FRESH START
LEADER GUIDE
Help your students get a Fresh Start with God! Whether your students who brand new Christians or they need a reminder about what God has done for them, this curriculum can be a great way to get them going.

This material was birthed out of two needs in our ministry:

1) We had a desire to help new or young believers get established in a few of the basics of the Christian faith.
2) We wanted our seasoned believers to remember who God is and what He has done for them.

What you're about to read is our attempt to fulfill both those needs. We know that the following pages are in no way comprehensive, but they are enough to jump-start some foundational thinking about the Christian faith.

As with all of my material, feel free to edit, personalize, make it better, and change it to fit your group. Do whatever works best for you (except, please don't publish it).

As you teach this, encourage your students to complete the 10-week student booklet that accompanies this resource. I hope you'll find this a valuable tool.

Blessings,

[Signature]
4 LESSONS TO HELP STUDENTS GET A FRESH START

LESSON

#1  GET A GLIMPSE!  6
Embrace the significance of being a child of God
The truth about your spiritual identity

#2  GET A GRASP!  14
Understand what God has done
The truth about salvation

#3  GET A GRASP! PART 2  22
Be confident that you’ll always be a Christian
The truth about never losing your salvation

#4  GET SOME GRACE!  30
Rest securely in God’s arms
The truth about forgiveness
FREQUENTLY ASKED QUESTIONS

Here are answers to FAQs that I get about this resource:

WHAT IS THIS?
You’re holding a four-lesson curriculum that corresponds with the student Bible study called Fresh Start. The curriculum has two goals:

1) Allow students to wrestle with and discuss foundational questions about the Christian faith, and
2) Motivate students to complete the student workbook (an additional 6 lessons) on their own after the group study is complete.

WHO’S THIS FOR?
This works great for any student, but there are two ideal groups: new Christians or Christians who need a refresher in the basics of the Christian life.

HOW CAN THIS RESOURCE BE USED?
Teach it as a four-week series at your weekly meeting, take students on a weekend retreat and teach it there, or use it as part of your small group curriculum. When you’re done, encourage students to continue with lessons five through ten in the student Bible study.

HOW DOES IT WORK?
Each lesson has the following elements:

Leader notes — This is an overview of the lesson just for you, the leader. My intention with this section is not only to present the big picture of the lesson, but also to provide some encouragement for you as you prepare to teach.

Key Truth — This is the lesson opener designed to get everyone focused. Each lesson has two options to choose from. Use the video clip (Option B) if you feel it will be more effective.

Key Verses — This gets your students into the Bible to look at what God says regarding the lesson topic. This section also has two options to choose from, with Option B providing an active alternative.
Key Questions — These questions are designed for group discussion. Either discuss them as a large group, or break students into smaller groups. (These are the same questions found in the student guide.)

Key Steps — Challenge students to take one or more of the next steps listed. (These are the same steps listed in the student guide.) Each section has three challenges that correspond to knowledge, commitment, and action.

WHY IS SOME OF THE TEXT IN THE CURRICULUM IN A BOLD FONT?
The text in bold font is simply a suggestion of what you might say when teaching this curriculum. In no way should you read the text verbatim. Use our verbage as a suggestion, and then personalize it–make it your own.

HOW LONG SHOULD EACH LESSON TAKE?
Here's a sample schedule:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Truth (Option A or B)</td>
<td>5-10  minutes</td>
</tr>
<tr>
<td>Key Verses (Option A or B)</td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>Key Questions</td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>Key Steps</td>
<td>5-10  minutes</td>
</tr>
<tr>
<td>Total</td>
<td>40-60 minutes</td>
</tr>
</tbody>
</table>

WHAT’S THE DIFFERENCE BETWEEN THIS CURRICULUM AND THE STUDENT WORKBOOK?
The student workbook consists of 10 lessons which a student (or group of students) can do on his/her own.

The curriculum consists of 4 lessons (the first 4 lessons of the student workbook) and can stand on its own as part of a teaching series. Because the curriculum uses the same lessons as the student workbook, it would be a natural application of the series to challenge the students to complete the remaining six lessons of the student book (Lessons 5-10).

WHAT RESOURCE DO THE VIDEO CLIPS COME FROM?
All the clips are taken from Videos That Teach (Zondervan, 1999) by Eddie James and myself.
If you were a multi-millionaire with unlimited financial resources, would that affect your spending habits? Probably, even if you intended to give enormous amounts of your money away, you could do so without caution, knowing that an ample supply of funds was readily available.

