

The Thread

Discovering The Thread of the Gospel Through The Big-Picture Story of the Bible

Part 3: The Gospel Come To Life Lesson 36: The Last Supper



Session Snapshot

Narrative Passage: Luke 22:7-23

Gospel Focus: 1 John 2:1-2

Student Takeaways:

- That students will understand that Jesus added new meaning to the Passover feast, using the wine and bread to symbolize the great price He would soon pay on the cross.
- That students will see that Jesus' death on the cross was the sacrifice that atoned for the sins of the world.
- That students will consider what it means to them that Jesus is their advocate before God the Father, personally taking away the punishment for their sins.



Overview

This week you're at a crucial point in your big-picture story of the Bible. When Jesus sat down with his 12 closest disciples to celebrate Passover, everyone in the room was keenly aware of the meaning of this meal. This was a special time to celebration and reflection on how God had rescued His people from oppression and slavery. Each component of the meal held significance. They probably did not expect Christ to reference Himself in the meal. At the last supper Jesus has with His 12 closest friends, He points back to the blood and body He has already spoken of at least once before to them. Jesus is about to shed His blood and be nailed to a cross for the sake of sinful humankind. As with so many of the rest of our times together in this curriculum, we have the blessing of looking back on exactly what Christ meant, while these 12 men grappled to truly understand the power of the moment. In this lesson, your students will understand the new meaning Jesus added to the Passover, and what it means to have Jesus as their advocate before God.



Teacher Prep Video

Each *Thread* 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 *Thread* lesson 36 Teacher Prep Video, login to your Lesson Manager, navigate to lesson 36, and click on the "Background" tab. You'll notice the Teacher Prep Video near the top of the Lesson Manager window.



Bible Background

The Bible Background is designed to help you provide the basic context for the passages you'll be studying.

- **What do we mean by "context"?** In every ym360 Bible study lesson we encourage teachers to help students know who wrote a particular book, when it was written, and why it was written.
- **Why teach context?** Grasping the big-picture view of God's story of redemption is difficult for teenagers without understanding the context of the books and passages they're studying.

Luke

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Author: Luke was a doctor, a Gentile Christian and a companion of Paul.

Time frame: The Gospel of Luke was written around 60 AD.

Purpose: Luke is the only Gentile author of the Bible. His entire purpose was to write an accurate account of the life of Jesus so as to present Jesus as Savior, fully God and fully man. It is one of the synoptic Gospels, having much in common with the Gospels of Matthew and Mark.

1 John

Author: 1 John was written by John the Apostle. John was one of Jesus' disciples and was referred to as "the beloved disciple." John was probably only a teenager when he spent his three years with Jesus. In addition to 1 John, he authored 2 John, 3 John, the Gospel of John, and Revelation.

Time frame: 1 John was probably written sometime after the Temple was destroyed in 70 AD, but probably no later than 90 AD.

Purpose: John was writing to a population (1st Century Christ-followers) who had seen their ranks diminished at the onset of Roman persecution. John was calling his audience to a faith that was doctrinally sound and application oriented. He reminded his readers of the teachings of Christ, and urged them to put them into practice.



Lesson Plan

The Lesson Plan contains four elements:

- An introductory activity called Getting Started designed to prepare teenagers to engage with God and the truth of His Word.
- A section entitled The Story featuring a narrative from Scripture that helps teenagers know God better through learning the story of the Bible.
- A special emphasis entitled The Thread where teenagers discover the Gospel thread coursing throughout the story of the Bible.
- An application-focused segment called Wrapping Up helping teenagers ask the question, "How am I impacted by what I learned today"?

Getting Started

- **Goal:** To help students understand that at the last supper, Jesus had set the picture for what He was going to do in dying on the cross and atoning for our sin once and for all.
- **Set-Up:** Do a YouTube search for a video depicting the Last Supper. There are a ton of different videos to choose from, so pick one that will connect with your group. The point is to pick a depiction that will help students connect with the reality that this was an actual event, not just a story we tell on days we take communion/celebrate the Lord's Supper

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FIRST, say something like:

- **Today we are going to talk about the Last Supper. We often talk about it when we take communion/celebrate the Lord's Supper. And you may have heard the story many times. But today we are going to take a serious look at what this time meant.**

THEN, ask students what they remember about the events leading up to the Last Supper, or any other details they recall. Then, play the video you chose. Once you have watched the video ask something like:

