

LEADER'S GUIDE

Life Of Christ

Course Lecturer: Our Daily Bread University

If you have not already done so, it is important that you first review our [Leader's Packet](#) for specifics on how to open, facilitate, and close your group sessions.

This Leader's Guide walks you step by step through this lesson. Use as much of the suggested material as you find helpful. Some sections have more than one discussion question or idea so you can choose an option that fits your group. Feel free to add other ideas as well. You may also choose to extend this particular lesson to two or more sessions.

The Leader's Guide contains information that isn't covered in the Listening Guides so the group session adds value to those who have completed the Listening Guides.

Step by Step Through the Study

As you prepare for the session, you will find information you need to lead the discussion questions in this Leader's Guide.

Introduce the Lesson

Introduce the lesson by reading or paraphrasing the following overview of Lesson 1. “This lesson explores the background of the four gospel writers, as well as the perspective from which each wrote and the audience each addressed.”

Ask if there are questions about the session or about preparation they may have done for the session.

Review the Lesson Objectives

Review the Lesson Objectives below and briefly comment on any that you feel need elaboration.

By the end of this study you should be able to

1. Gain a basic understanding of who Jesus is and who the four gospel writers were.

While we provide comprehensive **lesson** goals, it is important that your group members also reflect on their own **personal** goals. Even if they choose to elaborate on one of the lesson goals that you provide, it helps to have their own reason for studying the lesson. The group will also have time to reflect on these personal goals at the end of the lesson to see how they have or have not been fulfilled, or perhaps have changed.

After you have explained the two levels of lesson goals, ask if anyone would like to share in a sentence their personal goal for the lesson.

Introduction

Discussion: Discuss how point of view affects the way we communicate with one another. Consider these settings: a church service, a war, a school dance, a musical group, a movie. Which characteristics about us affect the way we view these things?

- Age
- Gender
- Race
- Religious Belief
- Income Level

Classroom Game: Use role-play to demonstrate point of view. Choose an event all students will understand, i.e., a bicycle race. Ask for volunteers to alternately tell about their participation in a bike race as if they were speaking to one of various listeners: a doctor, photographer, bike show owner, parent, and another biker. How does the focus of your story change depending on whom you're telling?

White Board Idea: Title the white board: Getting to Know Who's Who. Divide the board into four sections, each representing a gospel writer. Include the writer's name and the key verse in each section. Hang pictures of articles that represent each writer in each section. For example, Matthew: a tax form, paper money or coins, a party hat, confetti. Mark: a rubber ball and jacks, a ship, a suitcase, a linen garment. Luke: a diploma, a stethoscope, a microphone, a writing tablet and pen. John: a picture of Jesus's mother Mary, a heart shape, an arrow (symbolizing miracles pointing people to God), a burning bush, an ear (John wrote about what he heard, conversations), an island photo. Spend time at the beginning of the section and again at the end reviewing the board and asking students why each item refers to that gospel writer.

Other Introductory Classroom Ideas: Talk about how the New Testament is divided into the Gospels and Acts, the Pauline Epistles, the General Epistles, and prophecy. Recite the books in order together as a class two or three times (see Additional Resources interactive practice activity "Bible Books" in the course). Share any strategies and helps in memorizing their order. Ask the class to work on memorizing Matthew through Ephesians this week. Memorize the names of all the books of the New Testament by the end of this course.

Talk about why we believe the Bible is true. Ask students why they believe. Introduce the reading "10 Reasons to Believe in the Bible" found in the Read section of the course's Additional Resources interactive practice activities. Discuss why this resource is helpful when we're talking with non-Christians.

Watch the photo tour of "The Life of Christ and the Gospels" found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities.

Section 1: Getting to Know Jesus

Tips for the Teacher

Topic: Jesus Christ is alive today and wants to be your Savior.

Scripture: John 5:31-47

Key Verse: [Jesus said,] "You study the Scriptures diligently because you think that in them you have eternal life. These are the very Scriptures that testify about me" (John 5:39).

General: Students will learn that the Gospels were written by four men who were qualified to

write about Jesus and who believed that Jesus was the promised Messiah, God's Son.

Class Discussion

Talk together about how we can know for sure we will go to heaven to be with Jesus when we die.

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share with each other how they came to know Jesus as their Savior. If they don't know Jesus, encourage them to talk openly with the others about this.

Case Study

As a class, discuss the following case study:

Jane prayed to Jesus and asked Him to come into life and be her Savior, but she's not sure if she prayed the right words. She's also not sure she prayed hard enough. She wonders if she should pray again asking for salvation. What would you tell her?

Section 2: Getting to Know Matthew

Tips for the Teacher

Topic: God loves everyone—even the worst sinner.

Scripture: Matthew 9:9-10; 10:1-3

Key Verse: "As Jesus went on from there, he saw a man named Matthew sitting at the tax collector's booth. 'Follow me,' he told him, and Matthew got up and followed him" (Matthew 9:9).

General: Students will learn that Matthew was a tax collector who spent his time with people the Jews hated. Matthew wrote to the Jews about why Jesus was the fulfillment of the Old Testament prophecies about the Messiah.

Classroom Ideas

Talk about the Roman Empire at the time of Christ. Refer to the map of the Roman Empire found in the Geography: Maps section of the course's Additional Resources interactive practice activities. Show students the locations of Rome and of Judea, Samaria, and Galilee, where Jesus

lived and taught. Find the area controlled by Rome during Jesus' time. Locate Capernaum, Matthew's hometown,

Talk about the Old Testament prophecies of Christ. Refer to the "Old Testament Prophecies of Christ" interactive exercise found in the Activities section of the course's Additional Resources interactive practice activities. Ask students to look up and take turns reading the Old Testament prophecies listed.

Watch the photo tour of "The Life of Christ and the Gospels" found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities.

Class Discussion

Talk together about why, if Jesus is God's Son, He still loves people who aren't always good. Why do God and Jesus love people who don't follow God's commands?.

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share a time they did something wrong. Did they feel that their partners or friends still loved them? Did they believe God still loved them? How does God want us to talk to Him after we've done something wrong?.

Case Study

As a class, discuss the following case study:

Trevor feels that his family is different from other kids' families. His dad drinks a lot of alcohol and his parents fight often. They aren't Christians. Trevor wonders if God can love him when his family has so many problems. What would you tell Trevor?

Section 3: Getting to Know Mark

Tips for the Teacher

Topic: Mark, the helper, loved and served Jesus.

Scripture: Acts 13:4-5, 13; 15:36-39

Key Verse: "She who is in Babylon...sends you her greetings, and so does my son Mark" (1 Peter 5:13).

General: Students will learn that Mark was a Jewish boy who grew up in Jerusalem and knew

Jesus. Mark and his cousin Barnabas worked with Paul in spreading the gospel. Later Mark helped the apostle Peter, who preached to the Romans. Mark's gospel is written to the Romans, who cared about what Jesus did, not what He taught.

Classroom Ideas

Remind the students that each of the gospel writers wrote to a different audience. Have them refer to the “New Testament Book Hooks” exercise found in the Activities section of the course's Additional Resources interactive practice activities. Have them review the hooks for Matthew through Acts.

Review the timelines of the “Life of Christ” and “The Early Church” found in the Bible Timeline section of the course's Additional Resources interactive practice activities. Explain that Mark was a young boy who saw Jesus come to his home and who tagged along with the disciples at times. Then explain that after Jesus ascended to heaven and when Mark was grown, he was a leader in the early church.

Watch the “Jerusalem” slideshow found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities..

Class Discussion

Talk together about why people run away from things God wants them to do. Talk about why we're afraid and the different ways we can handle our fears.

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about a time when they felt God wanted them to do something but they ran away and didn't do it. Do they wish they'd done things differently? What could they have done to calm their fears?

Case Study

As a class, discuss the following case study:

Abbie's mom asked her to spend some time with another girl in her neighborhood whose family had recently moved in. The girl didn't have any friends, and Abbie's mom wanted her to help the new girl get to know others. Abbie kept making excuses and didn't spend any time with the new girl. She liked her own friends and thought she might lose them if she spent time with somebody new. How do you feel about what Abbie did? What would you have done?

Section 4: Getting to Know Luke

Tips for the Teacher

Topic: A “reporter’s” account of the gospel.

Scripture: Luke 1:1-4

Key Verse: “Since I myself have carefully investigated everything from the beginning, I too decided to write an orderly account for you, most excellent Theophilus, so that you may know the certainty of the things you have been taught.” (Luke 1:3)

General: Students will learn that Luke was the only non-Jewish gospel writer and the only one who did not meet Jesus in person. He was a Gentile who wrote primarily to a Greek audience. Luke became a Christian after Jesus’s ascension, and he later traveled with Paul. Luke was a doctor, and he was careful to tell others’ stories about Jesus.

Class Discussion

Talk together about the word *truth*. Are some things true and other things false? Can two people believe different things and yet still both be correct? Talk about the ideas of pluralism and postmodernism..

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about the following: We live in a country where people have many different spiritual beliefs. We can believe whatever we choose about God and about whom we should worship. How should we treat and talk with others who have spiritual beliefs we believe are untrue?

Case Study

As a class, discuss the following case study:

Sam and Jodie are good friends. Sam believes God is part of everyone and that if we love ourselves, God is happy. Sam doesn’t believe that there is a heaven or hell. Jodie goes to a Christian church and likes to hear stories from the Bible. She likes to believe that God is watching over her. Sam and Jodie feel they are both right and that as long as they are content with what they believe they have each found what is true. What do you think about their outlook?

Section 5: Getting to Know John

Tips for the Teacher

Topic: John, the disciple Jesus loved.

Scripture: John 1-21

Key Verse: “But these are written that you believe that Jesus is the Messiah, the Son of God, and that by believing you may have life in his name.” (John 20:31)

General: Students will learn that John was one of the first to follow Jesus and was one of Jesus’s best friends. John doesn’t tell his stories about Jesus in the order they happened. He tells of many miracles and signs that Jesus performed and about many conversations Jesus had with people. John had a vision on the island of Patmos and then wrote the book of Revelation.

Classroom Ideas

Look together at the article “Miracles of Jesus” found in the Read section of the course’s Additional Resources interactive practice activities. Talk about the different kinds of miracles Jesus performed and why all of these would point people to God.

Find the island of Patmos on the Patmos map found in the Geography: Maps section of the course’s Additional Resources interactive practice activities.

Class Discussion

Talk together about why Jesus had to come to earth as God’s son. Talk about what other religions believe about receiving God’s love and getting to heaven. Christianity is unique from all other religions because through Jesus, God can love and save people who are sinful.

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share what comes to mind when they hear the word *Jesus*. What feelings do they associate with Jesus?

Case Study

As a class, discuss the following case study:

Max is afraid of God. When he prays, he imagines God as a gruff old man who is looking sternly at him and shaking His head in despair. Max feels he will never be able to please God by being good enough. He wonders if he is really cut out to be a Christian. What would you tell Max about God?

Application Questions

Give group members time to talk about their personal relationship with Jesus. This can be done best in groups of two or three.

- Encourage them to especially focus on this question: How does being a Christian affect your life?
- You can also ask the question this way: Can you name some specific ways your life is different because you are a Christian than your life would be if you were not? Don't compare yourself with non-Christians; rather, contrast how you believe your own life would be different if you didn't know Jesus in a personal way.

Reflection

It is important to promote this Reflection time in each session of the course. Ask the members to think back over what they've just experienced and form at least one point they can add to their understanding of God's Word. These insights may or may not match what they expected at the beginning of the lesson. Have them reflect on those affirmations or changes.

Also emphasize that this part of the group session could be an important time for participants to minister to other members of the group. Not everyone sees the same emphases and something one person highlights may be an added insight to others in the group.

Set the time for your next session,

Close in prayer, You may want to ask if anyone is dealing with something for which they would like prayer. Depending on the size of your group, it would be meaningful to pray for each person by name.

Introduce the Lesson

Introduce the lesson by reading or paraphrasing the following overview of Lesson 2. “In this lesson, students will learn about the beginning of Jesus’s life on earth, His birth was foretold, and many who visited and spent time with Jesus in His infancy and early life confirmed that He was the Son of God sent to save the world.”

Ask if there are questions about the session or about preparation they may have done for the session.

Review the Lesson Objectives

Review the Lesson Objectives below and briefly comment on any that you feel need elaboration.