What if you knew the lesson you were preparing would be a winner? You might choose to study in order to learn as much as possible, but knowing there was no pressure on you, you could prepare for the lesson stress-free.

Imagine truly understanding what it means to be a child of God. What if you embraced the fact that being a Christian means that you have a completely new identity? Would that affect the way you act, the words you speak, the places you visit? It should.

Since knowledge produces freedom, you would have freedom to live! No longer would you automatically give in to certain sins. Instead, you would first recognize who you were – a child of God! And that recognition would produce a desire to live according to all that God desired.

Too much of a fairy tale? It doesn’t have to be. There will be plenty of times you give in to sin and deny your freedom to live for God, but that is part of the process and shaping that we all go through in our Christian journey.

Are you ready to teach your students what it means to be a child of God? When they embrace that truth . . . wow . . . watch out! Talk about freedom–that’s freedom to live!
KEY TRUTH
Discuss the following questions with your students. Adjust the questions according to the age group with which you’re working.

This first lesson is about our identity, how God sees us and how we see ourselves. Ultimately, the goal would be that we see ourselves the same way God sees us. But that can take time. Let’s begin by . . . (choose Option A or Option B).

KEY TRUTH: OPTION A
How do you think the following groups of people might feel about themselves?

- The winner of a multi-million dollar lottery
- A senior (or an 8th grader) who just made a sports team he/she has been cut from the last several years
- The winner of a four-year full-ride scholarship to the college of his/her choice (or the winner of a $500 shopping spree at the store of his/her choice)
- A homeless person
- A freshman (or a 7th grader) who just failed his/her first set of final exams
- A student who just found out both parents were killed in an auto accident

QUESTIONS: OPTION A
1. How might each person be tempted to act, based on the knowledge of their circumstance? Is that positive or negative? Or both?
2. Give an example of how each person might act.
3. Do students often identify themselves with their circumstances?
4. How should a Christian feel about himself or herself? In what way should those feelings affect his or her behavior?

KEY TRUTH: OPTION B
Video Clip
Instead of using Option A, consider using the following video clip.

Video: Can’t Hardly Wait
Start: 0:45:00 (“If you ask me, I never saw you two together in the first place.”)
Stop: 0:46:39 (“I don’t think I know me as anything else.”)

QUESTIONS: OPTION B
1. What was that scene about? What does Amanda confess?
2. How did Amanda’s decisions impact her lifestyle?
3. Can you think of a similar example?
4. If Amanda were a Christian, would that change how she felt? Should it?
KEY VERSES: OPTION A

Materials needed:
Copies of the worksheet KEY VERSES on the next page, Bibles, and a pen for each student.

Because God has given Christians a new identity, we need to find out what that means. Let’s take a look at what God says about our new identity.

Distribute the worksheet to each student and explain the directions. Once students understand what they are to do, have students get into groups of 2-4 to complete the worksheet.

After about 10-15 minutes, discuss their answers in one large group.

KEY VERSES: OPTION B

Have students get into groups of 2-3. Write one or two verses from the Option A worksheet on a board for all to see (or simply assign groups certain verses from the worksheet). Have students look up the verses and then write a summary statement of the verse. Then, have each group act out (in front of the whole group, time permitting) what it would look like to successfully live that verse in today’s world.

Each sketch should contain the following elements (You’ll probably want to write these on the board or place on a transparency):

1. What the verse means
2. What the verse would look like in a modern setting
3. How the verse can help others live for God
Does your lifestyle match your identity? Write down what each verse reveals about a Christian’s identity and how Christians might live if they truly believed each verse.

<table>
<thead>
<tr>
<th>VERSE</th>
<th>IDENTITY</th>
<th>LIFESTYLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ephesians 1:7-8</td>
<td>Freed from sin</td>
<td>Not overwhelmed with guilt</td>
</tr>
<tr>
<td>John 1:12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Romans 6:1-6</td>
<td></td>
<td></td>
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<tr>
<td>1 Corinthians 6:17</td>
<td></td>
<td></td>
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<tr>
<td>1 Corinthians 3:16</td>
<td></td>
<td></td>
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<tr>
<td>1 Peter 2:11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Timothy 1:7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrews 4:16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KEY QUESTIONS

Materials needed:
None, if you discuss the questions as a large group.

