

KNOWN

OPTIONS

Do You Know This Man? *Session 4—The Living God*

GET STARTED

Guys Only

Show pictures of Egyptian mummies or perhaps a scene from a documentary about the ways Egyptians prepared their mummies. Describe the process the Egyptians went through to preserve their dead, as well as what they believed about the afterlife and how this belief led them to go through such an excruciating process in preserving dead bodies—mere shells for the soul.

Compare and contrast the Egyptians' beliefs about the afterlife with ours. Lead guys to tell you that because of Jesus' resurrection, our entire view of eternity, our hope of heaven, and our fear of the grave have been transformed completely.

Girls Only

Invite a panel of women and girls from a variety of generations to visit your class. Begin class with light refreshments and then lead each panel member to share what difference it makes in their lives that Jesus is alive. Encourage panel members, especially the ones who have lived through many decades, to share how Jesus' resurrection has affected their lives at different points. Allow a few moments for questions from the girls in your class.

When the panelists have left, distribute a sheet of stationery to each girl and instruct them to write their answer to this question: What difference does it make in my life that Jesus is alive?

Older Youth

E-mail or text students early in the week challenging them to ask friends, family members, or even strangers on the street: What do you think about life after death? Encourage them to make a video of the answers on their phones and bring them to class.

As students arrive, invite them to share their videos, if they have them, then discuss what people's responses were when asked what they thought about life after death. Invite students to share their own responses as well, then ask: How does Jesus' resurrection affect what you think about life after death?

Younger Youth

Play a game of Jenga® with your students. When someone pulls out the piece that makes the tower tumble, hold up that piece and explain that Christianity has a lot of pieces that work together to make it complete, but if you pull out the resurrection, Christianity itself crumbles. It cannot exist without the resurrection. If Jesus was not physically alive, Christianity would tumble like a Jenga® tower—only everyone would lose, not just one person. This session will explore this necessary piece of our faith.

Younger Youth

As students arrive, casually work into conversation a news piece you supposedly saw on a news channel while you were getting ready to come to class. Say: Did you hear they finally found the tomb where Jesus was buried? You know, they've speculated on it for years, but apparently, they found it. And there was a body inside. It seems, based on evidence, that the body belongs to Jesus.

Make up facts about somehow matching DNA to other artifacts that supposedly belonged to Jesus and lead students in a discussion. What does this mean for Christianity? What does this mean for you? Does this change what you believe? Why or why not?

If students still believe your story, let them know it isn't real—it can't be, because Jesus is alive.

Discipleship

As students arrive, group them into two teams. Direct Team 1 to prepare a list of arguments that prove Jesus' resurrection was impossible and couldn't have happened or at least arguments that cast doubt on His physical resurrection. Instruct Team 2 to prepare a list of arguments proving Jesus' resurrection.

After teams have had a few minutes to work together, hold a debate between the two teams. When the debate concludes, point out that yes, the resurrection is impossible, but yes, it did happen. That's what makes it so amazing! Emphasize that without the resurrection, Christianity itself crumbles.

APPLY LIFE PRINCIPLES

Older Youth

Use this idea to supplement Teaching Step 3B:

Distribute a sheet of paper to each student with *hope* written on it in bold letters. Instruct students to write what they would say if someone asked them to give a reason for the hope that is in them. After reading and discussing 1 Corinthians 15:12-19, challenge students to stand and state confidently one of their reasons for living in hope.

Ask: What is the difference between the hope of a believer and an unbeliever? Reiterate that the resurrection changes our purpose of helping others from mere humanitarianism. We help people because we care about them and have an eternal hope for their future.

Show the Josh McDowell interview related to his book *Evidence for the Resurrection*—you can find the video clip on YouTube at <http://www.youtube.com/watch?v=3try5woSZcA>. Discuss reactions to the information about the evidence for the resurrection. How does the resurrection give us hope?

Younger Youth

Use this idea to supplement Teaching Step 3B:

Read excerpts from the following BBC article about the historic find of one of the Buddha's fingers: <http://newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/2/hi/asia-pacific/3745349.stm>.

Point out that these people are celebrating the discovery of a body part of their leader, then ask: What would the reaction be if we found a body part of Christ? Emphasize that what calls for a celebration in other religions would be devastating to ours. Jesus is the only one who is alive! If someone found remains of Jesus, that would mean our faith is worthless and we're still in our sins.

Guys Only

Use this idea to supplement Teaching Step 3C:

Bring in several warranties or other information about products that boast 100 percent guarantees. Lead guys to look for fine print disclaimers or exclusions on these guarantees, then ask: What are these warranties guaranteeing? Help guys understand they're not guaranteeing that 100 percent of their products will work 100 percent of the time. What they're guaranteeing is satisfaction. If and when their product doesn't perform satisfactorily, they have steps they will take to make the customer happy. They're guaranteeing to make it right when their product fails, not that the product will never fail. No one can offer a 100 percent guarantee that their product, their character, or their services will never fail. No one, that is, except Jesus. His resurrection guarantees us eternal life, if we accept Him; 100 percent.

