

Junior Soldiers

Unit 3 : Lesson 3



Jesus = truly human!

PURPOSE : For children to explore and begin to understand that Jesus was both truly human and truly divine at the same time. The purpose for this lesson is to look at how Jesus was fully human and how that can help to impact our faith.

‘Jesus is both truly God and truly human: he has both God’s nature and our nature?’

‘We believe that in the person of Jesus Christ, the Divine and human natures are united, so that he is truly and properly God and truly and properly man.’

Doctrine 4, The Salvation Army

Consider & Prepare

Read:

John 1:1–18

Philippians 2:5–8 (*The Message*)

Romans 5:6–21 (esp. 15–19)

1 Corinthians 15:21–22

1 Timothy 2:5–6

These next two lessons explore doctrine four, that Jesus is truly and properly God and truly and properly man. This lesson looks at Jesus as being truly human. Helping the kids to understand that Jesus (God) came to Earth in human form will allow them to realise that Jesus understands the human condition and what we experience in life. He gives us an example of how to live not as an alien or a robot or a superhero or a Transformer (!) but as one of us: a human being.

It’s also important that the children know that Jesus was human because when they come to an understanding of his crucifixion they will need to know that Christ went to the cross representing humanity; this is emphasised in the readings (above) from Romans, 1 Corinthians and 1 Timothy.

Jesus couldn’t represent us if he wasn’t one of us. It would mean nothing to humanity if a Martian died saying, ‘I represent humanity to God and seek reconciliation with him on your behalf.’ We’d say: ‘No, you don’t. You’re a Martian.’

Jesus’ humanity is a vital part of the whole doctrinal stance of the church regarding being reconciled with God and being saved because of Jesus’ atoning actions on our behalf.

What you will need:

For 'Connecting In'

- Two sets of face parts (see attached)
- Two boxes
- Blu-Tack
- Two pieces of A3 sheets of paper
- St Lukes Resources if you have access to some (Mood Dudes, Bears, stone, cars, etc.)

For 'The Main Thing'

- Bibles
- Paper
- Pens
- Textas

For 'Tying In'

- A variety of colours of paper magiclay (or playdough may work for this activity)

For 'Home & Beyond'

- Print of cards for the Junior Soldiers with the 'Home & Beyond' information on them for each of the Junior Soldiers to place them in their notepad or journal for this weeks challenge.



Connecting In

Face Race ...

- You will need to print off and cut out two sets of face parts (see attached) - each set of face parts will need to go into a separate box or container in preparation for the race. They will also need to have a small amount of Blu-Tack on the back so that they can be stuck to the face.
- Two pieces of A3 paper with a face shape drawn on it so the face parts can be added to create facial expressions.
- Give both the teams a scenario and they then need to find facial pieces to create a face of how a person might be feeling, e.g. 'What would you be feeling or how would you look if a friend dobbed on you for something you didn't do?'
- The teams will then race to complete their face.
- When the teams have their face finished, they have to explain why their face is looking the way it is, e.g. the mouth is wide open because they are shocked that their friend would do this to them.
- The points are awarded to the team with the best face and explanation.
- Some suggestions for scenarios are below but you may like to come up with your own:
 - It is your birthday and you have just opened the most amazing birthday present.
 - You have fallen over and grazed your hands and knees on the hard concrete.
 - When walking into a room a friend jumps out from behind the door.
 - Someone you love is very sick.
 - You tried really hard to get onto the team but just missed out.
 - Someone is giving you directions on how to get to the toilets at a new school but they are talking too fast and talking about places and items that you don't know.
 - You have just finished your spelling test and are confident that you have all the words correct.
 - You have taken something that doesn't belong to you.
 - Everyone has gone to play basketball together and you are sitting by yourself.
- **Link:** Take some time to explore some of those feelings with the children.
 - 'Have you ever had times when you have felt like some of the feelings indicated above?' (*Give the children opportunity to share, trying to cover a variety of feelings.*)

- 'Today we are going to explore some of the times when Jesus might have felt some of the ways you and I have or some of the things that he witnessed around Him. Can you think of any?' (*Let the children make some suggestions*)
- 'Understanding how Jesus might have felt during certain time can be helpful to us, why do you think that might be the case?'