If you choose to put students into small groups, you can either hand out the sheet of questions on the next page, or distribute the student workbooks and have them write their responses in the workbooks. (It doesn’t matter which way since the questions are the same, but the workbooks are my preference since it gets the students comfortable in using them.)

Depending on what works best for your group, either discuss these questions in one group or have students discuss the questions in small groups.
Discuss the following in small groups:

Before you became a Christian you were God’s creation, but now, as a Christian, you’re His child. How does it make you feel to know you are God’s child?

What are three words that you think best describe God? Next to each word, write why you chose that one.

1.
2.
3.

Is it difficult or easy for you to accept God as your Father? Why?

How might your view of your earthly father affect your view of your Heavenly Father?

In what ways could being embraced and loved by the God of the universe affect how you view yourself?

What are two or three things you need from God right now?
KEY STEPS

Materials needed:
Copies of the next page for each student (or distribute the student workbooks), a Bible, and pens for each student.

Have students discuss these application options in small groups. Encourage students to choose one or more of the options listed, or to come up with other applicable options.

After 5-10 minutes in small group discussion, invite students to share their KEY STEP for the week.

Close in prayer.
Based on all that you’ve learned in this lesson, what will you apply?

1. Write down what you learn about God or what you understand about being God’s child from these verses:

Matthew 7:7-11

Ephesians 1:7-8

2. Spend some time talking to God (through prayer or writing Him a letter) about how you feel about being His child.

3. Being God’s child is a both a privilege and a responsibility. This week when you’re tempted to do something wrong, pause for a moment and think about those two words: privilege and responsibility. Then remind yourself that you’re God’s child (privilege) and ask Him for strength to live His way (responsibility).
LEADER NOTES

Take a look at the truth found in Colossians 1:12-14.

. . . giving thanks to the Father, who has qualified you to share in the inheritance of the saints in the kingdom of light. For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves, in whom we have redemption, the forgiveness of sins. (NIV)

There is no way we could become qualified on our own. Qualification comes strictly because God has given us a free pass through Jesus Christ. But this pass isn’t for Disneyland or any major concert or sporting event. It’s a ticket to be in His presence, and He has given us ownership—we’ve inherited our place in His kingdom!

God didn’t simply ask if we’d like to be a part of His kingdom, He had to rescue us. He had to fight and struggle for us, as we were blind to our condition and our surroundings. We had become so comfortable in our dark environment that we didn’t even realize our need to be rescued. But God burst into the darkness to save us from our helpless condition.

And upon arrival into His kingdom, we don’t receive a stern lecture for all the effort God put forth in rescuing us. Instead, our Savior places us besides Himself where we receive regular doses of love and forgiveness.

And what should our response be? The beginning of Colossians 1:12 says it all—give thanks for all He has done!

Too often we get comfortable with our salvation and forget the dark, godless past we came from. Pray that you and your students would get new insight into what God has done for them and new excitement for how good He is to us. Make sure your students sense your genuine thankfulness for your salvation. Let them know that you too were saved from darkness.
KEY TRUTH: OPTION A

Roller coasters often have the longest lines at amusement parks. When those standing in line are asked why they’re willing to wait so long to enjoy a sixty-second ride, they might respond, “I love the unexpected twists and turns.”

Our Christian life often reflects the ups and downs and twists and turns of a roller coaster ride. As you think about your Christian life, what are some of the ups and downs you’ve experienced during the past few weeks or months?

The UPs of my Christian life        The DOWNs of my Christian life
1.                                  1.
2.                                  2.
3.                                  3.
4.                                  4.

If you had to pick another ride from an amusement park that better described your Christian life, what would it be?

KEY TRUTH: OPTION B

Video Clip
Instead of using Option A, consider using the following video clip. Our salvation should change how we feel and how we live. Take a look at this video clip from The Apostle and then we’ll discuss whether or not Apostle E.F. is living a changed life.

Video: The Apostle
Start: 1:41:24 (Apostle E.F. walks toward the bulldozer with his Bible.)
Stop: 1:48:09 (After the conversion experience.)

QUESTIONS: OPTION B
1. What was the scene about?
2. What do you think is going on in Billy Bob’s heart?
3. Why is E.F. so confident?
4. Do you have the same kind of confidence in God?
5. How has God changed your life?
KEY VERSES: OPTION A

Materials needed:
Copies of the KEY VERSES worksheet on the next page, Bibles, and a pen for each student.

After explaining the directions, have students get into groups of 2-4. Call on groups to share their responses.