By the end of this study you should be able to

1. Identify key events in the beginning of Jesus’s life on earth.
2. Identify key people and events that pointed to the birth of the promised Savior.

While we provide comprehensive **lesson** goals, it is important that your group members also reflect on their own **personal** goals. Even if they choose to elaborate on one of the lesson goals that you provide, it helps to have their own reason for studying the lesson. The group will also have time to reflect on these personal goals at the end of the lesson to see how they have or have not been fulfilled, or perhaps have changed.

After you have explained the two levels of lesson goals, ask if anyone would like to share in a sentence their personal goal for the lesson.

Introduction

Discussion: Talk about what Jesus might have been like as a baby and a boy. He was God, but He was also human. Did He have temper tantrums as a toddler? Did He get the flu? Did He need to take naps? Did He cry when He fell and scraped His knee? Did He disobey his mother? Was raising Jesus different for Mary and Joseph from raising any of the children they had after Jesus?

Classroom Game: Play a classroom version of the game *Pictionary*. Talk first briefly about the stories to be learned in this section. On small slips of paper, write out the words *angel*, *John the*

Baptist, Mary, Joseph, Bethlehem, shepherds, manger, wise men, King Herod, temple, and Jordan River. Divide the class into two groups. Have students take turns picking a slip and drawing a picture of their word on the chalkboard while their team guesses. Have one student keep time, with a limit of one minute per drawing. Add words if you want to lengthen the game.

White Board Idea: Title the white board: Jesus's Beginnings. Make a collage of Jesus's early life, focusing on both His humanity and His deity. Clip pictures from magazines, cards, and newspapers to represent Jesus's early life. Find pictures such as: a baby crying, a jar of baby food, a child's ball, a small boy sick in bed, an angel, gold and bottles of fragrances, a sheep and shepherd's staff, scrolls, a dove. Use the board as a visual aid as you introduce the classroom discussion above.

Section 1: An Angel Brings Good News

Tips for the Teacher

Topic: God's long-awaited promise is fulfilled.

Scripture: Luke 1:11-22

Key Verse: "But the angel said to him, 'Do not be afraid, Zechariah; your prayer has been heard. Your wife Elizabeth will bear you a son, and you are to call him John'" (Luke 1:13).

General: Students will learn of angels who came to announce the births of John the Baptist and Jesus, the Messiah. God prepared people for Jesus's coming, and He made sure they knew that Jesus was His own Son.

Classroom Ideas

Look with your class at the map "Jesus's Ministry—Identify Key Locations" found in the Activities section of the course's Additional Resources interactive practice activities. Point out the region of Judea where Zechariah and Elizabeth lived. Now point out Jerusalem (C), where Zechariah was a priest in the temple.

Look together at the "Old Testament Prophecies of Christ" exercise found in the Activities section of the course's Additional Resources interactive practice activities. Have students find the prophecy that talks of someone coming before Jesus to get people ready for Him. Have a volunteer look up and read this passage. Then have someone else read Luke 7:27 aloud.

Watch the video "Herod's Temple" found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities.

Class Discussion

Talk together about making promises. What is a promise supposed to be? Whose promises do you trust? Whose promises do you distrust? Why? Can we trust God to keep His promises?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about a time someone promised them something and kept the promise and then about a time someone didn't keep a promise to them.

Case Study

As a class, discuss the following case study:

Josh's parents are divorced. Sometimes Josh's dad promises to do something with Josh and then breaks his promise. His dad gets too busy or forgets what he promised. Josh doubts whether God is any better at keeping promises. What would you say to Josh?

Section 2: The Savior is Born!

Tips for the Teacher

Topic: Looking for a room and a Savior.

Scripture: Luke 2:1-20

Key Verse: "Today in the town of David a Savior has been born to you; he is the Messiah, the Lord" (Luke 2:11).

General: Students will learn the circumstances of Jesus's birth and of the shepherds who came to worship Jesus.

Classroom Ideas

Look with your class at the map "Jesus's Ministry—Identify Key Locations" found in the Activities section of the course's Additional Resources interactive practice activities. Trace Mary and Joseph's journey from Nazareth to Bethlehem, discussing the reason for their journey.

Look together at the "Old Testament Prophecies of Christ" interactive exercise found in the Activities section of the course's Additional Resources interactive practice activities. Have

students find the prophecy that talks of where Jesus would be born. Which tells about His mother? Have a volunteer look up and read these passages. Then have others read Luke 1:26 and 2:4 aloud.

Watch the slideshow on Bethlehem found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities.

Class Discussion

Talk about the feelings Mary and Joseph may have had as they traveled to Bethlehem and as Mary went into labor with Jesus. Name as many feelings as you can. Do you think it was an easy time? What hard times did they face?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to imagine being Mary, pregnant with God's Son, traveling on a donkey to a faraway town. Or imagine being Joseph, bringing his new wife far away, knowing she'd have a baby, God's Son, while away from home. What would the experience be like?

Case Study

As a class, discuss the following case study:

Samuel was a shepherd who was taking care of King Herod's sheep on the night Jesus was born. The sheep belonged to Herod's temple and were very important sheep because they were used for temple sacrifices. Samuel and the other shepherds had to stay awake at night to make sure none of the sheep were harmed. When the angels appeared to Samuel, what do you think he realized about his job as a shepherd?

Section 3: Visitors for the Newborn King

Tips for the Teacher

Topic: Eastern kings come to worship the baby Jesus

Scripture: Matthew 2:1-12; Numbers 24:17

Key Verse: "Magi from the east came to Jerusalem and asked, 'Where is the one who has been born king of the Jews? We saw his star when it rose and have come to worship him'" (Matthew 2:1-2).

General: Students will learn about the wise men's journey to visit the baby Jesus.

Classroom Ideas

Look together at the "Old Testament Prophecies of Christ" interactive exercise found in the Activities section of the course's Additional Resources interactive practice activities. Have students again find the prophecy that talks of where Jesus would be born. Read it out loud and tell the students that this verse helped the wise men find Jesus once they got to Jerusalem.

Watch the video "Herod's Palace" found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities.

Class Discussion

Discuss gift giving. What kinds of gifts do we give to people? What do you receive at your birthday and Christmas? Have you ever made a gift for someone? Have you ever done something for someone as a gift? What kinds of gifts do your mom and dad like to get from you? What makes the gift special? What kinds of gifts does God like to receive from us?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about a special gift they once received from someone. Don't brag about how expensive a gift was. Share about why the gift was meaningful.

Case Study

As a class, discuss the following case study:

Megan's mom died a few years ago. Her dad doesn't have enough money to buy the kids a lot of Christmas presents, but he tries to make the holiday special by spending a lot of time with them playing games, singing carols, and making good meals. Do you think Megan is missing out?

Section 4: Jesus in the Temple (as a Baby and a Boy)

Tips for the Teacher

Topic: A very special child.

Scripture: Luke 2:21-52

Key Verse: “Joseph and Mary took him [Jesus] to Jerusalem to present him to the Lord” (Luke 2:22)

General: Students will learn about some important experiences Jesus had in the temple when He was young..

Classroom Ideas

Talk about the Passover celebration. Explain to the students that this is a celebration Jewish people still observe because they are still waiting for the Messiah. Talk about the foods eaten at Passover and what they symbolize. Explain that some Christians celebrate Passover today believing that Jesus was the completion of this feast. He was the final sacrificial Lamb who freed all who believe in Him from sin.

Talk about the Holy Spirit and how He guides people today. Discuss Simeon and Anna, who spent much time in prayer. Does God expect people to do this today? Discuss fasting and why it helps people to pray and hear God better.

Look at a photo of Nazareth. Then look at the map of Nazareth found in the Geography: Maps section of the course's Additional Resources interactive practice activities. Find Jerusalem and trace Jesus's and His family's journey from Nazareth to Jerusalem for the Passover celebration.

Class Discussion

Talk about why we obey God. If God forgives us when we sin, why do we have to worry about being obedient? Does it make a difference how much we obey? Why does God make rules? If we love someone, what do we want to do for that person?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share with each other about how they think God feels when they disobey Him. How does it make them feel that God feels this way? How much do they think about pleasing God?

Case Study

As a class, discuss the following case study:

Jeannie thinks she's pretty smart. She has God figured out. She knows that if she tells a lie or acts mean to her sister, God will forgive her later. So when she considers whether or not to do something wrong, she reminds herself that later she will ask for forgiveness. Do you agree with Jeannie's logic?

Section 5: The Baptism of Jesus

Tips for the Teacher

Topic: Jesus models obedience to the Father

Scripture: Matthew 3:13-17; Luke 3:21-23; John 1:32-34

Key Verse: “Then Jesus came from Galilee to the Jordan to be baptized by John” (Matthew 3:13)

General: Students will learn about John the Baptist’s ministry and about the time Jesus was baptized by John.

Classroom Ideas

Look at the timeline of the life of Christ found in the Bible Timeline section of the course’s Additional Resources interactive practice activities. Point out that Jesus’s baptism was one of the first important events in His public ministry. His baptism was Jesus’s anointing into public ministry. Soon after His baptism, Jesus would be tempted in the desert by Satan.

Ask students to define the Holy Spirit and then discuss the definitions. Talk about how God was present as Father, Son, and Holy Spirit at Jesus’s baptism. Have students draw a dove next to their definition, showing how the Holy Spirit looked on this occasion. Discuss how the Holy Spirit is present in our lives today.

Look at the “Jordan River” map found in the Geography: Maps section of the course’s Additional Resources interactive practice activities.

Class Discussion

Why is it important to be baptized? Do you have to be baptized to be saved? Why does God sometimes ask us to do things that are important because of what they symbolize?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share when and how they were baptized. If they have not been baptized, talk about it. Will they be baptized sometime? in what way?

Case Study

As a class, discuss the following case study:

Lisa was baptized as an infant with water sprinkled on her head. Her parents and the church prayed for her and committed her to God. She doesn't remember any of it. Loren was baptized at twelve years old in a big pool in his church. First, he told the people about how he came to love Jesus. It was a big event in his life. Lisa and Loren are confused by the differences in their baptism experience. What would you tell them?

Application Questions

Give group members time to talk about their personal relationship with Jesus. This can be done best in groups of two or three.

- Encourage them to especially focus on this question: How does being a Christian affect your life?
- You can also ask the question this way: Can you name some specific ways your life is different because you are a Christian than your life would be if you were not? Don't compare yourself with non-Christians; rather, contrast how you believe your own life would be different if you didn't know Jesus in a personal way.

Reflection

It is important to promote this Reflection time in each session of the course. Ask the members to think back over what they've just experienced and form at least one point they can add to their understanding of God's Word. These insights may or may not match what they expected at the beginning of the lesson. Have them reflect on those affirmations or changes.

Also emphasize that this part of the group session could be an important time for participants to minister to other members of the group. Not everyone sees the same emphases and something one person highlights may be an added insight to others in the group.

Set the time for your next session,

Close in prayer, You may want to ask if anyone is dealing with something for which they would like prayer. Depending on the size of your group, it would be meaningful to pray for each person by name.

Introduce the Lesson

Introduce the lesson by reading or paraphrasing the following overview of Lesson 3. “This lesson reveals Jesus as the final sacrificial Lamb—the sufficient payment to God for the sin of all humanity. Jesus knew His purpose, and He was not deluded by Satan when tempted to use His power apart from God’s purposes. Jesus continued to fulfill God’s purpose when he performed His first miracle and as He offered salvation to a woman outside of the Jewish community and to the people of His hometown.”

Ask if there are questions about the session or about preparation they may have done for the session.

Review the Lesson Objectives

Review the Lesson Objectives below and briefly comment on any that you feel need elaboration.

By the end of this study you should be able to

1. Understand why God sent Jesus to earth
2. Recount the events of Jesus’s temptation, His first miracle, and the beginning of His ministry

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After you have explained the two levels of lesson goals, ask if anyone would like to share in a sentence their personal goal for the lesson.

Introduction

Discussion: Discuss the judicial system and its means for achieving justice. Discuss how the system works from the time a crime is committed and the accused person goes to trial until a verdict is reached and the criminal is sentenced. Why is the process termed the “system of justice?” How is the story of the Bible similar to our country’s system of justice? What “crime” did

all humanity commit? What is the just punishment for that crime? What price, or punishment, did the people of Old Testament times pay for humanity's crime? Why was that price not enough? Why was Jesus able to provide the one payment that was enough for every human being for all time? What was Jesus's payment? Has justice been achieved?

