

# activate

THE  
BUILDING  
BLOCKS  
OF FAITH

**What we want students to learn:** That the Son, Jesus, came to earth to redeem His creation from the effects of sin.

**What we want students to do with what they've learned:** To consider what it means that God would come to earth as a human - fully God, fully man - to purchase their life.

**Scripture Focus:** Exodus 24:15-18, Luke 2:8-10, Revelation 21:22-25, 1 Chronicles 16:23-29, Psalms 19:1-3, Romans 1:18-20

**Supporting Scripture:** Romans 1:1-7, John 3:16

**Overview:** As students are considering what it looks like to build the foundation of their faith, the Trinity is one of those core concepts that must be understood . . . as best as we can this side of Heaven! This lesson will take an overall look at Jesus as the Son of God. Jesus was God incarnate - fully God and fully man – who came to earth to die as an atoning sacrifice for the sins of humankind and also to give us a glimpse of the redemptive Kingdom of God that will one day be ushered in with His return. This lesson will briefly look at the role of the Son in the Trinity and to help your students contemplate precisely what that means for them and their faith.

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## TEACHER PREP VIDEO

Each **Activate** lesson comes with a Teacher Prep Video. These are short videos designed to help you grasp the main point of the lesson as you prepare to teach.

To access your **Trinity** lesson 3 Teacher Prep Video, login to your Lesson Manager, navigate to lesson 3, and click on the "Background" tab. You'll notice the Teacher Prep Video near the top of the Lesson Manager window.

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## BIBLE BACKGROUND

The **Bible Background** is designed to help you provide some context for the Scripture you'll be studying. The Details gives you background info for each book, The Setting informs you what's happening in and around the passage, and The Main Point gives you an overview of how the passage will be used in the lesson.

- **What do we mean by "context"?** In every **YM360** Bible study lesson, you'll notice we make a point to encourage you to provide the context for the passages you study. By "context" we mean at the very least helping students know **who** wrote the book, **when** it was written, and **why** it was written.
- **What's the big deal?** When we teach the Bible without giving context, students don't get a "big picture" understanding of the story of the Bible. But this view is vital to grasping the story of God's plan of redemption for humankind. As you teach, use the Bible Background to help summarize the context.

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## THE DETAILS

- John
- Author: The Gospel of John was written by John the Apostle, son of Zebedee. A fisherman who left his trade to follow Jesus, John also penned the Book of Revelation, as well as the three letters in the New Testament that bear his name.
  - Timeframe: The Gospel of John was probably written between 85 and 95 AD. John most likely wrote his gospel in Ephesus before he was exiled to Patmos.
  - Purpose: John's stated purpose for writing this book can be found in John 20:30-31, the last two verses in his gospel: "Now Jesus did many other signs in the presence of the disciples, which are not written in this book; but these are written so that you may believe that Jesus is the Christ, the Son of God and that by believing you may have life in his name." John's goal seems to have been to clearly communicate a full theology of Jesus as the Messiah, the promised Son of God.

- Romans
- Author: Paul is the author of Romans.
  - Timeframe: Romans was probably written from Corinth in the winter of 56-57 AD.
  - Purpose: Since the church in Rome had not received comprehensive theological teaching on salvation and other implications of following Christ, Paul wrote Romans to ensure a good understanding of such things. Also, since many Jewish Christians were rejecting some of the new Gentile converts, it was essential that a level playing field be given to all Believers. This is what Paul was advocating for in Romans.

## THE MAIN POINT

John and Paul both had an excellent understanding of who Jesus was. John was the "beloved disciple," the youngest of the 12 who saw Jesus' life and ministry first-hand. John knew that Jesus was undoubtedly the Son of God, and much of John's writings are crafted to persuade his audience of this truth. Paul was the former enemy of Christ turned the driving force for the Gospel. In Romans 1 Paul paints a triune picture of Jesus and His ministry. John 3:16 serves to supplement this point. Through these passages, we see that Jesus indeed is the Son come to redeem His creation.

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## LESSON PLAN

The **Lesson Plan** contains three elements: An introductory activity called **The Lead In**; the Bible study section called **The Main Event**; an application-focused segment called **The Last Word**.