KEY VERSES: OPTION B

Put students into small groups and have them come up with a creative way (drama, song, picture, etc.) to teach one of the passages from Option A. Have students come up with a one-sentence summary for their selected passage.
# Key Verses

Colossians 1:12-14  
Romans 6:20-23  
2 Corinthians 5:17-21  

Read the Bible passages above and choose two to answer the following questions:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>VERSE #1:</th>
<th>VERSE #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who or what is involved in the verse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s the verse about?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why is the verse important?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What difference should/could the verse make in my life?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What will make me care about this verse five years from now?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KEY QUESTIONS

Materials needed:
None, if you discuss the questions as a large group.

If you choose to put students into small groups, you can either hand out the sheet of questions on the next page, or distribute the student workbooks and have them write their responses in the workbooks. (It doesn’t matter which way since the questions are the same, but the workbooks are my preference since it gets the students comfortable in using them.)

Depending on what works best for your group, either discuss these questions in one group or have students discuss them in small groups.


**KEY QUESTIONS**

Discuss the following in small groups:

Are there specific areas of your life in which you’ve seen a change since becoming a Christian? What areas?

What bad habits do you still struggle with that you want God to help you change?

People often forget how valuable their salvation is. Why do you think that is?

If someone asked you for advice on how he/she might be able to better appreciate what God has done for them, what would you suggest?

Did you know the angels in heaven had a party when you became a Christian? (See Luke 15:10.) How does that make you feel?
KEY STEPS

Materials needed:
Copies of the next page for each student (or distribute the student workbooks), a Bible, and pens for each student.

Have students discuss these application options in small groups. Encourage students to choose one or more of the options listed or come up with other applicable options.

After 5-10 minutes in small group discussion, invite students to share their KEY STEP for the week.

Close in prayer.
Based on all that you’ve learned in this lesson, what will you apply?

1. Get a bigger picture of what God has done for you by looking up these verses and writing down what you learn:

   Romans 5:8

   Romans 6:23

2. Do you know someone who is struggling in his/her faith? Write a letter to this Christian friend and remind that person that no matter how much he or she hurts now, he or she has been freed from the prison of life without Christ.

3. Is there someone you know that needs to hear about what salvation really means? Who? Pray for the opportunity and courage to speak to that person sometime this week.
LEADER NOTES


Do those words describe how you feel about your own salvation? People who are unsure about their salvation are more prone to focus on works to ensure their salvation, rather than expressing works as a result of their salvation. There’s a difference.

Bottom line? If you could lose your salvation, then God is a liar. And God does not lie.

Instead, celebrate the good news God’s Word brings concerning salvation!

Since God is the giver of eternal life, we can be certain that He will do what He has promised. The only question is whether or not you “have the Son” (see 1 John 5:12). If someone has asked Jesus to control his/her life, then it’s a done deal. Jesus is with that person forever.

Do your students have that certainty? I know that many students believe that when they fail and/or sin “big time” that they need to “walk-the-aisle” again or “close the deal” once more. This uncertainty doesn’t promote growth in their life. Pray that this lesson and your discussions will help your students grasp the free gift God has given them forever!

God is not a man, that he should lie, nor a son of man, that he should change his mind.
Numbers 23:19

I give them eternal life, and they shall never perish; no one can snatch them out of my hand. My Father, who has given them to me, is greater than all; no one can snatch them out of my Father’s hand.
John 10:28-29

And this is the testimony: God has given us eternal life, and this life is in his Son. He who has the Son has life; he who does not have the Son of God does not have life. I write these things to you who believe in the name of the Son of God so that you may know that you have eternal life.
1 John 5:11-13
KEY TRUTH: OPTION A

Discuss the following with your students.
Today's lesson focuses on our salvation and whether or not it's something we can ever lose. Before we see what the Bible has to say, let me get your thoughts on these questions:

QUESTIONS: OPTION A
1. What guarantees have you heard proclaimed by a television salesperson or through some other form of advertising?
2. Have you ever been disappointed by a product's “guarantee?” Which one?
3. Ever been let down by someone who “promised” they would do something for you? What happened?
4. On a scale of 1-10, how likely are you to believe a stranger who promises you something? Is there anyone whom you would give a ‘10’? Who? Why would you trust that person?
5. How likely are you to trust that God will do what He says? Why?

KEY TRUTH: OPTION B

Video Clip
Instead of using Option A, consider using the following video clip.
Ever have someone you love leave you? Ever have someone break a promise? How did that make you feel? Does God make any promises to us? What kinds? How do we know He won’t break them? Let’s take a look at this video clip from the movie *Hope Floats* to get us thinking.