Mood Dudes, Bears or other St Lukes Resources...

You might have access to some 'mood dudes' or 'Bears' cards or some other resource from St Lukes Resources or something similar that shows facial expressions and how people might be feeling. You can order these at www.stlukes.org.au (*you might be able to borrow some of these resources from your DHQ or THQ*).

If you have some of these resources and choose to do this 'connecting in' activity:

- Sit in a circle with a range of cards (or other resources) spread out in the middle.
- You can ask the children to choose a card that shows how they are feeling or how they might have been feeling sometime this week or you can ask them to choose a card and to share a situation where a person might be feeling the expression that is reflected on the card they have chosen.
- **Link:** Take some time to explore some of those feelings with the children. We have been able to think about how we might feel in certain situations but also how others might feel too.
 - 'Today we are going to explore some of the times when Jesus might have felt some of the ways you and I have or some of the things that he witnessed around Him. Can you think of any?' (*Let the children make some suggestions*)
 - 'Understanding how Jesus might have felt during certain times can be helpful to us, why do you think that might be the case?'

The Mirror Game...

Get your children to sit across from each other in pairs, use some adults to match everyone up if needed. Take it in turns to be the person that is the leader; the other person is to try to follow their actions and facial expressions as closely as they can. After a couple of minutes call out for the leader to change and give them a couple of minutes to complete this activity.

- **Link:** We have had a bit of fun following each other as they have been moving and making facial expressions. You have to concentrate hard to follow the movements and expressions closely.
 - What other things sorts of things do you follow? (*Give the children option to make some suggestions here.*)
 - Who sets a good example for you to follow in the way you live your life? Who do you follow? (*Again give some time for the children to give suggestions.*)
 - Today we are going to explore a bit more about how Jesus sets an example for us on how to live.

The Main Thing

Bible Searching...

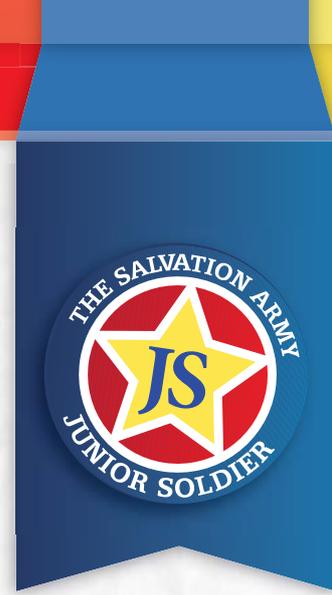
I wonder what sorts of things, feelings, emotions that Jesus might have experienced? He was born just like you and me (except in a manger where animals get their food) and lived on Earth, so what sorts of things do you think he might have done or felt?

Brainstorm a bit together and wrestle with some of the things (especially in the time period that we don't know about, his teen and young adult years) that he might have done, felt or experienced.

- Below is a list of passages.
- Get the children in small groups to find a certain passage, read it and then decide 'what they think the passage is telling us about Jesus being fully human'.
- Get each group to share their findings with everyone.

Matthew 2:1–2 (Jesus was born)
Matthew 4:2 (Jesus very hungry) & Matthew 12:1 (disciples feeling hungry - Jesus witnessed what others are experiencing)
Mark 10:14 (Jesus was angry) & Luke 4:28 (others became angry because of what he said - he witnessed what others were feeling)
Matthew 14:13 (Jesus wanting to be alone) Mark 6:31 (Jesus and the disciples needing some time alone to rest)
John 11:32–36 (Jesus wept and showed love and was deeply moved)
Mark 10:21 (Jesus looked at him and loved him)

These are just some of many examples in the Bible that showed Jesus felt what we feel and experienced what we experience.