## THE LEAD IN

- **Goal:** The idea is that students will begin to consider the idea of "trading" something to gain something else.
- **Set-Up:** If possible, empty out the contents of your junk drawer, or an old toolbox, or your car's console . . . or better yet, all three. Bring them in a box or a bag (something you can pass around) to your Bible study time. The goal is to have a big random assortment of odds and ends for students to rummage through. It's WAY better if you have a couple of things of real value in there, like, say, a gift card or a fun phone case or something similar.

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FIRST, explain to students that you're going to do an activity that will help them prepare to jump into your time of Bible study. Then, pass around the container of odds and ends you've collected, instructing students to reach in and pull out the first thing they touch. NO FEELING AROUND to pick a better object!

THEN, once everyone has an object, explain the rules of the game. Say:

- **Here's the object of the game: to trade what you have to get something you want. You are going to have three minutes to go around the room and propose trades with other people. There are really no rules. You can accept or reject trades. You can trade with as many people as you want, or with no one at all. The goal is to get something that you want, that is valuable to you. OK? GO!!!**

NEXT, allow the frantic trading to take place as described. Once time is up, settle everyone down. Lead them through the following discussion. Ask:

- **Who got stuck with something they truly don't want?**
  - Allow students to share what they got stuck with.
- **Who ended up with something they actually want?**
  - Allow students to share.
- **For those of you that got something you wanted, what did you have to trade to get it?**
  - Answers will vary.

FINALLY, connect the activity to what you are going to be studying today. Say something like:

- **In this activity, the goal was to either NOT trade because you have something you value, or trade until you got something you valued. In this game, the thing you were giving up wasn't of any real value to you. You were trading junk to get better junk. As we continue our study of the Trinity, today we're going to be looking at the role of Jesus, the Son. What we're going to discover is that Jesus traded something to gain something, too. The only thing that's different is that what Jesus traded was as valuable as anything there could ever be. And the thing He traded for? Extremely valuable. Let's take a closer look.**

Transition to The Main Event.

## THE MAIN EVENT

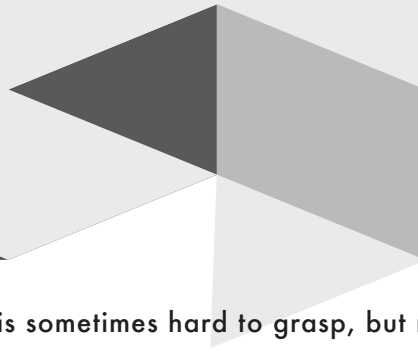
- **Goal:** To show students that the Son, Jesus, came to earth to redeem His own creation from the effects of sin.
- **Set Up:** None

FIRST, begin your Bible study time by doing a quick review of the previous lesson. Even if you don't usually do reviews, it's a good idea to at least re-visit the definition of the Trinity you looked at last week. Ask students who can remember anything you discussed from the previous week. Consider reviewing each of the teaching points as a way of jogging their memory:

- **There is only one God.**
- **God exists in three persons, each unique but still unified**

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- **The Trinity is a powerful, beautiful truth that is sometimes hard to grasp, but remarkable to consider.**

Make sure you make it a point to draw students' attention to the following definition of the Trinity you covered last week (for an added interactive element, see if students can crowdsource the definition):

- **God exists as three persons: Father, Son, and Holy Spirit, each fully God, and each unique, yet without division.**

THEN, explain that in this lesson and the following lesson, you're going to look at the different "persons" of the Trinity. In this lesson, you're going to look at Jesus' role and identity as "the Son," and how He came to earth to redeem His own creation from the effects of sin. Explain that you're going to do this by looking at a couple of passages that may be pretty familiar to your students. Encourage them to work to encounter these passages with "fresh eyes," looking to see how God will speak to them through the truths they contain.

NEXT, ask students to do a fun brainstorming activity. (If you have access to a dry-erase board, you may want to make a list as they call out responses.) As your students to call out anything they can remember about Jesus. If they ask for specifics, explain that you want them to list any facts, descriptions, stories, etc. Whatever comes to mind. Again, if possible, record their responses or have a student record them.