Video: *Hope Floats*
Start: 1:43:28 (“Birdee, you’re not going to make me feel bad about this.”)
Stop: 1:50:15 (The scene fades.)

QUESTIONS: OPTION B
1. What was the scene about?
2. Which one of the characters is suffering the most? Why?
3. Is it possible to have a true, long-lasting relationship with someone? How?
4. How is God’s love for us different than any other love we’ve experienced?
5. How confident are you that God will never leave you?
KEY VERSES: OPTION A

Materials needed:
Copies of the KEY VERSES worksheet on the next page, Bibles, and a pen for each student.

After explaining the directions, have students get into groups of 2-4. Call on groups to share their responses.

KEY VERSES: OPTION B

Place students in small groups and have them do the following:

1) Choose one of the verses from Option A to work with;

2) Have students plan out their own TV talk show with one or more of the following roles (depending on the number of students available):

   Host – greets the audience and announces the topic of the day (the key verse)

   Guest #1 – asks questions about the verse, needs help understanding it

   Guest #2 – responds with an explanation of the verse

Option: Depending on how much time you have (and how far your students want to go) include a musical guest who sings about the verse, an actor/actress who acts out the verse, etc.

Ask for groups to volunteer to perform.
Look up the following verses and answer the questions below.

JOHN 10:28-29  1 JOHN 5:11-13  ROMANS 8:38-39

Write down the key word and key phrase for each verse.

Summarize each verse in five words or less.

Is there a common theme for all three verses? What is it?

What do these verses teach about God?

What hope do these verses provide? What fears might these verses dispel?
KEY QUESTIONS

Materials needed:
None, if you discuss the questions as a large group.

If you choose to put students into small groups, you can either hand out the sheet of questions on the next page, or distribute the student workbooks and have them write their responses in the workbooks. (It doesn’t matter which way since the questions are the same, but the workbooks are my preference since it gets the students comfortable in using them.)

Depending on what works best for your group, either discuss these questions in one group or have students discuss them in small groups.
Discuss the following in small groups:

Major events in our lives (like becoming a Christian!) are often followed by a season of confusion and doubt. Why do you think that happens?

What advice would you give someone who is having doubts over a major decision he/she just made?

How does it feel to know that you will never be separated from God? Is that easy or difficult for you to believe?

What are some questions, doubts, or fears that you have about being a Christian? Who can you talk to about them?
KEY STEPS

Materials needed:
Copies of the next page for each student (or distribute the student workbooks), a Bible, and pens for each student.

Have students discuss these application options in small groups. Encourage students to choose one or more of the options listed or to come up with other applicable options.

After 5-10 minutes in small group discussion, invite students to share their KEY STEP for the week.

Close in prayer.
Based on all that you’ve learned in this lesson, what will you apply?

1. Look up the following verses and write down what you learn:
   
   1 John 5:11-13
   
   Romans 8:38-39

2. Write out why you feel confident that you’ll always be a Christian. (Or explain why you don’t.)

3. Re-write the KEY VERSE in your own words and memorize it.
GET SOME GRACE!
REST SECURELY IN GOD’S ARMS

LEADER NOTES

What does it really mean to be forgiven? God—the definer of forgiveness—says forgiveness is…

CLEANSING
But if we confess our sins, he will forgive our sins, because we can trust God to do what is right. He will cleanse us from all the wrongs we have done. (1 John 1:9 NCV)

REMOVING
He has removed our rebellious acts as far away from us as the east is from the west. (Psalm 103:12 NLT)

PROTECTING
Yes, it was good for me to suffer this anguish, for you have rescued me from death and have forgiven all my sins. (Isaiah 38:17 NLT)

HELPING
I, yes, I alone am he who blots away your sins for my own sake and will never think of them again. (Isaiah 43:25 TLB)

As you prepare to teach this truth to students, let me ask you a question, “Have you embraced God’s gift of forgiveness? Have you unwrapped this package of love and healing, or do you continue to hold on to secret sins, convincing yourself that God could never forgive you?” I’ve met too many youthworkers who can teach forgiveness but haven’t personalized it for themselves. The best way to teach your students about forgiveness is to receive God’s forgiveness yourself.

Spend some time praying through these verses or journaling notes of thanksgiving to God, and then pray that your students will understand and receive God’s wonderful gift of freedom through forgiveness.