- **What stands out to you from the video?**
- **Why was that significant to you?**
- **What do you think it would have been like to be one of the disciples at the table with Jesus during the last supper?**

FINALLY, say something like:

- **There are many movie representations of the Last Supper. Actors try really hard to convey the seriousness of the evening and all the details that happened. We should remember, however these are merely representations of what the Bible tells us. What we do know is that Jesus knew what was going to happen next. As we continue our big-picture look at the story of the Bible, it's important to remember that Jesus knew that not just the disciples at the table would need to understand what He was about to do. This meal and the words spoken weren't merely for the 12 who were with Him that evening. They were for all of us who would follow Him afterwards forever. Let's take a look at that now.**

Transition to The Story.

The Story

- **Goal:** To see that Jesus added new meaning to the Passover feast, using the wine and bread to symbolize the great price He would soon pay on the cross.
- **Setup:** Students will need a Bible or a Bible app. You may find a dry-erase board is helpful to jot down some notes, but it's not essential.

FIRST start by setting up the scene for the students. These are literally some of the last moments that Jesus is going to be with His friends. When Jesus was gone from this earth, they would look back to this time and remember. If you'd like, use the "Connecting The Dots" section below to do a little review and/or fill in the gaps from your last lesson and this one.

Connecting The Dots

As you teach The Thread, there will naturally be some gaps in the story. This is an optional way for you to fill in some of the gaps between the last lesson you taught and this one. Use it as a way to review and/or to connect the dots to the events surrounding the passage.

- **You may want to remind students in an overview of the first Passover in Exodus 12. Make spe-**

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cial note of the type of lamb that was to be chosen for this meal.

- **Remind students of the significance of this meal. This meal was the final salvation of the Israelites from slavery. It was vital they did everything exactly the way God told Moses so that death would literally pass them over. They knew it was the literal blood of the lamb that saved them.**
- **Talk to students for a few moments about how the Jewish people understood entirely the significance of this meal. As it was celebrated in the years to come, they would actually use it to signify their freedom from slavery and their wait for a Messiah.**

THEN, have students turn to Luke 22:7-23. While they're finding it, provide some of the basic background for the book using the Bible Background. Then, read or have a student read this passage. Say something like:

- **We are going to look at this passage in depth. First, we are going to start by looking at this passage through the lens of the meal itself. Notice verse seven says it is the feast of unleavened bread when the "Passover lamb is sacrificed." Why do you think it starts by pointing this out?**
 - o Answer: Remember again the significance of this meal. The literal blood of a baby lamb that was totally without blemish was used on the doorposts of homes so the angel of death would "pass over" them. This was the moment that marked their final freedom from slavery from Egypt. God was going to do the same thing, as His son was about to spill His blood so we could have our final freedom from the slavery of eternal death and sin.
- **Looking at verses 7-20 what are the first things that stand out to you and why?**
 - o Answers will vary. Yet, make note of the fact that this evening was so planned out, even where they would eat it. Point out they just had to find a man carrying a pitcher of water. There could have been hundreds of people doing this at that moment, however, this was a set up. Jesus wanted His disciples to realize in the future that if He could ensure the details of something small like where the Passover meal was eaten would happen, then all He said about Himself would come true as well.
- **If you were hearing Jesus' words in verse 16 for the first time what would you be thinking?**
 - o Answers will vary. Jesus was trying to tell His disciples it was time. You may remember this is not the first time He had made this reference that His time would be coming soon. The disciples should have realized that Jesus was saying He was about to die for them. However, they did not fully understand.

Say something like:

- **The disciples would have eaten a meal similar to this every year for as long as they could remember. It was marked annually to celebrate both a freedom from slavery and also waiting for the coming Messiah. An empty place was set as a symbol for the returning Elijah, or prophet who would mark the way for the Messiah. This meal was meant to look back and look forward in a particular way. Instead, Jesus turns the meal slightly to show the disciples the Messiah had come, and the future was now.**

NEXT, explain that you're about to discuss a few verses that are referenced almost every time you take communion/celebrate the Lord's Supper. Before you do, however, explain to students that you want them to

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think about a specific concept that is important to know. Then ask:

- **Does anyone know what the word “atonement” means?**
 - o Answer: Make sure students know that the word “atonement” means to make amends for something that was done wrong.
- **Knowing what we know about Jesus’ death on the cross, how do you think the concept of atonement is applied when it comes to our faith?**
 - o Answer: Our sins were atoned for by Jesus’ death on the cross. The payment for sin is death. Jesus atoned for the death our sins deserved by dying in our place.