While the Queen and the prime minister and a famous movie star are famous or special in some way, they are still just humans - who have to eat and sleep and have a shower and who get upset and laugh and cry and eat ice-cream! While Jesus was a very special person, he was still a person.

- Read 1 Timothy 2:5–6 (*emphasising the start of v.6 where it talks about Jesus representing 'all' people; Contemporary English Version is best*).

Imagine if some bus drivers weren't happy with the manager of the bus company and they wanted to complain about the low pay and the long working hours and the old uniforms they were given to wear. They decided to send a representative to talk to the manager, so they chose - the local carpenter. Or imagine if they sent the baker or a school teacher or the hairdresser.

The manager would say, 'You don't represent the bus drivers at all! What do you know about bus driving? The bus drivers can only truly be represented by a bus driver.'

People had fallen out of a close relationship with God; they needed a representative to plead for God's forgiveness. Who could represent humanity? Only a human. That's why Jesus had to be fully human.



Tying In

Blending...

For this activity you will need to have two pieces of paper magiclay (*playdough will also work for this but paper magiclay will work the best, www.zartart.com.au is the best place to source this from and you can find it under the modelling section*). This will work best by giving the children two colours that blend well together to make another colour, e.g. red and yellow, blue and yellow, any colour and white, etc.

- Give each child a small piece of two colours of paper magiclay. Explain that one colour can represent Jesus as being totally human and the other piece can represent Jesus as totally divine.
- Reinforce with the children some of the things that you have explored today about Jesus being human.
- 'Next time we are going to look at how Jesus is 'divine'. What do you think some of those characteristics might be?'
- As you are talking and reflecting on these things ask the children to begin to blend the two colours together.
- When you can see that most of the children have mixed the colours enough to be blended but that you can still see both colours get them to stop.

- 'You can see that the two colours are not totally blended and that you can still identify elements of red and yellow. Now I want you to take them apart and divide them into the two original colours that you had.' (Of course this is not possible, have some fun with this.)
- 'You can't separate them can you? This magiclay is a little bit like Jesus and what we believe about him.'
- 'The Salvation Army doctrines (the key beliefs that we base our faith on) tell us that Jesus is both truly God and truly human and that these parts are 'united'. He is not one person with two separate parts but one person with elements that are all mashed up together and cannot be separated. It can be difficult to talk about what part is human and what part is divine. Even though in our lessons we are looking at some of the elements separately it is important to remember that they are united in the person of Jesus.
- Don't blend this magiclay any more, although you might like to shape it into something, so you can take it home and be reminded that Jesus has two key parts that are mixed together.