When they have finished, say something like:

- **There are a lot of ways to describe Jesus and His ministry. But for our purposes today, we want to look at Him as the second Person of the Trinity: God the Son. What we're going to see is that Jesus' identity as the Son is central to His mission of coming to earth to save humankind from their sins. Let's look at a couple of places in Scripture where we see this mentioned.**

THEN, have students find Romans 1 in their Bibles or Bible apps. As they are finding the book, provide them with the context using the Bible Background. When they've found the passage, read or have a student read Romans 1:1-7. Then, go back and work through the passage a few verses at a time using the following discussion questions:

- **Out of the gate in verse 1, Paul gives two descriptions of himself and his ministry. What are they?**
  - o Answer: Paul defines himself as a servant of Jesus, and he states that he has been set apart by God to spread the Gospel, the good news of new life through faith in Jesus.
- **In verse 2, Paul goes into greater depth about precisely what the Gospel is. What does Paul say about the Gospel message in regards to God's overall plan to rescue humankind from sin?**
  - o Answer: Paul reminds us that the Gospel was ALWAYS God's plan. It's not a New Testament invention. God promised the Gospel through the Old Testament prophets.
- **In verses 3-4, Paul gives a little more detail about what the message of the Gospel was. Paul says the Gospel is focused on "the Son." What does Paul say about the Son?**
  - o Answer: That through His earthly life was a descendant of David (which is important because it fulfills a prophecy about the Messiah, God's promised Son), and that through the power of the Spirit, He arose from the dead.
- **Paul identifies Jesus as the Son in verse 4, thus painting Jesus as the object of the Old Testament predictions of the Son of God. Knowing what we know about Paul and the way of life he lived before his conversion, why is this a pretty powerful thing for him to say?**

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- o Answer: Paul was the chief persecutor of the church. Before he encountered Jesus in a vision on the road to Damascus, Paul was arresting anyone who stated their belief that Jesus was the Messiah and throwing them in jail. What a powerful transformation in his life to come to the point where he acknowledged that Jesus was the focal point of the Old Testament.
- **In verse 5-6, Paul talks about his specific ministry to take the Gospel to the Gentiles (non-Jews). This was all made possible because of Jesus' role as the Son. Why is Paul bringing the Gospel to Gentiles such a big deal?**
  - o Answer: It reflects God's desire that all people would have the Gospel made available to them. The Gospel came first to God's people, the Jews. But all along, God knew that the story of the good news about the work Jesus did on the cross would be available for all people. This was God's mission all along.

Explain to students that Jesus' role as the Son isn't something that we can gloss over without stopping and into what it means. Say something like:

- **As the Son, God in the flesh as John says in John 1:14, Jesus obediently carried out His plan to save humankind from the penalty of sin. This is God Himself becoming a man to save the very people He created, people who rebelled against Him, people who ultimately crucified Him. A.W. Tozer wrote, "The eternal plan was not to bring God down to man's level but for the Son to take humanity up into God." Jesus as the Son was the only person who could make a way back to God for sinful broken us. This is why Jesus' life, death, and resurrection are the turning point of all history.**

NEXT, ask a student to name the most popular verse in the Bible, the verse that has made its way into popular culture to the point that many people who aren't Christians know the reference. When someone eventually answers "John 3:16," have students who can say the verse aloud. Correct them as needed. Then, lead them in a brief discussion.

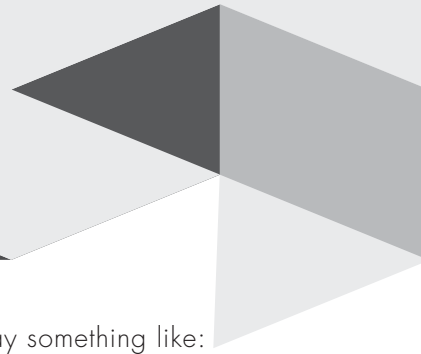
Ask:

- **We talked last week about how the Trinity is one of those complex truths about God that sort of blows our minds. John 3:16 is just as awesome if we think about it in terms of the Trinity. Answer me this: "Who sent whom where"?**
  - o Answer: God the Father sent God the Son, Jesus, to earth.
- **Who is speaking? Who is making this statement?**
  - o Answer: Jesus
- **What does our definition teach us about the nature of the Trinity? God exists in how many persons? (Answer: 3) And are they divided or unified? (Answer: unified)**
- **So, when Jesus said God loved the world so much that He gave His only Son, couldn't He have just said, "I love the world so much that I came myself to save those who believe in me"? Would Jesus have been correct in saying that?**
  - o Answers will vary. Allow your kids to puzzle over this a bit. The point of this line of questioning isn't necessarily to confuse you or your students but to make your group think about the nature of Jesus' identity and His role in the redemption He purchased for all who believe.