Classroom Game: Act out a courtroom drama with your class. Appoint one student to be judge and one to be bailiff. Appoint other students to be defendants. Have the judge read the Ten Commandments from Exodus 20:3-17. You will act as lawyer and should not remind the defendants of the meaning of each of these commandments. One by one, have students come forward to the judge's bench to be sworn in by the bailiff. "I swear to tell the truth, the whole truth, and nothing but the truth, so help me God." Remind students of the seriousness of this oath. After each student is sworn in the judge will ask if the student has ever violated any of the commandments. If a student replies "no," as lawyer you will question them further, using specific examples of possible violations. Again the judge will ask the question. After all students have been questioned and are seated, you will swear in the judge and bailiff and then question them. you will then take the place of the judge and pronounce them guilty of "sin, in the first degree, punishable by death." After the game is finished, spend a few minutes talking with the class about how it felt to be on trial for their sin. Ask how it felt to receive the death sentence. Then talk about the reality of this game and about how only because of Jesus have we had our death penalty removed.

White Board Idea: Title the white board: Introducing the Son of God. Cut out a large picture of a lamb as the focal point of your bulletin board. Cover the lamb with cotton. At the lamb's feet, place several cut-outs of stones. In a corner place an outline of a temple. In another corner place outlines of castles and a city. Next to the lamb place a well with a jug of wine on top, spilling red wine. In the lamb's mouth place a scroll with the word *Nazareth* written across the outside. Talk with your class about the symbolism of each object on the board. When you have completed this section, review the board again with the class.

Section 1: The Lamb of God

Tips for the Teacher

Topic: Jesus, the sacrifice for our sins

Scripture: John: 1:15-34

Key Verse: "The next day John saw Jesus coming toward him and said, 'Look, the Lamb of God, who takes away the sin of the world!'" (John 1:29)

General: Students will learn that John called Jesus the "Lamb of God." They will learn that Jesus was the completion of the Old Testament sacrificial system. He brought about justice in one final act for all humanity.

Classroom Ideas

Continue working on memorizing the order of the New Testament books. Use “New Testament Book Names” found in the Activities section of the course’s Additional Resources interactive practice activities. Recite the books in order together as a class. Ask the class to memorize the order of Matthew through James this week.

Review the first four points listed in the resource “10 Reasons to Believe in the Bible” found in the Read section of the course’s Additional Resources interactive practice activities. Talk together about points three and four.

Look at a Bible Timeline found in the Bible Timeline section of the course’s Additional Resources interactive practice activities. Find the event that was the final sacrifice for our sin. Which day of the week did this happen?

Class Discussion

Talk about what it means that we’re all sinful. How many times a day do we do something that doesn’t honor God? Do we ever sin without realizing it? What would life be like if we had to pay a penalty or give something to God every time we sinned? How does this make you feel about what Jesus did for you?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about something they did recently that they’re sorry for. Have they asked for God’s forgiveness? Even though Jesus died for our sins, we should still confess our sins to God and ask forgiveness. This keeps us humble and dependent on God. Pray together for forgiveness.

Case Study

As a class, discuss the following case study:

Dan knows he makes mistakes and dishonors God. He is working hard at becoming perfect. He keeps track of all the wrong things he does and pledges to do better. He feels a lot of stress because he can’t be perfect. What do you think about his outlook?

Section 2: Three Temptations

Tips for the Teacher

Topic: Resisting the devil and relying on God's Word

Scripture: Matthew 4:1-11

Key Verse: "At once the [Holy] Spirit sent him [Jesus] out into the wilderness, and he was in the wilderness forty days, being tempted by Satan. He was with the wild animals, and angels attended him" (Mark 1:12-13)

General: Students will learn about the ways Satan tried to tempt Jesus early in His ministry. Jesus knew what kind of Savior God had called Him to be. He also knew Scripture, and He used it to stand against Satan.

Classroom Ideas

Talk about why it is so important for us to memorize verses from the Bible. Ask the students if they have memorized parts of the Bible in the past. Ask them if they still remember these verses. Discuss the different kinds of circumstances in which Scripture memorization would prove especially helpful.

Discuss the definition for "armor of God," and then have someone read Ephesians 6:10-18. Which piece of clothing in the armor of God would represent Scripture memorization?

Review the resource "The Gospels Compared" found in the Activities section of the course's Additional Resources interactive practice activities. Pay special attention to the first three columns: View of Christ, Author, and Audience.

Class Discussion

Talk about the devil's motives behind the three temptations of Jesus. Why was each so tempting? Why are food, safety, and power so attractive?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to discuss the following: Would you have a harder time trusting God when you were hungry, in danger, or when you didn't have control? Discuss this with the others.

Case Study

As a class, discuss the following case study:

Hailey likes the living the good life. Her parents have a lot of money, and she gets almost everything she wants. She feels like should always be this way for her—easy. But someone at

church told her that sometimes in life we have to make difficult decisions and choose the hard way rather than the easy way in order to follow God. Hailey isn't sure she believes this. What do you think?

Section 3: New Wine Out of Water

Tips for the Teacher

Topic: Jesus performs His first of many miracles

Scripture: John 2:1-11

Key Verse: “What Jesus did here in Cana of Galilee was the first of the signs through which he revealed his glory; and his disciples believed in him” (John 2:11).

General: Students will learn about Jesus's first miracle of turning water into wine. Jesus performed this miracle as a response to Mary's faith and in obedience to His Father's will.

Classroom Ideas

Talk about weddings. How many have been to a wedding? When did most of the celebrating happen? What kind of food and drinks were served? Was there entertainment? How long did the wedding and reception last? Can you imagine a wedding reception going on for several days?

Review the first four listed in the resource “10 Reasons to Believe in the Bible” found in the Read section of the course's Additional Resources interactive practice activities. Focus on point #4 on miracles.

Review together the “New Testament Book Hooks” resource found in the Activities section of the course's Additional Resources interactive practice activities. Focus on Matthew through Acts. Quiz your students on these books, first stating a book name and asking for the hook, and then stating the hook and asking for the book it describes.

Find the maps for Cana and Galilee in the Geography: Maps section of the course's Additional Resources interactive practice activities.

Class Discussion

Talk about how God knows what is best for us. Often we think we know what we need and what should be done, but God is wiser than we are and His ways are always best. Ask the class if they can think of any examples from their lives.

Small Group Discussions

Break into small groups of three or four. Ask students in each group to discuss the following: What is something you or someone close to you needs right now (money, food, healing, a job, a friend, etc.)? What do you think God should do? How should you pray for yourself or for this person?

Case Study

As a class, discuss the following case study:

Tom really wants to be friends with a boy in his class named Russ. Tom has tried to be around Russ and become his friend, but Russ always ignores him. Tom is praying for Russ to become his friend. What else should Tom pray for?

Section 4: Jesus Tells His Secret to a Lonely Woman

Tips for the Teacher

Topic: Jesus reaches out to be despised and forgotten people.

Scripture: John 4:4-42

Key Verse: “The woman said, ‘I know that Messiah’ (called Christ) ‘is coming. When he comes, he will explain everything to us.’ Then Jesus declared, ‘I, the one speaking to you—I am he’” (John 4:25-26).

General: Students will learn about why the Jews hated the Samaritans and how Jesus treated on Samaritan woman he met at a well in Samaria. Samaritans were Jews who had married pagans—they were only half Jewish. The Jews thought God hated the Samaritans, but Jesus showed love to a sinful Samaritan woman and revealed Himself to her as the Messiah.

Classroom Ideas

Look together at the map titled “Jesus’ Ministry—Identify Key Locations” found in the Activities section of the course’s Additional Resources interactive practice activities. Find Judea, Galilee, and Samaria. Point out that Jesus was traveling from Judea to Galilee and passed through Samaria on the way. Some Jews chose to go out of the way to avoid Samaria.

Talk about racial prejudice and discrimination. Why do people choose to dislike other groups of people? Is any on group better than any other? Were the Jews practicing racial prejudice when they chose to hate the Samaritans?

Review Galatians 2:20 and 2 Timothy 3:16-17, which students should have memorized. Recite the verses together, and then have students find a partner and recite the verses to each other. Introduce Philippians 2:3-4, which students will learn today. Discuss why this verse fits with today's story.

Find Judea, Galilee, and Samaria on the map of Samaria found in the Geography: Maps world of section of the course's Additional Resources interactive practice activities. Trace the journey Jesus made from Judea to Galilee through Samaria. What route might people have taken if they didn't want to pass through Samaria?

Class Discussion

Talk about what it means to love all people. What are some examples in our country and world of people who do not love one another? Is it ever right to reject or stray away from a person? Does this mean you don't love them? How do we know who we should accept and who we should stay away from?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to discuss the following: Do you ever reject people because of the color of their skin, the clothes they wear, what they look like, or for any other wrong reason? What does God think of how you judge others? Talk together about how we can become more loving to all people.

Case Study

As a class, discuss the following case study:

No one spends time talking with Lisa at school. They think she's weird. Brooke feels sorry for Lisa, but she doesn't have the courage to be seen with her. What might happen if Brooke made an effort to talk with Lisa and be kind to her? What if she were teased? What if her friends went on and had fun without Brooke? Would Brooke be sorry she befriended Lisa?

Section 5: Jesus Tells His Secret in His Hometown

Tips for the Teacher

Topic: Jesus models obedience to the Father

Scripture: Matthew 3:13-17; Luke 3:21-23; John 1:32-34

Key Verse: “He [Jesus] went to Nazareth, where he had been brought up, and on the Sabbath day he went into the synagogue, as was his custom. He stood up to read.” After reading a prophecy about the Messiah, He said to them, “Today this scripture is fulfilled in your hearing” (Luke 4:16, 21).

General: Students will learn about a time when Jesus read the Scriptures in the synagogue of His hometown, Nazareth. When He taught the people that He was the one the Scriptures were speaking of as the Messiah, the people were furious. They couldn’t believe He was God’s son.

Classroom Ideas

Have a student look up and read Isaiah 61:1-2 (up to the word *favor*). This is the passage Jesus read in the synagogue in His hometown of Nazareth. Have another student look up and read Jesus’s next words to the people in Luke 4:23-27. Talk about the meaning of Jesus’s words. Why were the people so skeptical about Jesus, whom they had known His whole life? Whom did Jesus offer salvation to when many Jews, His own people, would not accept Him?

Review Galatians 2:20 and Philippians 2:3-4, which students should have memorized. Recite the verses together, and then have students find a partner and recite the verses to each other. Introduce 2 Timothy 3:16-17, which they will learn today. Discuss why this verse fits with today’s story.

Look at the Nazareth map found in the Geography: Maps section of the course’s Additional Resources interactive practice activities to see where Jesus’s hometown was located. Then complete the “Old Testament Prophecies of Christ” exercise found in the Activities section of the course’s Additional Resources interactive practice activities.

Class Discussion

Talk about how people change and mature as they grow up. God has a plan for each person who knows Him; and as we grow up together God wants us to support one another in whatever path God has chosen for us. Others can be hurt if we don’t affirm who they are becoming through God’s plan.

Small Group Discussions

Break into small groups of three or four. Ask students in each group to discuss the following: What would you like to become as an adult? Tell the others what career you’d like to have or what kind of person you’d like to be. Do you feel this is what God wants for you? It’s okay not to know God’s plan yet, as long as you are open to letting Him direct you.

Case Study

As a class, discuss the following case study:

Troy is twenty-five years old. His church just hired a new pastor. As a boy, that pastor was Troy's classmate. Troy likes Jack, but he is having a hard time imagining Jack as a pastor. He keeps remembering Jack as a little boy. Troy isn't sure he can respect Jack as God's servant in leadership of the church. Can you understand Troy's feelings? What should he do?

Application Questions

Give group members time to talk about their personal relationship with Jesus. This can be done best in groups of two or three.

- Encourage them to especially focus on this question: How does being a Christian affect your life?
- You can also ask the question this way: Can you name some specific ways your life is different because you are a Christian than your life would be if you were not? Don't compare yourself with non-Christians; rather, contrast how you believe your own life would be different if you didn't know Jesus in a personal way.

Reflection

It is important to promote this Reflection time in each session of the course. Ask the members to think back over what they've just experienced and form at least one point they can add to their understanding of God's Word. These insights may or may not match what they expected at the beginning of the lesson. Have them reflect on those affirmations or changes.