Home & Beyond

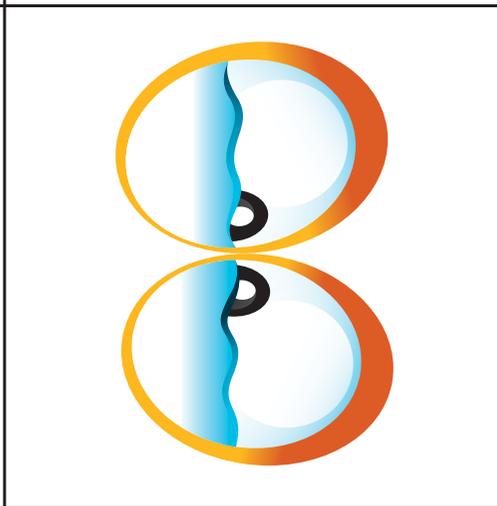
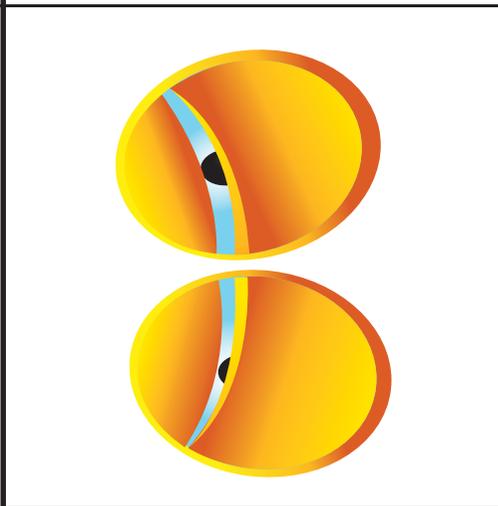
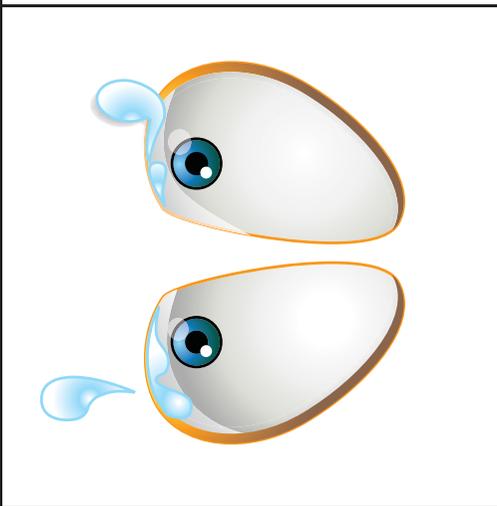
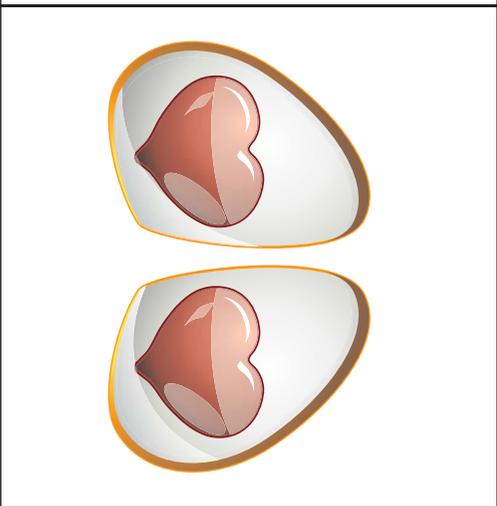
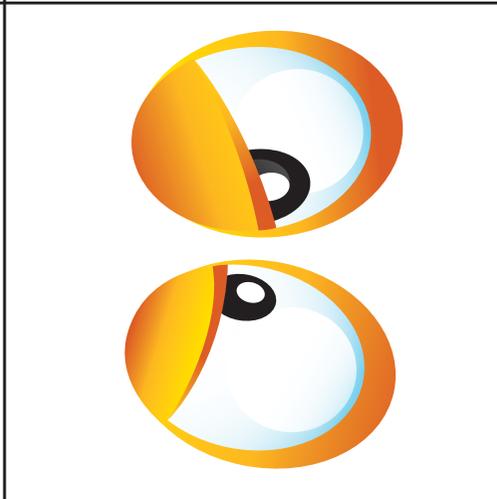
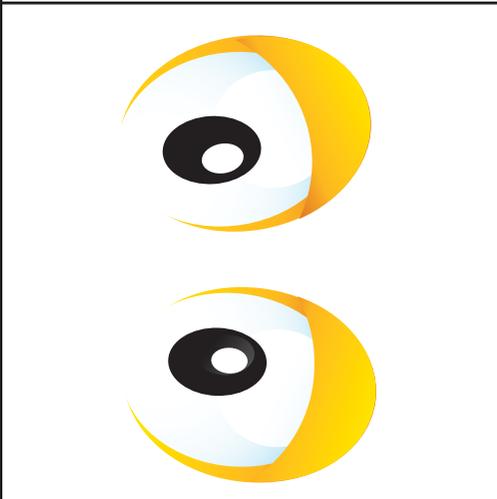
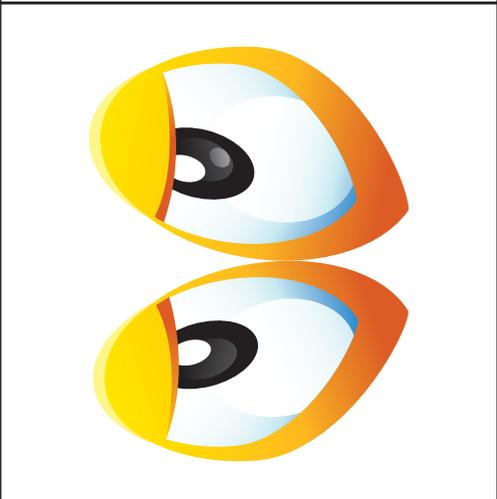
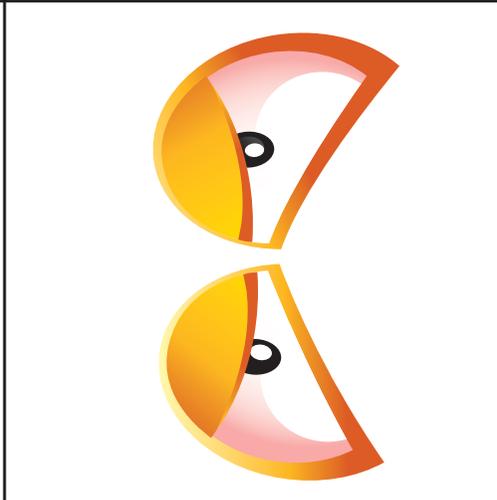