FINALLY, explain to students that Jesus could have described His mission either way and been right! He made it clear

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throughout His ministry that He and the Father were one. Say something like:

- **It's easy for us to think that Jesus the Son is less than the Father. Jesus was God the Son, and as such He Jesus took the posture of the Son. But Scripture makes it clear that Jesus is equal to God. The Bible tells us that as God, Jesus was present at creation (John 1:1) and that all things were made by Him (Colossians 1:16). Jesus' mission to save humankind wasn't an idea cooked up by God the Father and pitched to Jesus. As the Son, Jesus was always in line with the Father, always a driving part of rescuing us. More than anything, this should make us want to draw even closer to Jesus. The very God who created us knew that He would one day die to save us. That's amazing grace!**

If students don't have any more thoughts or questions, transition to The Last Word.

## THE LAST WORD

- **Goal:** That students will consider what it means that God would come to earth as a human - fully God, fully man - to sacrifice Himself to purchase their life.
- **Set-Up:** This final activity will focus on three critical truths represented by three words. You have some options about how you want to facilitate this activity. The simplest way is to write the three words on a dry-erase board or pieces of paper taped to the wall. If you want a more "designed" option, you can print out the lesson 3 "Last Word" PDF that's with your lesson 3 documents. If you use presentation software, you'll notice three images in your lesson 3 documents. Feel free to drop these in the presentation software of your choice.

FIRST, remind students that the truth of John 3:16 is that through faith in Jesus, they can be saved from the penalty of their sins. Scripture tells us that our sin creates a barrier between God and us that we can never overcome on our own. Jesus' atoning death on the cross opened up salvation for us through faith in Him. But, we want to encourage your students to consider what Jesus' mission says about them and His love for them.

THEN, explain that the world sends us a lot of mixed messages about who we are and where our value comes from. We're told that to be worth anything we have to be pretty, or smart, or fast, or strong. This message is reinforced over and over again by social media, songs, movies, you name it. The truth of the Gospel says something different though.

Display the word "worthy." Ask for a volunteer to define the word for you. Then say something like:

- **1 Corinthians 6:30 says that you were bought with a price. Jesus purchased your life on the cross. He paid for your life with His life. That gives your life infinite worth. If you ever doubt whether or not your life counts for much, remember that God Himself came to earth to purchase your life. You are worthy.**

NEXT, display the word "good." Ask if anyone here has ever felt ashamed or beaten down because they just couldn't seem to get things right. Remind students that we should be burdened by our sin because of our love for God. But explain to them that Scripture says there is no shame in God. Say something like:

- **The Bible says that God made Jesus, perfect Jesus, who had no sin to be sin] for us so that in him**

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we might become the righteousness of God. If you have been saved by faith in Jesus, you have been made righteous. You are good in God's eyes. No matter how you see yourself, no matter what a screw up you feel like you are, no matter how many times you stumble, Jesus' sacrifice on the cross made you righteous, made you good. Never doubt that.

FINALLY, display the word "loved," and say, more than anything, the truth of the Son's mission to save humankind is a resounding "I love you" that reaches across time and space. Say something like:

- **In Christ, you are loved. God loves you. The Father loves you. The Son loves you. The Spirit loves you. God loves you so much that He came to earth to rescue you, even though you were dead in your sin. THAT is love! And Paul tells us in Romans 8 that there is absolutely nothing in all of creation that can come in between you and God's love for you.**

Remind students that ALL of this is made possible because the Son of God, Jesus Himself, fearlessly came to earth to die so they may live. It is an amazing, wonderful truth, one that lifts us up even when we are feeling low. Encourage them to reflect on these truths this week as they go throughout their days.

- Don't forget to distribute the devotions to your students this week. If you're posting them on Instagram, or some other means of electronic distribution, make sure you inform students of when they will be receiving them.
- Use the **Social Media** guide to stay in touch with students via text or Instagram, and to encourage them to follow through with reading their devotions.

## WE WANT TO HEAR FROM YOU . . .

- Do you have questions about a lesson?
- Something that worked particularly well you want to share?
- Something that didn't work you want to bring up?

We value your feedback! Please do not hesitate to email us with your questions, comments, or concerns, at [feedback@youthministry360.com](mailto:feedback@youthministry360.com).

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