THEN, jump back in to the passage. Finish by saying something like:

- **Look at verses 19-20. What is Jesus saying here?**
 - o Answer: This is the first time Jesus is clear about exactly how He will take the place of the literal lamb once and for all. His death on the cross, i.e., the breaking of His body, would save humankind from their sin.
- **The Old Covenant was the covenant God made with Israel. God would be their God and they would be His people, if they kept His laws. How did that go? Were the Israelites able to perfectly keep God’s Law?**
 - o Answer: You should know because you’ve studied it that the Israelites turned from God and didn’t keep His law.
- **So, in your own words, what was this new covenant Jesus was talking about?**
 - o Answer: The New Covenant is a covenant of grace, not law. Jesus purchased our righteousness with His blood. Our failure to keep God’s laws earns us death. But Jesus stood in our place on the cross. His blood covers our sins, and perfects the covenant God first made with sinful humankind.

Remind students that this is a picture of atonement. Make sure students don’t have any more questions, then transition into The Thread to reinforce the connection of the Gospel to the big-picture narrative of Scripture.

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FIRST instruct students to turn to 1 John 2:1-2. Ask a student to read the passage for your group. Then, lead students in a brief discussion. Ask:

- **What does it mean to advocate on someone’s behalf?**
 - o Answer: To advocate is to plead someone’s case to someone else.
- **Can you describe how Jesus advocates for us on our behalf?**
 - o Answer: It’s kind of amazing, but Jesus stands before God and advocates for our righteousness. When we place our faith in Christ, we are made righteous by His death on the cross. In that way, Jesus is essentially standing up for us, taking up our cause before God.
- **Propitiation is a big word. Any thoughts on what it means?**
 - o Answer: It essentially means that Jesus took God’s anger at our sin, bore it Himself (even though He

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was innocent), and earned God's favor on our behalf.

FINALLY, remind students that this is the picture of what Jesus did on the cross for us. And it's a picture of what He was referring to during the Last Supper. Say something like:

- **When Jesus was basically telling His disciples what was going to happen to Him, and what He was doing, He did it with this in mind. He knew He would be our advocate. He knew He would serve as the propitiation for our sins. He is an amazing, wonderful Savior who loves us enough to make the ultimate sacrifice so that we could have relationship with God.**

Wrapping Up

- **Goal:** To consider what it means to them that Jesus is their advocate before God the Father, personally taking away the punishment for their sins.
- **Set-Up:** Provide pen and paper for each student. (Note: If you are comfortable with your group, and your church/denomination allows it, it may be powerful to share the Lord's Supper together at the end of this time and discussion. Help students reflect through the elements what it means to truly remember all of what Jesus did for us.)

FIRST, ask students to consider the concept of God being angry at people for our sin. Say something like:

- **We NEVER like to think of this, but the Bible depicts God as being angry at our sin. Now, because God is perfect in all of His ways, His anger is a perfect, righteous anger. It's the right response of a holy God to rebellion in the people He created. We deserve His anger! But think for a moment about this. Think about how it would feel if you could see or sense God's anger at your sin. Write down a word or sentence to capture what you feel.**

THEN, if anyone is feeling brave, have them share what they wrote. Then, say something similar to the following:

- **How cool is it that Jesus stepped in and satisfied God's anger? Jesus took the wrath that our sin rightly earned upon Himself. And if you have professed your faith in Christ, Jesus' sacrifice has saved you from God's anger. How does that make you feel?**

Have students write this response on their sheet of paper. Then, if anyone wants to share, allow them a moment to do so.

FINALLY, remind students that Jesus was always God's plan to save us from our sins. It's hard for us to hold these two thoughts in tension, sometimes. But God both loves humankind unconditionally and perfectly punishes our sins. Part of knowing and loving God is being OK with the mystery of how this all works out! But remind students that God loves them, and sent Jesus to reconcile them to Himself.

If no one else has anything to add, close in a time of prayer.

- **If you've purchased the *Tracing The Thread* devotional journal, remind students that they'll be working**

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through Week 36 this week. Encourage them to keep up with the daily devotions, and to give memorizing this week's verse their best shot.

- If you'll be utilizing the digital devotions included in the *Thread* curriculum, remind students how you'll be making them available, i.e., Instagram, Facebook, etc.
- Use the Social Media guide to stay in touch with students via text or Twitter, 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.