Also emphasize that this part of the group session could be an important time for participants to minister to other members of the group. Not everyone sees the same emphases and something one person highlights may be an added insight to others in the group.

Set the time for your next session,

Close in prayer, You may want to ask if anyone is dealing with something for which they would like prayer. Depending on the size of your group, it would be meaningful to pray for each person by name.

Introduce the Lesson

Introduce the lesson by reading or paraphrasing the following overview of Lesson 4. “This lesson covers Jesus’s calling of the disciples and His miracles of healing a paralytic man, calming a storm, feeding 5,000 people, and walking on water.”

Ask if there are questions about the session or about preparation they may have done for the session.

Review the Lesson Objectives

Review the Lesson Objectives below and briefly comment on any that you feel need elaboration.

By the end of this study you should be able to

1. Explain Jesus’s power to perform many kinds of miracles.
2. Understand His power to forgive sins and the importance of that power.

While we provide comprehensive **lesson** goals, it is important that your group members also reflect on their own **personal** goals. Even if they choose to elaborate on one of the lesson goals that you provide, it helps to have their own reason for studying the lesson. The group will also have time to reflect on these personal goals at the end of the lesson to see how they have or have not been fulfilled, or perhaps have changed.

After you have explained the two levels of lesson goals, ask if anyone would like to share in a sentence their personal goal for the lesson.

Introduction

Discussion: Discuss the idea that “the more you learn, the more you realize how much you don’t know.” Talk about this idea within the context of education, travel, and hobbies. How does that make you feel about learning? Discouraged, or excited to keep learning? Now talk about this idea in relation to the disciples and their relationship with Jesus. The closer they got to Jesus, the more they realized how much they had to learn from Him. Is the same true for us as we get to know Jesus? Should we feel like a failure because we have a long way to go in knowing and understanding Jesus? Or does Jesus want us to feel eager to keep knowing and understanding Him better?

Classroom Game: Assign everyone in the class a partner. Have each person tell their partner what their favorite hobby is or what they most like to do in their free time. Be specific. Have one partner ask the other a simple question about that hobby. Keep asking questions and gradually make the questions harder. Keep going until the other person doesn't know the answer to the question. Then reverse and have the other person ask the questions. See who can answer the most questions before getting stumped.

White Board Idea: Title the white board: Jesus's Ministry with His Disciples. Make a collage including pictures of the following items: fish, a mat resembling a stretcher, the word *forgiveness*, raindrops, five loaves of bread and two fish together on a plate, and waves of water. Talk with the class about which story each item represents. Review the board again at the end of this section.

Section 1: Four Fisherman Become Fishers of Men

Tips for the Teacher

Topic: Jesus calls and transforms ordinary people to carry out His work.

Scripture: Luke 5:1-11

Key Verse: "Then Jesus said to Simon, 'Don't be afraid, from now on you will fish for people.'" (Luke 5:10)

General: Students will learn about four fishermen who became disciples of Jesus: Simon Peter, Andrew, James, and John. Jesus caused their boats to overflow with fish and then called them to follow Him and become fishers of men.

Classroom Ideas

Look at the "Jesus's Ministry—Identify Key Locations" map found in the Activities section of the course's Additional Resources interactive practice activities. Point out the Sea of Galilee where Simon Peter, Andrew, James, and John were fishermen. Much of Jesus's ministry happened near the Sea of Galilee.

Review the "New Testament Book Names" resource found in the Activities section of the course's Additional Resources interactive practice activities. Recite Matthew through James together from memory as a class. Ask the class to memorize Matthew through Revelation this week.

Look at the slideshow on the Sea of Galilee found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities.

Class Discussion

Talk about the word *discipleship*. What does it mean to be a disciple of Jesus today? Look up the word *disciple*. How can we learn from Jesus when we can't see Him in person? Can other people help us to be a disciple of Jesus?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to discuss the following: What would you say if Jesus asked you to do something special for Him? Would you stop what you were doing and start on His business right away?

Case Study

As a class, discuss the following case study:

Amy believes Jesus is telling her He wants her to read her Bible regularly by spending time along with Him. Jesus wants to speak to Amy through the Bible. Amy wants to do what Jesus wants, but sometimes she would rather watch TV or paint her nails. She wonders how important it really is to spend a lot of time with Jesus. What do you think?

Section 2: Faith that Goes Through the Roof

Tips for the Teacher

Topic: A man is healed with the help of his friends' faith and persistence

Scripture: Mark 2:1-12

Key Verse: "Some men came, bringing to him [Jesus] a paralyzed man, carried by four of them. Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus by digging through it and then lowered the mat the man was lying on." (Mark 2:3-4)

General: Students will learn about a man whose friends lowered him through a roof to be healed. Jesus first forgave the man's sins and then healed him. The Pharisees became angry that Jesus claimed to have the same authority as God to forgive sins.

Classroom Ideas

Look at the "Jesus' Ministry—Identify Key Locations" map in the Activities section of the course's Additional Resources interactive practice activities. Point out the town of Capernaum, Jesus's headquarters during His time of ministry in Galilee. Despite Jesus's miracles and teaching in

Capernaum, the people's hearts remained hard toward Him, and He prophesied this town's destruction.

Review Galatians 2:20, Philippians 2:3-4, and 2 Timothy 3:16-17, which students have memorized. Use your "Memory Verses" resource found in the Read section of the course's Additional Resources interactive practice activities, if necessary. Recite them out loud together, and then have students find a partner and recite the verses to each other. Introduce Luke 9:23, which they will learn today. Discuss why this verse fits with today's story.

Find Capernaum on a map using the Capernaum map found in the Geography: Maps section of the course's Additional Resources interactive practice activities.

Class Discussion

What famous person have you met or seen up close? Talk about people various members of the class have seen and how they managed to get close to them. What did it feel like to be so close?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to discuss the following: How do you think people who met Jesus felt after He died, rose from the grave, and went back to heaven? Do you think they were glad they spend time with Him and made an effort to get close to Him?

Case Study

As a class, discuss the following case study:

Cameron has been praying to Jesus for an answer to his problem for a long time. He still isn't sure what the answer is, but he is stubbornly continuing to pray. He expects Jesus to give a clear answer eventually. Camon's friend is telling him he should just solve the problem himself and not expect any "writing in the sky." What do you think?

Section 3: Jesus's Power Over a Storm

Tips for the Teacher

Topic: The extent of Jesus's power and authority

Scripture: Mark 4:35-41

Key Verse: “He got up, rebuked the wind and said to the waves, ‘Quiet! Be still!’ Then the wind died down and it was completely calm”. (Mark 4:39)

General: Students will learn about a time when Jesus was with the disciples on a boat on the Sea of Galilee during a storm. Jesus fell asleep, and the disciple woke Him as they became afraid of the storm. Jesus awoke and calmed the storm, once again proving the range of His power.

Classroom Ideas

Talk about parables. Why did Jesus use parables to teach the people? Which parables can you remember hearing before? What makes parables easy to remember?

Look at the “Jesus’s Ministry—Identify Key Locations” map found in the Activities section of the course’s Additional Resources interactive practice activities. Point out the town of Capernaum, Jesus’s headquarters during His time of ministry in Galilee. Despite Jesus’s miracles and teaching in Capernaum, the people’s hearts remained hard toward Him, and He prophesied this town’s destruction.

Review Galatians 2:20, Philippians 2:3-4, 2 Timothy 3:16-17, and Luke 9:23, which students should have memorized. Use your “Memory Verses” resource found in the Read section of the course’s Additional Resources interactive practice activities, if necessary. Recite them out loud together, and then have students find a partner and recite the verses to each other. Introduce John 14:27, which they will learn today. Discuss why this verse fits with today’s story.

Find Galilee on a map using the Galilee map found in the Geography: Maps section of the course’s Additional Resources interactive practice activities. View the “Sea of Galilee” photos found in the Geography

Class Discussion

Talk about fear. What kinds of things are adults most afraid of today? What are kids most afraid of today? Are you afraid of people with guns, gangs, bombs, the harm to our environment? How do we often handle our fears? Are we Jesus’s disciples? Do you think Jesus cares as much about our fears as He did about the disciples’ fear of the storm?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share with each other about one time they were afraid or one thing they were afraid might happen. Tell how you think Jesus wants you to handle this fear.

Case Study

As a class, discuss the following case study:

Recently a student was shot and killed at a junior high school where some of Betsy's friends attend. Betsy's friends are really upset about this death, and even Betsy feels afraid. Sometimes when she is at school she wonders if someone is hiding a gun and getting ready to fire it at someone else. She doesn't want to tell anyone about her fear, but it's making her dread going to school. How would you help Betsy if she were your friend?

Section 4: One Boy's Lunch Feeds 5,000

Tips for the Teacher

Topic: God is able to meet our needs.

Scripture: John 6:1-14

Key Verse: "Jesus then took the loaves, gave thanks, and distributed to those who were seated as much as they wanted. He did the same with the fish" (John 6:11).

General: Students will learn the story of a day when Jesus was teaching in a remote area and more than five thousand people needed lunch. Jesus found a boy with five loaves of bread and two small fish, and Jesus made enough food for all the people, with leftovers. Jesus fed the people just as Moses had fed the Israelites in the desert. The people wanted to make Jesus an earthly king, but He had not come for that purpose.

Classroom Ideas

Review the "New Testament Book Hooks" resource found in the Activities section of the course's Additional Resources interactive practice activities. Quiz students on the hooks for Matthew through Acts. How does the miracle of the feeding of the 5,000 demonstrate that Jesus is King, Servant, Son of Man, and Son of God?

Do some math to figure out how much it would cost today to feed 5,000 men, plus women and children. Use an estimate of 15,000 people. About how much would it cost to feed one person one meal? (Imagine you were feeding them at McDonalds.) How much money would it take then to feed 15,000 people? If you divide that total dollar amount by eight, what do you have? Is that number an average person's salary for one month? Was Philip, the disciple, right in his estimate that even eight months' wages would not buy enough food to feed all the people?

Talk about other times in the Bible when God provided food for people when they were hungry. What kinds of food did God provide for those Moses was leading through the desert to the Promised Land?

Class Discussion

Talk about gift giving. When you have to give a gift to one of your parents, a brother or sister, or a good friend, how do you decide what to give? If you were going to give Jesus a gift, how would you decide what to give Him? What kinds of things does Jesus like?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about one thing they could give to Jesus. Ask them to help each other think of things they could give to Jesus.

Case Study

As a class, discuss the following case study:

Mark's mom is sick and must stay in bed for many days. She loves it when Mark comes in to talk with her about his day and when he plays music for her or reads to her. What gift could Mark give to his mom that would also be a gift to Jesus?

Section 5: Jesus Walks on Water

Tips for the Teacher

Topic: Jesus displays His power and His compassion

Scripture: Matthew 14:22-32

Key Verse: “Shortly before dawn Jesus went out to them, walking on the lake” (Matthew 14:25).

General: Students will learn about the time Jesus walked on the water to meet His disciples in a boat on the lake. They thought Jesus might be a ghost. Peter asked if he could walk on the water to meet Jesus. Jesus told him to come. As he walked, Peter became afraid and began to sink. Jesus caught him, and the disciples knew that Jesus was the Son of God.

Classroom Ideas

Look at the “Jesus’s Ministry—Identify Key Locations” map found in the Activities section of the course’s Additional Resources interactive practice activities. Review the ministry events and locations that students have studied so far.

Talk about why it is important sometimes to take time away from people to be alone with God and

pray to Him. Jesus did this in today's story, and He did it often throughout the Gospels. Why isn't it the same to spend time in prayer with other people?

Class Discussion

Talk about dealing with fear and problems. Why do we usually focus so much on what we are afraid of rather than focusing on Jesus? Can we ever change? How?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share with each other about a time in the past when they decided to trust Jesus with a problem. How did things turn out?

Case Study

As a class, discuss the following case study:

Dana's dad just lost his job, and now her parents are talking about moving to another city. Money is tight, and Dana is beginning to worry. She doesn't want to leave her home, school, and friends. She doesn't know if she'll ever be happy again. What do you think Jesus would tell Dana right now?

Application Questions

Give group members time to talk about their personal relationship with Jesus. This can be done best in groups of two or three.