Discipleship

Use this idea to supplement Teaching Step 3C:

Show students photos of burial places of famous religious leaders. Below are links to three such photos. <http://flickr.com/photos/24217221@N00/118403525/> (tomb of the prophet Muhammed)

http://images.google.com/imgres?imgurl=http://www.stupas.org/images/Buddha%27s-Burial.jpg&imgrefurl=http://www.stupas.org/history_of_stupas.html&usq=__90QH37kEkBFehMXlwI7uqrkx4PU=&h=136&w=181&sz=8&hl=en&start=1&um=1&tbnid=M73nGiDRVUmgPM:&tbnh=76&tbnw=101&prev=/images%3Fq%3Dbuddha%2Bburial%2Bpicture%26um%3D1%26hl%3Den%26rls%3Dcom.microsoft:en-us%26sa%3DX (Ancient burial stupa of Buddha)

<http://www.pbase.com/ghislain3/image/28952395> (Confucius' tomb)

Briefly review several other major religions' teachings on earning eternal life. Emphasize that, in each religion, it is up to the individual to fulfill these requirements. Their god or prophet, or whoever they worship, can't help them, because in every case except ours, he is dead. They have no assurance of eternal life—they can only hope they've fulfilled their requirements enough to obtain it.

Jesus, however, is alive, and His death and resurrection have paved the way for our eternal life. It is not based on our good works or fulfillment of the law. It is based on what He did. No other religion can claim that.

Younger Youth

Use this idea to supplement Teaching Step 3C:

Show a clip from the movie *Pinocchio* (Walt Disney Pictures, 1940) starting at about 1:24:50 and stopping at 1:26:00. This is the scene where Geppetto is crying because Pinocchio has drowned. The Blue Fairy transforms Pinocchio from a wooden boy to a real boy. What appeared to be death was just the opposite—Pinocchio was transformed in a real boy at last.

How does the resurrection guarantee us an eternal transformation? Because of the resurrection of Christ, will death have the final say over us? Why?

WRAP IT UP

Girls Only

Distribute a copy of the silhouette of Jesus, just as you did during Get Started in Session 1 (Girls Only Option). If you didn't use the Girls' Only Get Started Option in Session 1, you can still use this option. The only difference will be that instead of comparing actual portraits, they can compare this portrait with their opinion of Jesus before studying this unit.

Just as before, lead girls to create a portrait of Jesus, using words or symbols, crayons, markers, fabric, glitter, or any other art supplies. When they finish, bring out the portraits they created in Session 1. Lead them to compare their two portraits and answer the question: How has my opinion of Jesus changed over the past month? Distribute index cards and instruct girls to write their response on the card. After several minutes, call for girls to share their responses. As girls share what they've learned about Jesus, challenge them to think about specific ways those truths can be lived out, both this week and long term.

Older Youth

Lead students to share their plans for after high school. Spend a few minutes talking and dreaming with them about what their lives will be like, then ask: When you graduate from High School, what difference is it going to make that Jesus has been raised from the dead? Explain that God is leading and directing each of them to amazing places in life, but those things are not an end in and of themselves. Because Jesus rose from the dead, your students should have purpose, and not just any purpose, but eternity-focused purpose. Show students some examples of personal mission statements. For some practical hints on writing a personal mission statement, check out:

<http://www.timethoughts.com/goalsetting/mission-statements.htm>.

Give students a sheet of paper and a few minutes to hammer out a rough draft of their own personal mission statement. Make sure they know it's okay to scratch out, erase, or rewrite. When they've gotten it figured out, distribute an index card to each student on which to write a final copy. As students work,

remind them not to think in terms of their own strengths, but rather what they really believe God wants to do through them. Call on volunteers to read aloud their mission statements.

As an additional option, collect the mission statements (with the students' permission), type each one up in large font, and post them around your classroom (perhaps without names) as a reminder of how God is at work in your students' lives and has a specific plan for each of them.

Younger Youth

Provide several different types of craft materials for students to choose from such as clay, watercolors, newspapers, scraps of construction paper, white paper and pencils, pipe cleaners, and so on. Give a brief overview of what they've learned about Jesus during this unit. You might want to write out key phrases from each session on sheets of paper and post them on the wall as well. Guide students to make a portrait of Jesus using whatever materials they'd like. It doesn't have to look like His face, but it should represent qualities He has or something about Him.

Call on volunteers to show and explain their portraits, then give opportunity for students to share something new they learned about Jesus this month. Challenge students to actively live out the truths they've learned about Jesus this month. Lead each of them to list on a card one way their life will be different this week because of what they now know about Jesus.

Discipleship

How has the idea of the resurrection changed in your mind since knowing Jesus? How has your understanding changed? Encourage your students to follow up this unit of study by reading *The Case for the Resurrection of Jesus* by Gary R. Habermas. If you do have students who will read this book, contact your church library about purchasing a copy that students can take turns checking out. If you know a student is currently reading the book, randomly text him or her thought provoking questions over the next few weeks about the material.

Discipleship

Distribute an index card to each student and direct him or her to write a description of who Jesus is. When they finish, distribute the envelopes containing their answers from Session 1 (Get Started Discipleship Option). Give them a few moments to compare their answers from Session 1 with their answers from today. Call on volunteers to share how their view of Jesus has changed since beginning this unit, then challenge them to name specific ways their lives will be different, both this week, and long term, because of what they've learned.

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