knew that their chances of surviving were worse because the other three explorers were being slowed down because of him.

On 16 March 1912, Captain Lawrence Oates walked out of their tent saying, 'I am just going outside and may be some time.' He walked into a blizzard that was -40 degrees and was never seen again.

He was a brave hero and a gentleman who sacrificed himself so that his friends would have a better chance at surviving.

Jesus did not have to die. He could have easily avoided his death on the cross, but he took on the sins of humanity and made himself our representative. He died, so that we have a chance to live forever. When Jesus came back to life, he showed that death could be beaten—and this eternal life is now available to each of us because he fought death and beat it for us.



Everyone...

The way that Jesus lived and the people that he interacted with showed that he was for everyone, if anything he showed that he was especially for those that were treated badly or those who were generally forgotten or mistreated. Jesus didn't just want to hang around with Jewish people, he accepted everyone, let's have a look at some examples: *(You might like to do this all together or get the kids to look at this in groups and feed back to the bigger group at the end.)*

- Find and read **Luke 19:1–10** (Zaccheus)
- Tax collectors were not well liked because they were often greedy and thieves. The Jewish people had to pay taxes to the Romans, but often the local tax collector would make them pay more so that he could get rich. For example, the tax might be the equivalent of \$5 per week, but he would make them pay \$6—\$5 for Rome and \$1 for himself.





- What stood out to you in this passage?
- How do you think other people felt about Jesus eating with Zaccheus?
- How did spending time with Jesus change Zaccheus?

- Find and read **John 4:4–26** (Women at the well)
- Jews and Samaritans did not like each other and, also, Jesus (considered a rabbi or teacher) should not have spoken with a lady of bad reputation (she had been married six times), yet Jesus spoke to her.
 - What stood out to you in this passage?
 - How do you think other people would have felt about Jesus talking with the woman?
 - How did spending time with Jesus change the woman?

- Find and read **Matthew 8:1–4** (Leper)
- Leprosy was a terrible disease that meant large sores broke out all over your body and, at its worst, fingers and toes would fall off. It was highly contagious and lepers were forced to live together in camps outside of towns and cities. Whenever they walked in public they had to yell out ‘unclean, unclean’ so that people would get out of their way and not accidentally touch them.
 - What stood out to you in this passage?
 - How do you think other people felt about Jesus interacting with a leper?
 - How did spending time with Jesus change the man?

- Find and read **Matthew 19:13–14** (Children)
- Children were supposed to listen, not talk, to adults and do as they were told. They were treated as second-class citizens, not as important as adults. It was not right for children to be near someone as important and well-known as Jesus.
 - What stood out to you in this passage?
 - How do you think other people felt about Jesus spending time with the children?
 - How do you think spending time with Jesus might have changed the children?

- Find and read **John 3:1–21** (Nicodemus)
- Nicodemus was a Pharisee, a religious leader in Jewish society. He was considered wise and very close to God, and yet he wanted to see Jesus and learn from him about God. Why would a wise old religious leader want to learn something from a travelling carpenter from a little town called Nazareth? Nicodemus was supposed to be smart and have all the answers himself.
 - What stood out to you in this passage?
 - How do you think other people felt about Jesus interacting with a Pharisee?
 - How did spending time with Jesus change Nicodemus?

I wonder how it makes you feel to know that Jesus was not just hanging out with what would have been seen as the ‘chosen’ people, that he was willing to hang with those that were not popular or not accepted in society. Yet, even so, one of the Jewish leaders, Nicodemus, sought out Jesus. It seems Jesus would talk to anyone about God!

(Read Matthew 28:16–20 to the children.)

The Salvation Army believes that Jesus is not just for a select group of people but that, like the verses we have just heard, that Jesus came for all people in all nations. Jesus’ gift was not for a few but for all and that includes you and me. This gift, this sacrifice was done so that all people could have the opportunity to follow God and be connected to him. We do, however, have a choice and so we need to decide whether we are going to choose to believe in and follow God and be his friend forever, or if we are not.

Tying In

Choose...

For this activity you will need some masking tape to make a line on the floor. Choose a couple of children from your group to come and play the game with you. Get the children to begin by standing on the masking tape line.