- Encourage them to especially focus on this question: How does being a Christian affect your life?
- You can also ask the question this way: Can you name some specific ways your life is different because you are a Christian than your life would be if you were not? Don't compare yourself with non-Christians; rather, contrast how you believe your own life would be different if you didn't know Jesus in a personal way.

Reflection

It is important to promote this Reflection time in each session of the course. Ask the members to think back over what they've just experienced and form at least one point they can add to their understanding of God's Word. These insights may or may not match what they expected at the beginning of the lesson. Have them reflect on those affirmations or changes.

Also emphasize that this part of the group session could be an important time for participants to minister to other members of the group. Not everyone sees the same emphases and something one person highlights may be an added insight to others in the group.

Set the time for your next session,

Close in prayer, You may want to ask if anyone is dealing with something for which they would like prayer. Depending on the size of your group, it would be meaningful to pray for each person by name.

Introduce the Lesson

Introduce the lesson by reading or paraphrasing the following overview of Lesson 5. “In this lesson, you will learn about the transfiguration, where God spoke about His Son Jesus; the story of the adulterous woman, where Jesus teaches about sin; the story of Jesus’s blessing the children, where He tells people they must be like children to enter heaven; the story of a blind man and Zacchaeus, where Jesus heals and chooses to enter a sinner’s home and forgive him; the story of a rich man, where Jesus teaches about how to receive eternal life; and the story of Lazarus, where Jesus demonstrates His power over death.”

Ask if there are questions about the session or about preparation they may have done for the session.

Review the Lesson Objectives

Review the Lesson Objectives below and briefly comment on any that you feel need elaboration.

By the end of this study you should be able to

1. Explain what Jesus talk about Himself, about life here on earth, and about eternal life.

While we provide comprehensive **lesson** goals, it is important that your group members also reflect on their own **personal** goals. Even if they choose to elaborate on one of the lesson goals that you provide, it helps to have their own reason for studying the lesson. The group will also have time to reflect on these personal goals at the end of the lesson to see how they have or have not been fulfilled, or perhaps have changed.

After you have explained the two levels of lesson goals, ask if anyone would like to share in a sentence their personal goal for the lesson.

Introduction

Discussion: Discuss some of the major world religions and their beliefs about life and death. Compare these with what Christ taught about life and death. Emphasize that only Christianity teaches that eternal life is a gift from God, through belief in Jesus. All other religions teach that eternal life must be achieved by following rules and doing specific things.

Hinduism teaches the system of karma, where all a person’s good and bad deeds are recorded and

these determine what the person will become in his or her next incarnation.

Buddhism teaches an intricate system of rules and regulations that can require a lifetime to master.

Islam teaches a system of salvation by good deeds and ardent devotion.

Mormonism teaches that people may reach the status of God by being good Mormons.

Classroom Game: You may choose to wait until this section is completed to play this game, unless students are already familiar with the stories. Divide the class into six groups and give each group a slip of paper with the name of one of the stories in this section. Give them five minutes to practice a silent skit enacting the story. Then give groups a chance to perform their silent skit in front of the class. Have the class guess which story they are enacting.

White Board Idea: Title the white board: Lessons About Life and Death. Create a scene with mountains and one central peak, a small stone, children, a tree, a pile of gold coins, represents. Then review the board again at the end of this section.

Section 1: A Glimpse of Glory on a Mountaintop

Tips for the Teacher

Topic: Jesus gives us a preview of His glory.

Scripture: Luke 9:28-36

Key Verse: “As he was praying, the appearance of his face changed, and his clothes became as bright as a flash of lightning. Two men, Moses and Elijah, appeared in glorious splendor.” (Luke 9:29-30)

General: Students will learn about the transfiguration. Jesus took Peter, James, and John up onto a mountain to pray. Jesus became radiant with light, and then Moses and Elijah appeared with Him. They spoke of Jesus’s approaching death, which would lead people out of the slavery of sin into the kingdom of God. God spoke about Jesus on the mountain, saying, “This is my Son, whom I have chosen; listen to him.”

Classroom Ideas

Review the “New Testament Book Names” resource found in the Activities section of the course’s Additional Resources interactive practice activities. Recite Matthew through Revelation together from memory as a class.

Review the “10 Reasons to Believe in the Bible” resource found in the Read section of the course’s Additional Resources interactive practice activities. Focus on point #6 about the Bible’s historical

and geographical accuracy.

Class Discussion

Talk about why it is sometimes important to pray for long periods of time. When did Jesus do this? When might it be the right time for us to do this?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to discuss some of the big decisions we make in life. Can you think of examples? How much time do you think we should spend in prayer before making these decisions?

Case Study

As a class, discuss the following case study:

Juan wants to spend a lot of time praying about which college he will attend. He knows that God will be with him where he goes, but he wants God's guidance every step of the way. How should Juan go about spending a lot of time in prayer?

Section 2: Who Will Throw the First Stone?

Tips for the Teacher

Topic: No one is righteous but God; no one is able to judge but God

Scripture: John 8:1-11

Key Verse: "When they kept on questioning [Jesus], he straightened up and said to them, 'Let any one of you who is without sin be the first to throw a stone at her.'" (John 8:7)

General: Students will learn about the woman caught in adultery, who the Pharisees wanted to stone. In reality, they wanted to trap Jesus by making him decide what should happen to her. Jesus told them, "Let any one of you who is without sin be the first to throw a stone at her." Gradually everyone left.

Classroom Ideas

Look at the "Identify Key New Testament Locations 1" map found in the Activities section of the course's Additional Resources interactive practice activities. Review the locations students have

learned through previous lessons.

Review any of all of the memory verses students have already learned (Galatians 2:20; Philippians 2:3-4; 2 Timothy 3:16-17; Luke 9:23; John 14:27). Look at Romans 3:23, which students will memorize today. Discuss how this verse applies to today's story.

Watch the video "Rome" found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities. Rome was the capital city of the Roman Empire, which rules Israel at the time of Christ.

Class Discussion

Talk about why people like to find things wrong with others. Why don't people just mind their own business? Why do we feel good when we put someone else down?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to tell about a time when they felt all alone, as if everyone were ganging up against them. Has anyone ever stood up for them?

Case Study

As a class, discuss the following case study:

Sam always acts like a bully on the school bus. He tries to get others to join him in making fun of other kids. Why does Sam like to bully people?

Section 3: Jesus Blesses the Little Children

Tips for the Teacher

Topic: Receiving God's kingdom like a little child

Scripture: Mark 10:13-16

Key Verse: "[Jesus] said to them [the disciples], 'Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.'" (Mark 10:14)

General: Students will learn of the time the disciples tried to stop people from bringing their little children to Jesus for a blessing. Jesus became angry and told them to let the children come to Him. He also said that anyone who will not receive the kingdom of God like a little child will never enter it. We must receive our salvation as a gift from God, as children receive everything.

We can't do anything to earn it.

Classroom Ideas

Talk about the difference between the words *childish* and *childlike*. Which does Jesus tell us we must be? Help students realize that Jesus does not want us to be immature but rather to be dependent, trusting Him for everything.

Review the “New Testament Book Hooks” resource found in the Activities section of the course’s Additional Resources interactive practice activities. Quiz students on Matthew through Acts.

Find Judea and the Jordan River on a map using the “Judea” and “Jordan River” maps found in the Geography: Maps section of the course’s Additional Resources interactive practice activities.

Class Discussion

Talk about what we can do each day to try to be more childlike (not more childish!).

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share what they were like as a baby or as a little child. Did they cry a lot? Did they trust others easily? Were they kind to others?

Case Study

As a class, discuss the following case study:

Diana lets her mom do most things for her, like picking her clothes up off the floor and putting them in the laundry basket, cleaning her room, cleaning up her dishes, and getting her books ready for school every day. Diana thinks she is being childlike, as Jesus commanded. What do you think?

Section 4: Some People Will Do Anything to See Jesus

Tips for the Teacher

Topic: Jesus responds to those who diligently seek Him.

Scripture: Luke 18:35-19:10

Key Verse: “[The blind man] called out, ‘Jesus, Son of David, have mercy on me!’” (Luke 18:38). “[Zacchaeus] wanted to see who Jesus was, but because he was short he could not see over the crowd.” (19:3)

General: Students will learn the story of two men in Jericho: a blind man who called out to Jesus for mercy and a short man Zacchaeus who climbed a tree to see Jesus. Jesus commanded both men for their great faith.

Classroom Ideas

Review the “Old Testament Prophecies of Christ” exercise found in the Activities section of the course’s Additional Resources interactive practice activities. By now, students should be able to match Old Testament prophecies with their New Testament fulfillment.

Class Discussion

Talk about the difference between being rude or foolish and being persistent. Some people may have thought the blind man was rude to keep shouting at Jesus. Others may have thought Zacchaeus was making a fool of himself by climbing a tree. Were they rude and foolish or persistent? How can we be persistent with Jesus?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share with each other about the biggest crowd they have been in. How easy was it to get around? How easy was it to see and hear others?

Case Study

As a class, discuss the following case study:

Corey has accepted Jesus as his Savior. He knows he is going to heaven to be with Jesus someday. For Corey, that is good enough. He doesn’t feel he needs to take a lot of time and energy to get closer to Jesus. What do you think?

Section 5: A Rich Young Ruler Wants Eternal Life

Tips for the Teacher

Topic: Choosing between the kingdom of the world and the kingdom of God

Scripture: Mark 10:17-27

Key Verse: “As Jesus started on his way, a man ran up to him and fell on his knees before him. ‘Good teacher,’ he asked, ‘what must I do to inherit eternal life?’” (Mark 10:17).

General: Students will learn about a rich young ruler who asked Jesus what he had to do to inherit eternal life. Jesus told him that only God is good. Nothing we do can earn eternal life. Keeping God’s commands means obeying in your heart. The man felt he had obeyed all the commands, so Jesus told him there was one thing he had not done: he should sell everything and give it to the poor. The man was sad because he wasn’t ready to give up his riches.

Classroom Ideas

Discuss why it is difficult for rich people to give their lives to God. Discuss the word *rich*. Are we rich? Do we resemble the rich young ruler in any way?

Review any or all the memory verses students have already learned (Galatians 2:20; Philippians 2:3-4; 2 Timothy 3:16-17; Luke 9:23; John 14:27; Romans 3:23). Look at Matthew 6:33, which students will memorize today. Discuss how this verse applies to today’s story.

Review “The Gospels Compared” exercise found in the Activities section of the course’s Additional Resource interactive practice activities. Focus on the first three rows: View of Christ, Author, and Audience. Quiz your students on these.

Class Discussion

Talk about why it sometimes seems easier to focus on what we have to *do* to make Jesus love us, rather than one how we can better follow Him. What does Jesus tell us we need to *do* for Him? How might that involve our money or our possessions?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about one possession they own that would be difficult to give up if Jesus asked them to. Would they give it up anyway? What might make it easier to give it up?

Case Study

As a class, discuss the following case study:

Mike saved his allowance for a long time to buy a high-quality baseball glove. He loved this glove,

but when he took a missions trip with his church and saw that the boys in the poor town didn't have any baseball gloves, he decided to give his glove to them. Now Mike is back home with only his old, worn-out glove. How do you think he feels?

Section 6: Learning About Life and Death—the Hard Way

Tips for the Teacher

Topic: Jesus's power and humanity revealed in the midst of His close friends

Scripture: John 11:1-44

Key Verse: "Jesus called in a loud voice, 'Lazarus, come out!' The dead man came out, his hands and feet wrapped with strips of linen, and a cloth around his face." (John 11:43-44)

General: Students will learn about the death of Lazarus and how Jesus brought him back to life after four days. Before He raised Lazarus, He told Martha, Lazarus's sister, "I am the resurrection and the life. The one who believes in me will live, even though they die; and whoever lives by believing in me will never die." (vv. 25-26)

Classroom Ideas

Talk about the different emotions people experience when someone close to them has died. Discuss the feelings of shock, anger, fear, sorrow, depression, desperation, and loneliness.

Look at the "Jesus's Ministry—Identify Key Locations" map found in the Activities section of the course's Additional Resources interactive practice activities. Students should be able to correctly place at least nine of Jesus's ministry events with the correct location. Note where Bethany is located. It is the town where Lazarus, in today's story, lived with Mary and Martha.

Locate Bethany on the Bethany map found in the Geography: Maps section of the course's Additional Resources interactive practice activities. What major city is Bethany near?