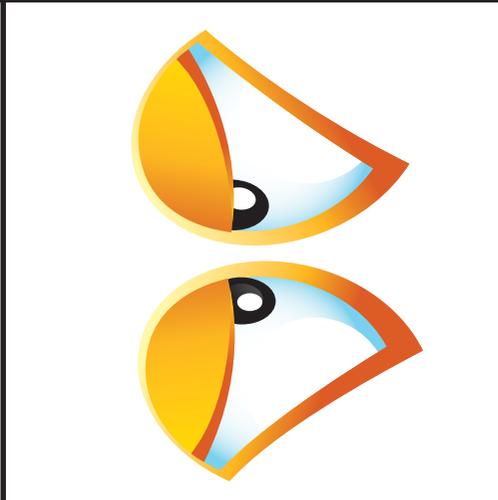
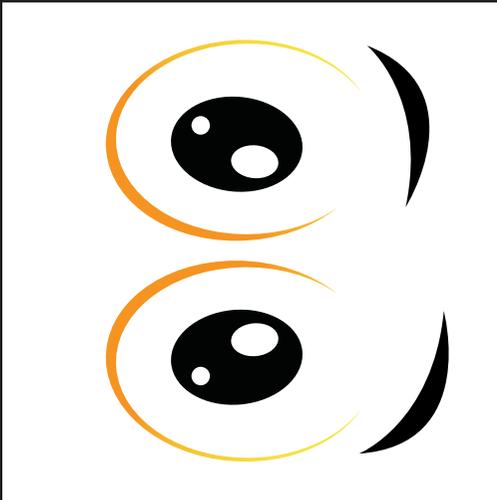
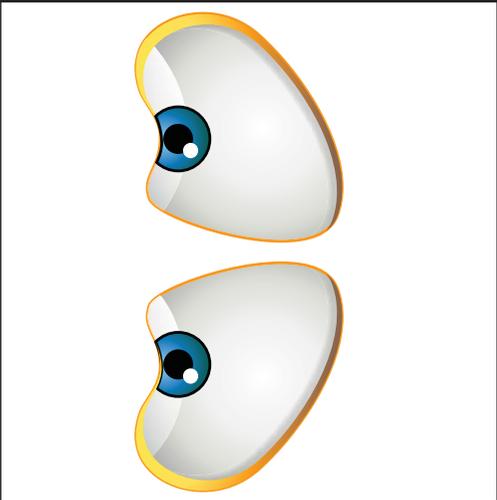
Print off the Home & Beyond cards attached. The children might like to keep these in their journal or notebook where they could write or stick the challenges, reflect, answer questions or complete activities each week.