- You will be giving them two choices e.g. chocolate or strawberry ice-cream, McDonalds or pizza etc.
- As you are sharing the two choices you will need to point to either side of the masking tape line, e.g. 'For chocolate ice-cream you need to stand on this side and for strawberry ice-cream you need to stand on this side.'
- The children need to choose which side they are going to stand on—which item are they going to choose.
- Below is a list of choices that you can use with the children for both sections of this activity or you may like to create your own list that will connect with your group.
- When finished take a moment to ask the other children that were not involved a couple of questions.
 - How did you feel not being included in the game?
 - Did you want to share your choices when the other children were playing?
 - How does it feel when you don't get the option to participate, when you don't have the choice of being included?



Play the game again with all the children and leaders this time. It would be good to use a different list for this game.

Chocolate or strawberry ice-cream
McDonalds or pizza
Football or netball
Cold or hot
Vegetables or fruit
Long or short hair
Chips or popcorn
Sleeping bag or doona
Painting or drawing
Vegemite or Peanut Butter

Bush retreat or beach holiday
Tissues or hankies
Toast or cereal
Red or purple
Movies or books
Hot dogs or burgers
Walking or riding
Skirt or jeans
Swings or slide
Singing or dancing

Today we have played a game about choices. At first only a couple of people had the opportunity to play and to make their choices but then we played again giving everyone the opportunity to have a go and share their choices.

We have been talking about how Jesus took our place and our punishment and was the sacrifice on our behalf. We have also been talking about how when Jesus did this it wasn't just for a select group of people but that it was for everyone. The third important part to this message that we are exploring today is about choice, this sacrifice that Jesus made was done so that we all have the choice to follow and believe in God but we need to make the choice. We have the opportunity to make a choice to be connected with God and be his friend forever.

As Junior Soldiers you will have talked about this choice when you were doing your preparation lessons, but it is always good to go back and look at that choice and reinforce the decision that you made. It is good to be willing to say 'Yes, I have decided to believe and follow God and be his friend forever.'

Reflect & Pray...

For this section you will need the children to have their journals or some blank paper, textas, pencils, Bibles and some appropriate music.

Give the children some time to reflect on the message from today. It would be good for you to play some appropriate music while the children are engaging with this truth.

Ask the children to think about the three key parts of the message today—1/Jesus paying the price for us, 2/this was done for everyone, 3/everyone has a choice to make about believing in and following God. Reflect on these things. They can choose to draw or write about how this makes them feel.

When the music and the children have finished it would be important to pray together as a group.

Home & Beyond

Print off the 'Home & Beyond' cards attached. The children might like to keep these in their journals or notebook where they could write or stick the challenges, reflect, answer questions or complete activities each week.



IOU...

- Jesus did something pretty special for us that he did not have to, this week it would be nice to choose to do something for someone else that you do not have to, even if it is a small thing.

Inclusion...

- Jesus includes everyone and us too, this week it would be good to include someone else when you don't have to, perhaps someone you don't usually spend time with. Maybe you could sit next to someone different at school or ask someone to join in with a game you are playing.

Choose...

- Jesus gives everyone the choice to follow him because he loves us. Choose a scripture verse that helps to remind you how much God loves you—get your Mum or Dad or Big Bud to help with some suggestions if needed. You might like to write this in your journal or display it in your room.

Questions: Who am I?

Person 1

- Q1 I am a boy in a famous story written by J.M. Barrie.
- Q2 I like wearing green clothing.
- Q3 I have friends called Wendy, John and Michael.
- Q4 I live in Neverland
- Q5 I am Peter...

Answer: Peter Pan

Person 3

- Q1 I am famous in books and movies and I am a beautiful girl.
- Q2 I am a princess.
- Q3 I had to hide in a forest when I was in danger.
- Q4 Seven small friends protected me.
- Q5 I am Snow...

Answer: Snow White

Person 5

- Q1 I was one of the most famous people in Australia in the 1870s.
- Q2 My real name was Edward, but I was known by a different name.
- Q3 I was in a gang with my brother Dan and friends Steve and Joe.
- Q4 I was a bushranger.
- Q5 I am Ned...

Answer: Ned Kelly

Person 2


- Q1 I am an Australian singer.
- Q2 I became famous when I sang on a TV show.
- Q3 When I became famous I had a fuzzy afro haircut.
- Q4 I used to go to a church in Adelaide before I moved to Sydney.
- Q5 I am Guy...

Answer: Guy Sebastian

Person 4

- Q1 I lived and died more than 200 years ago.
- Q2 I was a famous English sailor.
- Q3 I was a Captain in the English Royal Navy
- Q4 My ship was called The Endeavour.
- Q5 I am Captain James...

Answer: Captain James Cook



Home & Beyond

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