Class Discussion

Talk about why God sometimes chooses to heal people and other times He lets them die. Is God sometimes unable to heal a person? Does God intend for us to always know why He allows death?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about the first time

they experienced the death of a person or animal they loved. How did they handle their sadness?

Case Study

As a class, discuss the following case study:

Polly's uncle just died from cancer. Polly's mom is very upset at losing her brother. Polly really thought God was powerful enough to heal her uncle. Everyone had prayed for healing. Now Polly feels that cancer is too hard even for God to heal. What do you think?

Application Questions

Give group members time to talk about their personal relationship with Jesus. This can be done best in groups of two or three.

- Encourage them to especially focus on this question: How does being a Christian affect your life?
- You can also ask the question this way: Can you name some specific ways your life is different because you are a Christian than your life would be if you were not? Don't compare yourself with non-Christians; rather, contrast how you believe your own life would be different if you didn't know Jesus in a personal way.

Reflection

It is important to promote this Reflection time in each session of the course. Ask the members to think back over what they've just experienced and form at least one point they can add to their understanding of God's Word. These insights may or may not match what they expected at the beginning of the lesson. Have them reflect on those affirmations or changes.

Also emphasize that this part of the group session could be an important time for participants to minister to other members of the group. Not everyone sees the same emphases and something one person highlights may be an added insight to others in the group.

Set the time for your next session,

Close in prayer, You may want to ask if anyone is dealing with something for which they would like prayer. Depending on the size of your group, it would be meaningful to pray for each person by name.

Introduce the Lesson

Introduce the lesson by reading or paraphrasing the following overview of Lesson 6. “Passion Week brought the culmination of Jesus’s work here on earth. The lesson begins with Mary anointing Jesus with perfume and then Judas making a deal to betray Jesus. It continues with Jesus entering Jerusalem on a donkey and later throwing money changes out of the temple. Finally, students will learn about how He celebrated Passover with the disciples and then was arrested, tried, tortured, and crucified. Jesus’s death and resurrection were God’s way of paying our penalty for sin, redeeming us, and providing a way for us to have eternal life with Him.”

Ask if there are questions about the session or about preparation they may have done for the session.

Review the Lesson Objectives

Review the Lesson Objectives below and briefly comment on any that you feel need elaboration.

By the end of this study you should be able to

1. Identify the events of Passion Week and the events immediately preceding

While we provide comprehensive **lesson** goals, it is important that your group members also reflect on their own **personal** goals. Even if they choose to elaborate on one of the lesson goals that you provide, it helps to have their own reason for studying the lesson. The group will also have time to reflect on these personal goals at the end of the lesson to see how they have or have not been fulfilled, or perhaps have changed.

After you have explained the two levels of lesson goals, ask if anyone would like to share in a sentence their personal goal for the lesson.

Introduction

Discussion: Talk about how it feels when someone gives us something we don’t deserve—or doesn’t give us a punishment we do deserve. Have you ever won a prize simply because your name was chosen? Have you ever won a game even though you played terribly? Did your parents ever give you a gift even though you were disobedient or should have bought it for yourself? Did your parents ever decide not to punish you even though you deserved it? Did a friend ever stay friends

with you even though you treated him or her wrongly? How did it feel?

White Board Idea: Title the white board: The Road to the Cross. Place a large cross as the focal point of the board. Cut pictures from magazines and scatter them throughout the board, including a large bottle of perfume, silver coins, palm leaves, paper money, bird or animal cages, a loaf of bread, a bottle of wine, and an ear. Talk about what each object represents. Review the board again at the end of the section.

Section 1: Mary Prepares Jesus's Body to Be Buried

Tips for the Teacher

Topic: Jesus allows a sacrificial gift to proclaim His coming death and resurrection.

Scripture: Matthew 26:6-13

Key Verse: Jesus said, "When she poured this perfume on my body, she did it to prepare me for burial" (Matthew 26:12)

General: Students will learn the story of the time when Mary anointed Jesus's head and feet with perfume. She believed Jesus when He said He would soon be crucified, and she wanted to prepare His body. She showed her love through this act. The disciples got angry, and Judas said the perfume should be sold and the money given to the poor. But Jesus defended Mary and honored her act of love.

Classroom Ideas

Review the "New Testament Book Names" resource found in the Activities section of the course's Additional Resources interactive practice activities. Recite the books in order together as a class. Have students partner with another student and take turns reciting the books in order.

Review the "10 Reasons to Believe in the Bible" resource found in the Read section of the course's Additional Resources interactive practice activities. Review numbers one through seven. Discuss #7 about Christ's endorsement.

View the slideshow and the videos of Jerusalem found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities.

Class Discussion

Talk about what it means to be extravagant. Is it ever wrong to be extravagant? Is it ever right to be extravagant? How does God feel about us being extravagant? Does God ever want us to be

extravagant when we do things for ourselves or others, or does He only want us to be extravagant toward Him?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to discuss the following: Can you think of a time your family did something extravagant together? It doesn't have to be a time spend a lot of money; maybe you were extravagant with your time. Tell the others about it.

Case Study

As a class, discuss the following case study:

Monica's brother just graduated from college. He had a hard time with his studies in college and almost dropped out a few times, but he stuck with it and finally graduated. Monica's mom wants to throw a big graduation party for him in an expensive restaurant to celebrate, but Monica's dad thinks that kind of a celebration would be too extravagant. He thinks they should celebrate at home. Monica doesn't know whether her mom's idea is too extravagant or not. What do you think?

Section 2: The Plot to Catch and Kill Jesus

Tips for the Teacher

Topic: Treachery and betrayal by religious leaders and a trusted friend

Scripture: Matthew 26:1-16

Key Verse: "Then the chief priests and the elders of the people assembled in the palace of the high priest, whose name was Caiaphas, and they schemed to arrest Jesus secretly and kill him." (Matthew 26:3-4)

General: Students will learn about the plot of the Jewish leaders to catch and kill Jesus. These leaders were afraid that if Jesus continued to gain popularity with the Jewish people, the Romans would become concerned and take away the Jewish leadership and nation. Jesus prepared to go to Jerusalem to die during Passover, and Judas accepted money for a promise to turn Jesus over to the leaders.

Classroom Ideas

Look at the "Identify Key New Testament Locations 1" map found in the Activities section of the course's Additional Resources interactive practice activities. Review the locations students have

learned through previous lessons.

Review the verses students have already memorized (Galatians 2:20; Philippians 2:3-4; 2 Timothy 3:16-17; Luke 9:23; John 14:27; Romans 3:23; Matthew 6:33). Look at Mark 10:45 together, which students will memorize today. Talk about how this verse fits with today's story.

Look at the "Identify Key New Testament Locations 1" resource found in the Activities section of the course's Additional Resources interactive practice activities. Review the cities together. Quiz the class on the locations.

Talk about the Roman Empire and how it held authority over the Jewish leaders. Discuss why these leaders afraid Jesus would become too popular and get the Jews in trouble with the Romans.

Class Discussion

Talk about jealousy. Why do we get jealous of others? What happens to us inside when we become jealous and begin to dwell on our jealousy?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to tell about a time in the past when they were jealous of someone. Looking back, did you have a good reason to be jealous? What do you learn by looking back at yourself?

Case Study

As a class, discuss the following case study:

Jason is jealous of his friend Ted. Ted has a better mountain bike than Jason. What do you think Jason's jealousy is doing to him? How can he get rid of his jealousy?

Section 3: A Grand Entry into Jerusalem

Tips for the Teacher

Topic: Jesus is honored as a king

Scripture: Luke 19:28-46

Key Verse: "[The disciples] brought it [a donkey colt] to Jesus, threw their cloaks on the cold and put Jesus on it. As he went along, people spread their cloaks on the road...The whole crowd of

disciples began joyfully to praise God in loud voices... 'Blessed is the king who comes in the name of the Lord!'" (Luke 19:35-38)

General: Students will learn about Jesus's grand entry into Jerusalem at the beginning of Passion Week. This day is now called Palm Sunday. The people shouted praises to Jesus; and Jesus wept as He looked down on Jerusalem. The people of the city did not understand that He had come to bring true peace, and they were about to kill Him. He predicted the destruction of Jerusalem, which happened in A.D. 70.

Classroom Ideas

Review the "Old Testament Prophecies of Christ" resource found in the Activities section of the course's Additional Resources interactive practice activities. Notice how many of the prophecies we have seen fulfilled in previous lessons.

Look at "The Miracles of Jesus" resource found in the Read section of the course's Additional Resources interactive practice activities. Review the different kinds of miracles Jesus performed throughout His life. Talk about how the people must have felt about Him by the time Passion Week arrived.

Talk about how Jesus must have felt in this story as He rode into Jerusalem and began to weep. How much did He love the people of Jerusalem? What nationality were the people? Why did Jesus say He wished the people "had only known...what would bring you peace"? Talk about the destruction of Jerusalem by Rome in A.D. 70. What is the atmosphere in Jerusalem like today?

View the slideshow "Passion Week in Jerusalem" found in the Geography: Maps section of the course's Additional Resources interactive practice activities. See where Jesus entered Jerusalem.

Class Discussion

Talk about why it is important to do things with our bodies to honor Jesus. Isn't praying silently to Him enough? What is the value of singing, clapping, bowing, raising hands, and dancing?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about the different ways people in their church give honor to Jesus with their bodies.

Case Study

As a class, discuss the following case study:

Katie's family are very solemn in church. Sometimes Katie sits with her friend Tina in church, and

she has noticed that Tina's family liked to clap and move around as they sing to God. Sometimes they lift up their hands. Katie has the urge to do this too sometimes, but she feels she shouldn't act differently from her family. What do you think she should do?

Section 4: Disruption at the Temple

Tips for the Teacher

Topic: Jesus graphically reminds us of His holiness

Scripture: Matthew 21:12-17

Key Verse: "Jesus entered the temple courts and drove out all who were buying and selling there. He overturned the tables of the money changers and the benches of those selling doves." (Matthew 21:12)

General: Students will learn about the time Jesus walked through the temple at Passover and became angry that people were buying and selling there, cheating true worshipers and taking up their space to worship. Jesus began overturning the tables and chasing out the money changers.

Classroom Ideas

Review any or all of the previous memory verses (Galatians 2:20; Philippians 2:3-4; 2 Timothy 3:16-17; Luke 9:23; John 14:27; Romans 3:23; Matthew 6:33; Mark 10:45). Look at Romans 12:1-2, which students will memorize today. Explain that this verse tells us about the kind of sacrifices that please God now that Jesus has come and the Old Testament system of animal sacrifice is over.

Review "The Gospels Compared" exercise found in the Activities section of the course's Additional Resources interactive practice activities. Focus on the first three rows: View of Christ, Author, and Audience. Quiz your students on these.

Talk about anger. Explain that anger is not wrong—Jesus, who was without sin, got angry—but often we handle our anger wrongly. Discuss healthy ways to deal with anger. Talk also about what happens when we stuff our anger inside and don't let it come out in healthy ways.

Watch the video "Herod's Temple" found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities. Is the story in John 2:14-17 the same event as today's story?

Class Discussion

Talk about the various ways of dealing with anger. What does it mean to have “righteous anger”? What do we need to be careful of when we speak of righteous anger? Is it ever right to do with our anger as Jesus did by yelling and disrupting others? How do we determine when it might be right? What happens inside us if we never talk constructively with others about the things that make us angry?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about a recent time they were angry. How did they handle their anger?

Case Study

As a class, discuss the following case study:

Nicholas sees two of his classmates cheating on a test. Nicholas has studied hard for the test, and he doesn't cheat. He feels very angry that others cheated and got away with it. He isn't sure if it is right to feel angry about this, and he doesn't know how we should deal with his angry feelings. What do you think?

Section 5: New Meaning to the Passover Meal

Tips for the Teacher

Topic: Remembering Jesus's death and its meaning

Scripture: Luke 22:14-23

Key Verse: “And [Jesus] took bread, gave thanks and broke it, and gave it to them [the apostles], saying, “This is my body given for you; do this in remembrance of me.’ In the same way, after the supper he took the cup, saying, “This cup is the new covenant in my blood, which is poured out for you.” (Luke 22:19-20)

General: Students will learn of the story of the last Passover meal Jesus ate with the disciples. He told the disciples to celebrate this meal in remembrance of His death from that day forward until he returns. This story shows how we got the sacrament of Communion. Jesus takes the place of the traditional lamb at Passover. He is the Lamb who was sacrificed to pay for our sins.