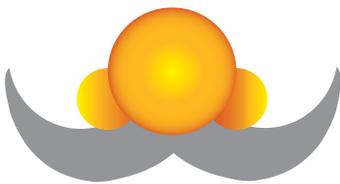
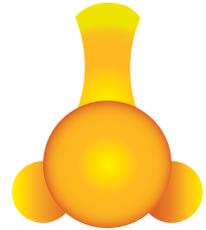
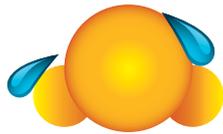
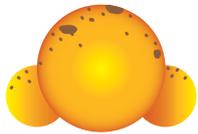
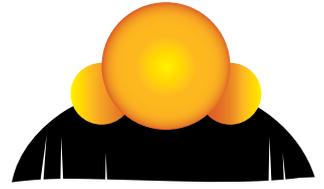
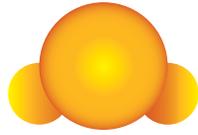
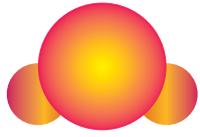


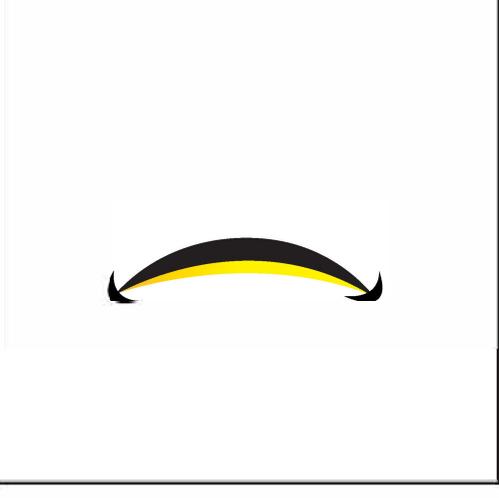
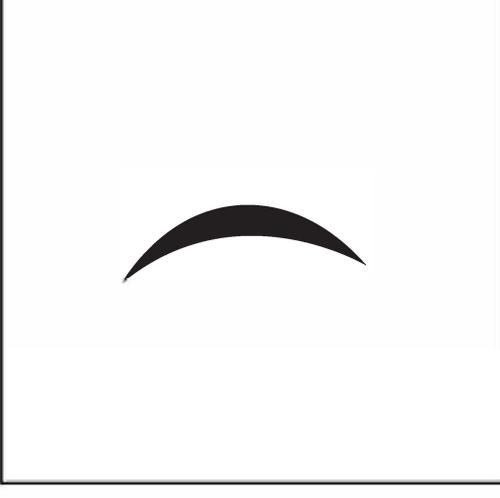