WHEN YOU’RE FORGIVEN...
• you’re not punished
• you’re not blamed
• there’s no retaliation
• there’s no condemnation
KEY TRUTH: OPTION A

Discuss these questions with your students.

Illustrate how God completely forgives (and forgets) sin by using one of the following two old, but still powerful, object lessons:

FLASH!
Buy some flash paper. (You can purchase it at magic/party/novelty stores.) Write the word “sin” on it. Light it on fire and toss it in the air. It will instantly go up in flames without leaving any residue. It’s a strong image of sin being removed.

STAIN!
You need food coloring (you only need 1-2 drops), a large glass or jar filled ¼ full of water, and bleach. Explain that our life is tainted by sin (place 1-2 drops in the jar to illustrate the “color of sin”) and always will be unless we ask for forgiveness (fill the remainder of the glass/jar with bleach, which represents God’s forgiveness). After a few seconds of placing the bleach in the colored water, it will clear up.

What do these illustrations teach us about God and how He deals with our sin?

KEY TRUTH: OPTION B

Video Clip
Instead of using Option A, consider using the following video clip. Everyone likes being forgiven, but have you ever experienced a time when you felt someone shouldn’t have been forgiven? Watch this clip from Les Misérables and then we’ll talk about it.

Video: Les Misérables
Start: 0:12:35 (“You can’t sleep here.”)
Stop: 0:19:33 (The scene fades.)

QUESTIONS: OPTION A
1. How would you define forgiveness?
2. Is there any sin too big that God is unable to forgive?
3. Is there any sin so small that God doesn’t need to forgive?
4. Once you confess your sin, what is God’s view of it?

QUESTIONS: OPTION B
1. What was the scene about?
2. When Valjean was caught, how did you expect the Bishop to respond?
3. Do you think Valjean (or those like him) will change once he’s forgiven?
4. Is it easier to forgive someone or ask for forgiveness? Why?
5. How willing do you think God is to forgive others? Why do so many people refuse to ask for forgiveness?
KEY VERSES: OPTION A

Materials needed:
copies of the KEY VERSES worksheet on the next page, Bibles, and a pen for each student.

After explaining the directions, have students get into groups of 2-4. Call on groups to share their responses.

KEY VERSES: OPTION B

Sometimes the message of forgiveness is best communicated through a picture or diagram. Place students in small groups and have them do the following:

1. Pick one of the following verses: Psalm 103:12; Isaiah 43:25; John 8:1-11; 1 John 1:9.
2. Illustrate or diagram what the verse looks like.
3. Explain why the verse is important.
KEY VERSES

Summarize each of the following verses in ten words or less:

Psalm 103:12

Isaiah 43:25

John 8:1-11

1 John 1:9

Which verse best explains God’s forgiveness to you? Why?

Which word or phrase gets you the most excited?

Looking at all of the verses, which theme(s) is repeated more than one time?

According to these verses, what responsibility do we have when seeking forgiveness?
KEY QUESTIONS

Materials needed:
None, if you discuss the questions as a large group.

If you choose to put students into small groups, you can either hand out the sheet of questions on the next page, or distribute the student workbooks and have them write their responses in the workbooks. (It doesn’t matter which way since the questions are the same, but the workbooks are my preference since it gets the students comfortable in using them.)

Depending on what works best for your group, either discuss these questions in one group or have students discuss them in small groups.
KEY QUESTIONS

Discuss the following in small groups:

Who is an authority figure in your life? Explain how different you feel being around that person when you're guilty of something versus being around that person when you've done nothing wrong.

What words come to mind when you think about forgiveness?

Are you a forgiving person? Explain.

Is there anyone who needs your forgiveness?
KEY STEPS

Materials needed:
Copies of the next page for each student (or distribute the student workbooks), a Bible, and pens for each student.

Have students discuss these application options in small groups. Encourage students to choose one or more of the options listed or to come up with other applicable options.

After 5-10 minutes in small group discussion, invite students to share their KEY STEP for the week.

Close in prayer.
Based on all that you’ve learned in this lesson, what will you apply?

1. Look up the following verses and write down what you learn about forgiveness:

   Psalm 103:12

   Hebrews 8:12

2. Are you convinced that God forgives all of your sin? If so, thank Him. If not, re-read the key verse and then explain why you think you aren’t forgiven.

3. Is there someone who has forgiven you recently? If so, thank the person and encourage him or her by explaining how that act of forgiveness makes you feel.