Classroom Ideas

Review the “New Testament Book Hooks” exercise found in the Activities section of the course's

Additional Resources interactive practice activities. Quiz the students on Matthew through Acts.

Talk about the celebration of Passover. Ask students if they have ever participated in a modern-day Passover meal. What was the meal like? Discuss the symbolism of the various foods eaten at Passover. Talk about why some Christians observe Passover today, celebrating Jesus as the awaited Messiah and the promised final sacrifice that Jews had long awaited.

Discuss Jesus's act of washing the disciples' feet before the Passover supper began. Why was this act so important on the eve of His crucifixion? you may want to take the time to do a foot washing together in class. Explain that although our feet are not dirty as in Jesus's day, this act is symbolic of our commitment to being servants of one another. Bring large bowls and baking pans and small bars of soap. Divide the class into smaller groups and have each student wash the feet of the person on their right. First read John 13:1-17. As the washing begins, you may want to play the song "The Basin and the Towel," from Michael Card's CD titles *Poimea*.

View the "Passion Week in Jerusalem" slideshow found in the Geography: Maps section of the course's Additional Resources interactive practice activities. Find the Upper Room. This is where Jesus celebrated the Last Supper with His disciples.

Class Discussion

Talk about the attitude our hearts should have when we celebrate communion. Read 1 Corinthians 11:23-32. Why must we take this sacrament so seriously?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about how their church celebrates the Lord's Supper. Do you take part in communion? Why or why not?

Case Study

As a class, discuss the following case study:

Rebecca's dad didn't take part in Communion last Sunday. He later told the family he'd had a difficult argument with another man in church, one who works at a rival business. Rebecca's dad felt he needed to make things right with this man before coming to the Lord's table and taking Communion before talking with the man. What do you think?

Section 6: Arrested, Tried, and Tortured

Tips for the Teacher

Topic: Jesus submits to His Father's will and undergoes great suffering

Scripture: Luke 22:47-23:25

Key Verse: "Then seizing [Jesus], they led him away and took him into the house of the high priest. Peter followed at a distance" (Luke 22:54)

General: Students will learn about the night Jesus prayed in the Garden of Gethsemane, was betrayed by Judas Iscariot, and was beaten by the soldiers. Three times Simon Peter denied knowing Jesus. Pilate order that Jesus be crucified.

Classroom Ideas

Review any of all of the previous memory verses (Galatians 2:20; Philippians 2:3-4; 2 Timothy 3:16-17; Luke 9:23; John 14:27; Romans 3:23; Matthew 6:33; Mark 10:45; Romans 12:1-2). Have students find a partner and take turns reciting the verses to each other.

Review the "Jesus's Ministry—Identify Key Locations" map found in the Activities section of the course's Additional Resources interactive practice activities. See how many events students can match with their locations. They should know at least ten locations from previous lessons.

Talk about betrayal. Jesus was betrayed on the day of His death by Judas and Peter, two of His closest friends. What does it feel like to be betrayed? Jesus understands our feelings when our friends or forget us. How does it help to know Jesus fully understands our feelings?

Look at the slideshow "Jerusalem" found in the Geography: Pictures and Videos section of the course's Additional Resources interactive practice activities.

Class Discussion

Discuss the word *justice*. Sometimes we suffer the consequences of someone else's mistakes or wrong actions. What do we learn from Jesus's story about how God brings about justice in the end?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share with each other about a time when they were punished for something they didn't do. How did they feel? What did they do about it?

Case Study

As a class, discuss the following case study:

Some boys on Aaron's soccer team cheated in running laps. They didn't run as many as they were supposed to. As a result, the coach made the whole team run extra laps the next week. Aaron is still mad at the players who cheated. He wonders if there is any reason to be honest if you may still get punished anyway. What do you think?

Section 7: Jesus Goes to the Cross to Die for Us

Tips for the Teacher

Topic: The penalty for our sin is paid in full.

Scripture: Luke 23:26-49

Key Verse: "When they came to the place called the Skull, they crucified him there, along with the criminals—one on his right, the other on his left, Jesus said, 'Father forgive them, for they do not know what they are doing.'" (Luke 23:33-34)

General: Students will learn about Jesus's death on the cross at Calvary. Jesus asked God to forgive the Jews for what they were doing. One of the criminals hanging next to Jesus asked for salvation, and Jesus said he would be with Him that day in paradise. A curtain in the temple tore, showing that the death of Jesus made it possible for people to go directly into God's presence. Many people were there to watch Jesus die.

Classroom Ideas

Review any of all of the previous memory verses (Galatians 2:20; Philippians 2:3-4; 2 Timothy 3:16-17; Luke 9:23; John 14:27; Romans 3:23; Matthew 6:33; Mark 10:45; Romans 12:1-2). Have students find a partner and take turns reciting the verses to each other.

Review "10 Reasons to Believe in the Bible" found in the Read section of the course's Additional Resources interactive practice activities. Review items 1-7 and discuss #8 about the Bible's prophetic accuracy.

Review the events of Passion Week. Quiz students on what happened on each day of the week. Refer to your "Bible Timeline" for Passion Week found in the Bible Timeline section of the course's Additional Resources interactive practice activities.

Read Luke 23:26-49 aloud together. Then spend a few moments in silence, thinking about what Jesus did for us and thanking Him for coming to die to save us. Consider planning a class party to celebrate Jesus's resurrection.

View the slideshow “Passion Week in Jerusalem” found in the Geography: Maps section of the course’s Additional Resources interactive practice activities.

Class Discussion

Talk about the different kinds of pain Jesus felt on the day He was crucified. What pain did He experience other than physical pain? What do you think was the most difficult?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about a time when they were with someone they loved who was suffering. How did they feel?

Case Study

As a class, discuss the following case study:

Melissa’s little brother is in the hospital. he has been very sick and often is in pain. Melissa hates to see him suffering when she visits. She wonders if this is how Jesus’s mom and friends felt when they saw Him dying on the cross. She also wonders if this is how God felt watching Jesus die. What do you think?

Application Questions

Give group members time to talk about their personal relationship with Jesus. This can be done best in groups of two or three.

- Encourage them to especially focus on this question: How does being a Christian affect your life?
- You can also ask the question this way: Can you name some specific ways your life is different because you are a Christian than your life would be if you were not? Don’t compare yourself with non-Christians; rather, contrast how you believe your own life would be different if you didn’t know Jesus in a personal way.

Reflection

It is important to promote this Reflection time in each session of the course. Ask the members to think back over what they’ve just experienced and form at least one point they can add to their understanding of God’s Word. These insights may or may not match what they expected at the beginning of the lesson. Have them reflect on those affirmations or changes.

Also emphasize that this part of the group session could be an important time for participants to minister to other members of the group. Not everyone sees the same emphases and something one person highlights may be an added insight to others in the group.

Set the time for your next session,

Close in prayer, You may want to ask if anyone is dealing with something for which they would like prayer. Depending on the size of your group, it would be meaningful to pray for each person by name.

Introduce the Lesson

Introduce the lesson by reading or paraphrasing the following overview of Lesson 7. “Stories in this lesson include Jesus’s burial and resurrection; His time with two men on the road to Emmaus; His ascension and command to make disciples of all nations; His selection of Paul as an apostle to the Gentiles and Jews; His teachings about the destruction of the devil; His teachings about life after His second coming; and His teachings in the Sermon on the Mount.”

Ask if there are questions about the session or about preparation they may have done for the session.

Review the Lesson Objectives

Review the Lesson Objectives below and briefly comment on any that you feel need elaboration.

By the end of this study you should be able to

1. Identify the events of of Jesus’s resurrection and His last days on earth He ascended to heaven
2. Explain the gift of the Holy Spirit and the beginning of the early church
3. Explain Jesus’s teachings about eternal life with God

While we provide comprehensive **lesson** goals, it is important that your group members also reflect on their own **personal** goals. Even if they choose to elaborate on one of the lesson goals that you provide, it helps to have their own reason for studying the lesson. The group will also have time to reflect on these personal goals at the end of the lesson to see how they have or have not been fulfilled, or perhaps have changed.

After you have explained the two levels of lesson goals, ask if anyone would like to share in a sentence their personal goal for the lesson.

Introduction

Discussion: Discuss how outlook affects our decision and attitudes. How do we view the conditions of the world as it is today? How do we feel about the sin we see around us? Discuss the presence of poverty, injustice, racism, abuse, violence, crime, greed, and inequality. How do these conditions make us feel? Hopeless? Depressed? Are these things truer than God’s Word? What

does God's final victory mean for all these issues? How do we keep believing this when everything around us often seems much more real than God's promise of victory in the end? How should we deal with all these issues while we're here on earth? Ignore them, since God will eventually wipe them away, or work and pray for the good of those who are being oppressed?

Classroom Game: Play Bible Trivia. Take questions from the previous quizzes. Divide the class into two teams and ask questions first to students on one team, until a student gets an answer wrong, then to students on the other team. Continue back and forth between the teams. Keep track of their points on the board, awarding one point for each correct answer. You may choose to offer students the multiple-choice answers, or have them answer the questions without choices. If you choose to use questions that students have not learned in previous lessons, consider these questions as "All Play." The first student to find the correct answer in his or her Bible (using the multiple-choice Bible references you provide) and yell out the answer gets the point for their team.

White Board Idea: Title the white board: Jesus Is Alive Forever and Ever! Use a large lily (to represent the resurrection) as the focal point of the board. Scatter the following items around the board: bread broken in two (Jesus and men from Emmaus); a globe ("Go into all nations"), clouds (the ascension), a flame of fire (Holy Spirit), rays of light (Saul on Damascus Road), a snake (the devil), gold and jewels (the new Jerusalem), a teardrop ("He will wipe every tear"), and a heart shape (Jesus's teaching—love God and others). Discuss what each object represents. Review the bulletin board again at the end of the section.

Section 1: The Burial and Resurrection

Tips for the Teacher

Topic: The transformation from deep sorrow to overwhelming joy

Scripture: Matthew 27:57-28:15; Luke 24:13-44

Key Verse: "The angel said to the women, 'Do not be afraid, for I know that you are looking for Jesus, who was crucified. he is not there; he has risen, just as he said. Come and see the place where he lay.'" (Matthew 28:5-6)

General: Students will learn about Jesus's burial in the tomb of Joseph of Arimathea and about His resurrection. Mary Magdalene went to the tomb first and saw an angel who said Jesus had risen. Then Jesus appeared to Mary and the other women and told them to go tell the disciples. The soldiers agreed to lie and say the disciples stole Jesus's body. Some people still believe this today.

Classroom Ideas

Review the “Old Testament Prophecies of Christ” resource found in the Activities section of the course’s Additional Resources interactive practice activities.

Review the “10 Reasons to Believe in the Bible” resource found in the Read section of the course’s Additional Resources interactive practice activities. Review items 1-8 and discuss item 9 and the Bible’s survival.

Review the “10 Reasons to Believe Christ Rose from the Dead” resource found in the Read section of the course’s Additional Resources interactive practice activities. Discuss items 1-3.

Throw a classroom party to celebrate Jesus’s resurrection. Pray together a special prayer of thanks to Jesus for rising from the dead and defeating death for those who love Him.

View the timeline for Passion Week found in the “Bible Timeline” section of the course’s Additional Resources interactive practice activities.

Class Discussion

Talk about why the chief priests, elders, and soldiers decided to lie about Jesus’s resurrection. Why do some people still believe this lie today?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to tell how their family usually celebrates Easter. What helps them remember Jesus’s resurrection on Easter?

Case Study

As a class, discuss the following case study:

Tim recently learned about the true meaning of Easter at Young Life meeting at his school. He realizes that Easter is a lot more meaningful than he thought. His family only celebrates Easter by getting Easter baskets and hunting for Easter eggs. Tim wishes they could celebrate Jesus’s resurrection from the grave. What would you suggest he do?