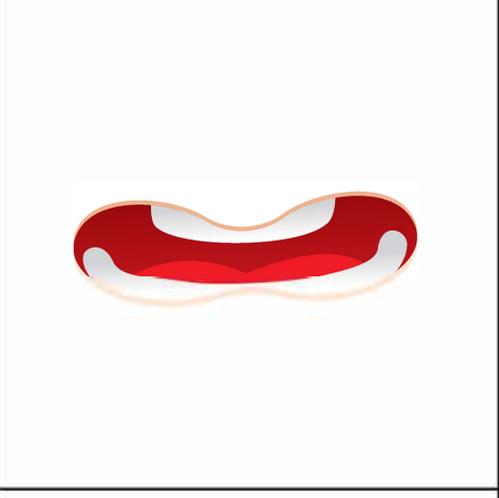
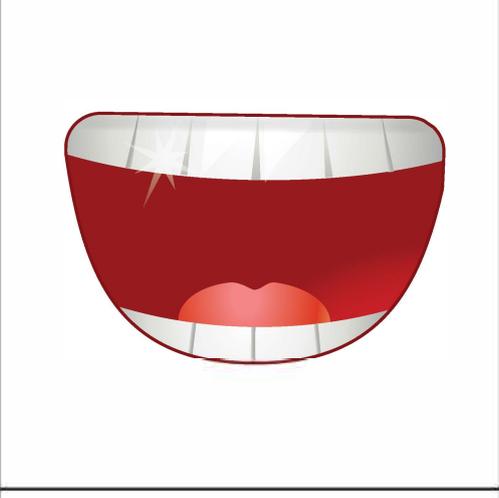
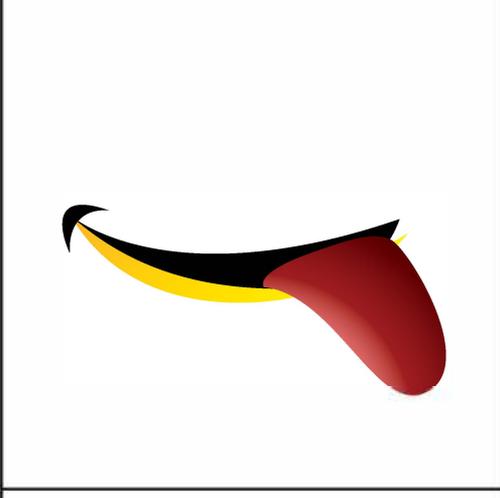
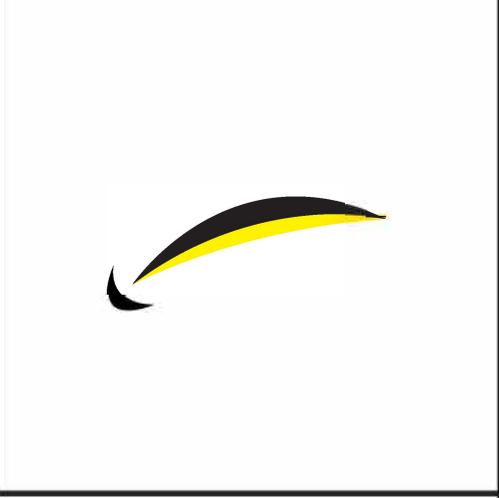
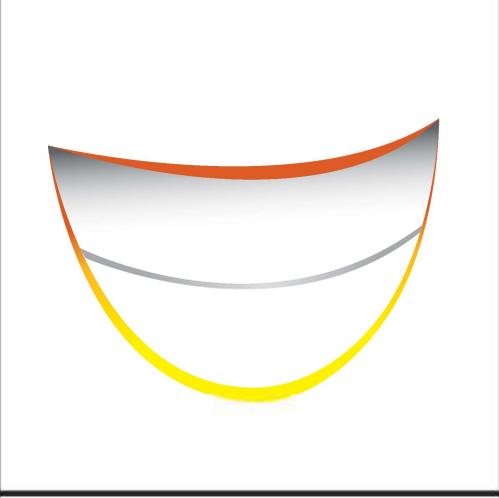
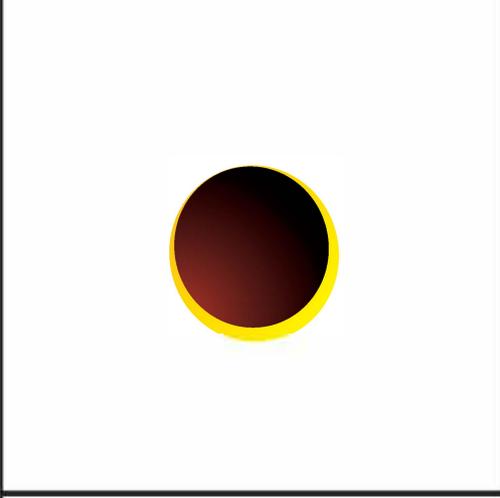
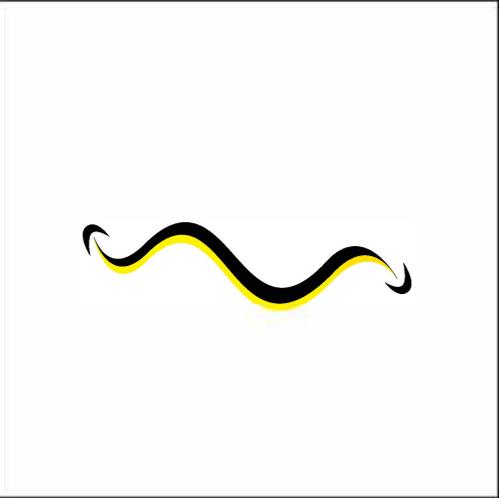
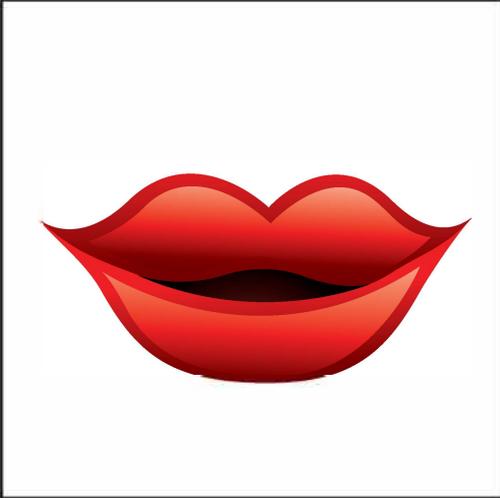
Do you have a smiley face?

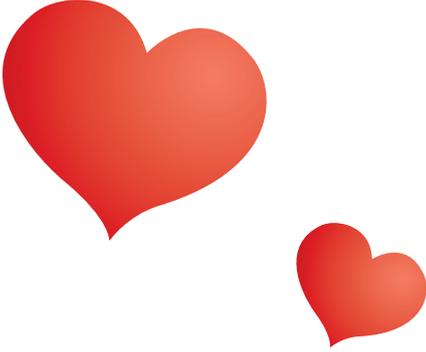
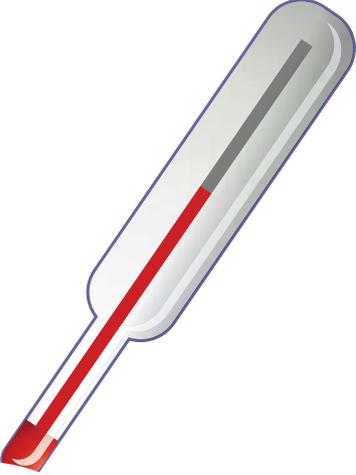
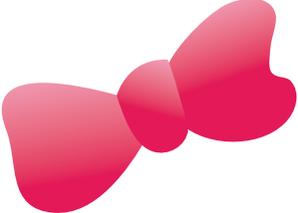
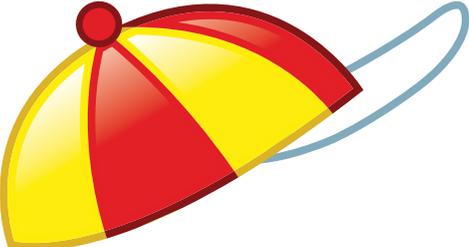
Today we have been looking at how Jesus was truly human. This meant that he experienced a variety of feelings and emotions that we do. This is a helpful thing for us because we know that when we are feeling a particular way, Jesus understands because he had times of feeling this way, too.

- This week, stop and think about how you are feeling. Share some of these feelings or emotions with your Big Bud, family member or trusted friend. You might even like to get them to ask you a couple of times through the week how you are feeling to help you stop and think.
- It is important to talk to Jesus about how we are feeling. You might like to write this in your journal, use some objects to help prompt you in prayer, draw some pictures or create some artwork that expresses your feeling or you might just talk to Jesus about your experiences.







Home & Beyond

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