Section 2: Resurrected Jesus Visits Friends and Followers

Tips for the Teacher

Topic: Jesus encourages and instructs His bewildered, yet joyful followers

Scripture: Luke 24:13-44

Key Verse: “[Jesus] appeared first to Mary Magdalene...Afterward Jesus appeared in a different form to two of them while they were walking in the country...Later Jesus appeared to the Eleven as they were eating.” (Mark 16:9, 12, 14)

General: Students will learn about Jesus’s time with His friends and followers after His resurrection. He walked with two men on the road to Emmaus. These men didn’t recognize Jesus at first and were confused about His death. Jesus taught them about Himself in the Scriptures. later that night, as Jesus ate with the men, they recognized Him. Jesus went on showed Himself to the disciples, eating food and showing the nail holes in His hands and feet.

Classroom Ideas

Look at the “Identify Key New Testament Locations 1” map found in the Activities section of the course’s Additional Resources interactive practice activities.

Review the “10 Reasons to Believe in the Bible” resource found in the Read section of the course’s Additional Resources interactive practice activities. Review items 1-9, and discuss item 10 about the Bible’s power to change lives.

Review the “10 Reasons to Believe Christ Rose from the Dead” resource found in the Read section of the course’s Additional Resources interactive practice activities. Review items 1-3, and discuss items 4-6.

Try the “Jesus’s Ministry—Identify Key Locations” exercise found in the Activities section of the course’s Additional Resources interactive practice activities. See if you can place all the ministry events in the correct locations.

Class Discussion

Talk about why some people have difficulty believing Jesus rose from the dead. Do they have good reasons? Do they want to believe?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to tell about someone they know who is not a Christian. Why does this person not believe in Jesus?

Case Study

As a class, discuss the following case study:

Valerie likes to go to parties and hang out with kids who drink and take drugs. She says she

doesn't want to change. Her friend Tanya tells her Jesus wants a better life for her, loves her, and wants to be her Savior. Valerie tells Tanya she doesn't believe Jesus was God—only a good teacher. Why do you think Valerie says these things?

Section 3: Saying Goodbye and Spreading the Good News

Tips for the Teacher

Topic: Jesus leaves, and the Father sends the Holy Spirit to comfort, guide and empower the believers

Scripture: Matthew 28:18-20; Luke 24:45-48; Acts 1:1-9

Key Verse: “But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth. After [Jesus] said this, he was taken up before their very eyes, and a cloud hid him from their sight.” (Acts 1:8-9)

General: Students will learn about how Jesus taught His followers to await the baptism of the Holy Spirit and then to make disciples of all nations. This second command is called the Great Commission. Forty days after His resurrection, Jesus ascended into heaven.

Classroom Ideas

Review the “Jesus’s Ministry—Identify Key Locations” exercise found in the Activities section of the course’s Additional Resources interactive practice activities. Review items 1-3 and discuss items 4-6.

Review the “10 Reasons to Believe Christ Rose from the Dead” resource found in the Read section of the course’s Additional Resources interactive practice activities. Review items 1-3 and discuss items 4-6.

Talk about Pentecost and the coming of the Holy Spirit. Why was this event so important to the early church after Jesus went back to heaven?

View the slideshow “Life of Christ & the Gospels” found in the Geography: Pictures and Videos section of the course’s Additional Resources interactive practice activities.

Class Discussion

Talk about friendship evangelism. Why does God want us to be a good friend to someone if we

want to share about Jesus with them? Why shouldn't we just focus on spiritual things with non-Christians, since Jesus is who they need most? Does God ever want us to share about Jesus with a stranger?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share with each other about a time when they shared the good news of Jesus with someone. If they have never done this, have them tell a person they hope to do this with someday..

Case Study

As a class, discuss the following case study:

Nick can't understand why his new friend refuses to talk about Jesus with him. Nick knows Ben needs Jesus, so whenever they are together, he tries to bring up the subject of Jesus. Nick doesn't know much about Ben because they haven't spent much time together yet. Nick wonders if he should just forget about this friendship since Ben won't talk about the most important Person in Nick's life. What do you think?

Section 4: Jesus Selects Another Apostle

Tips for the Teacher

Topic: The conversion and calling of the apostle Paul

Scripture: Acts 8:1-4; 9:1-31

Key Verse: "But the Lord said to Ananias, 'Go! This man is my chosen instrument to carry my name before the Gentiles and their kings and before the people of Israel.'" (Acts 9:15).

General: Students will learn about the coming of the Holy Spirit at Pentecost and the stoning of Stephen. They will be introduced to Saul, a Jew who persecuted followers of Jesus. Jesus appeared to Saul on the road to Damascus. Jesus had chosen Saul to carry news of Jesus to the Gentiles. Saul later became Paul and traveled widely, preaching the good news and writing more books of the New Testament than any other writer.

Classroom Ideas

Review any or all of the previous memory verses (Galatians 2:20; Philippians 2:3-4; 2 Timothy 3:16-17; Luke 9:23; John 14:27; Romans 3:23; Matthew 6:33; Mark 10:45). Look at Mark 16:15,

which students will memorize today. Talk about why this verse fits with today's lesson.

Review the "Identify Key New Testament Locations 2" exercise found in the Activities section of the course's Additional Resources interactive practice activities. Explain that these are the locations of the apostle Paul's missionary journeys.

Look at the "New Testament Book Names" exercise found in the Activities section of the course's Additional Resources interactive practice activities. Explain that the Pauline Epistles are the books of the Bible that were letters written by Paul to the various churches he visited and to individuals he worked with.

Look at "The Early Church" timeline found in the Bible Timelines section of the course's Additional Resources interactive practice activities. Now view the slideshow "Paul's First Journey" found in the Geography: Maps section.

Class Discussion

Talk about the fact we might be persecuted sometime in our life for our faith in Jesus. How does it feel to know this? What can help us not to be afraid?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to discuss a modern-day person who is like Paul. Think of a person who used to be against Jesus and lived a life displeasing to God but who now is a strong Christian.

Case Study

As a class, discuss the following case study:

Nicole is disgusted with Jack, a boy in her class. He uses dirty languages, is mean to other kids, and doesn't seem to care a bit about living like a Christian. Nicole doesn't believe there is any hope for Jack. People like him don't change, she tells herself, they just get worse. Do you think Nicole is right?

Section 5: The Devil's Destruction

Tips for the Teacher

Topic: God's victory over Satan is complete

Scripture: Ephesians 6:10-18; Revelation 20:10

Key Verse: "The devil has been sinning from the beginning. The reason the Son of God appeared was to destroy the devil's work." (1 John 3:8)

General: Students will learn about the devil, who began his work in the garden of Eden. Jesus fought against the devil; and people throughout time have been deceived by the devil. The apostle John had a vision of a day in the future when Jesus would throw the devil into a lake of burning fire, where he will suffer for eternity.

Classroom Ideas

Review the "New Testament Book Names" exercise found in the Activities section of the course's Additional Resources interactive practice activities. Recite the book names together aloud.

Talk about spiritual warfare. Give examples of what spiritual warfare might look or feel like. Talk about why we need to remember that spiritual warfare is often a part of the struggles we face. Discuss what we can do when we feel we're experiencing spiritual warfare. Look together at Ephesians 6:10-18.

Look at timelines for Paul's first, second, and third missionary journeys found in the "Bible Timelines" section of the course's Additional Resources interactive practice activities. Now view the slideshows "Paul's Second Journey" and "Paul's Third Journey" found in the Geography: Maps section.

Class Discussion

Talk about who will have the victory over the devil. Why is it that we don't need to be afraid of Satan and the harm he tries to do to us? Even though we know God is more powerful than Satan, why do we need to be careful how we fight the spiritual battle?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share about a time when they felt they may have been under spiritual attack from the devil. Did the devil ever try to deceive and convince them they needed something they really didn't or to be afraid of something God didn't want them to be afraid of?

Case Study

As a class, discuss the following case study:

Reggie's neighborhood friends watch television shows and movies that Reggie isn't allowed to

watch. When he is at their homes, they tell him to watch with them and not tell his parents. So far Reggie has left every time they've tried to convince him to stay, but today Reggie went to a classmate's home and his friend also wanted to watch a movie with Reggie that his parents told him he couldn't see. Reggie is beginning to feel he is fighting a losing battle. He doesn't think he can keep saying no. Do you think Reggie is facing a spiritual warfare? What should he do?

Section 6: God Makes All Things New

Tips for the Teacher

Topic: The anticipation of a new heaven and a new earth

Scripture: Revelation 21:1-22:6

Key Verse: "Then I saw 'a new heaven and a new earth,' for the first heaven and the first earth had passed away, and there was no longer any sea." (Revelation 21:1)

General: Students will learn about heaven, a place greater than we can imagine. God is making a special place for us—a new heaven and a new earth where everything is perfect. In the New Jerusalem, God will be present all the time. There will be no more death or pain.

Classroom Ideas

Review "The Gospels Compared" exercise found in the "Activities" section of the course's Additional Resources interactive practice activities. Quiz the students on the first three rows: View of Christ, Author, and Audience.

Find the island of Patmos on the "Patmos" map found in the Geography: Maps section of the course's Additional Resources interactive practice activities. Then watch the "Patmost" video in the Geography: Pictures and Videos section. Now view the slideshow "Paul's Journey to Rome" found in the Geography: Maps section.

Class Discussion

Talk about the different ways we feel about dying. When we die, if we know Jesus what will happen to us? Why, then, are some of us still afraid to die? What does this chapter tell us about how we can feel about dying?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share with each other about how they feel about dying. You can be honest if you are afraid to die. Talk about why you feel this way.

Case Study

As a class, discuss the following case study:

When Miranda hears that someone she knows has died, she gets a knot in her stomach; and sometimes she can't sleep at night because she can't stop thinking about this person being dead. Sometimes she has horrible dreams about it. Miranda believes in Jesus, so she knows she will be with Him when she dies, but she is still afraid of death. Are Miranda's feelings normal? Does God want us to grieve when someone dies? Does He want us to be afraid?

Section 7: The Teachings of Jesus

Tips for the Teacher

Topic: Receiving, understanding, and following Christ's commands and teachings

Scripture: Matthew 5-7

Key Verse: "Therefore go and make disciples of all nations...teaching them to obey everything I have commanded you." (Matthew 28:19-20)

General: Students will learn about some of Jesus's important teachings—the Sermon on the Mount, that teaches people how to live, and parables, stories that teach spiritual truth. We can become wise by learning what Jesus taught.

Classroom Ideas

Read some of all of the Sermon on the Mount together (Matthew 5-7). Let students take turns reading. Discuss some of the more difficult teachings found in the passage.

Talk about what it means to be a disciple of Jesus. How do we learn from Jesus today? Is there more than one way? How long will it take for us to learn everything from Jesus?

Talk again about the importance of having personal, daily quiet time with God, reading the Bible, and praying. Look at the "Bible Reading Plans" found in the Read section of the course's Additional Resources interactive practice activities and talk about how students could follow one of them.

Find the article “How Can I Know God Through His Book? Part 2” found in the Read section of the course’s Additional Resources interactive practice activities. Go to the end of the article and read the the last section titled “What About You?”

Class Discussion

Talk about what it means to have Jesus living inside us. When we live out Jesus’s love, are we doing it or is Jesus? How do we let Jesus keep having more and more control of our lives? If Jesus is already living inside us, why do we need to spend time with Him each day?

Small Group Discussions

Break into small groups of three or four. Ask students in each group to share with each other about what they do to spend time with Jesus. When do we feel really close to Him?

Case Study

As a class, discuss the following case study:

David is learning that he feels God’s presence and power in his life more when he is reading his Bible and praying regularly. But now that baseball season has started, David has a hard time fitting in his daily devotions. What would you tell David?

Application Questions

Give group members time to talk about their personal relationship with Jesus. This can be done best in groups of two or three.

- Encourage them to especially focus on this question: How does being a Christian affect your life?
- You can also ask the question this way: Can you name some specific ways your life is different because you are a Christian than your life would be if you were not? Don’t compare yourself with non-Christians; rather, contrast how you believe your own life would be different if you didn’t know Jesus in a personal way.

Reflection

It is important to promote this Reflection time in each session of the course. Ask the members to think back over what they’ve just experienced and form at least one point they can add to their understanding of God’s Word. These insights may or may not match what they expected at the

beginning of the lesson. Have them reflect on those affirmations or changes.

Also emphasize that this part of the group session could be an important time for participants to minister to other members of the group. Not everyone sees the same emphases and something one person highlights may be an added insight to others in the group.

Set the time for your next session,

Close in prayer, You may want to ask if anyone is dealing with something for which they would like prayer. Depending on the size of your group, it would be meaningful to pray for each person by name.