

The Thread

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

Part 3: The Gospel Come To Life Lesson 39: The Resurrection



Session Snapshot

Narrative Passage: John 20:1-18

Gospel Focus: Romans 6:5-11

Student Takeaways:

- Students will understand that after three days of being dead, Jesus miraculously arose from the dead.
- Students will understand that if they have come to faith in Christ, they are dead to sin, and alive in Christ.
- Students will define what it means in their words to be “alive in Christ,” and how they can practically live this out in their day-to-day lives.



Overview

Jesus arose from dead. Just think about that for a minute. Even dead, Jesus was more powerful than death. His ability to do this is amazing. Based on His power over death, we can have great confidence that He will preserve our lives and reconcile us to God. But the fact that His reason for doing it was to save us . . . that leaves us stupefied! Jesus died not only to prevent us from eternal death, but more importantly, to restore us to a proper relationship with God. Our lives were redeemed to serve as a fragrant offering, lived out daily in worship of our 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 39 Teacher Prep Video, login to your Lesson Manager, navigate to lesson 39, 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.

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.

Time frame: 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.

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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.

Time frame: 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. In addition, 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.



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:** For the students to begin thinking about what it would be like to see someone you least expected to see.
- **Set-Up:** You'll need a way to show the following YouTube clip:
 - o <https://www.youtube.com/watch?v=6CcLj4wQXWQ>
 - o If this is not available, just search for soldiers surprise homecoming.

FIRST, begin by asking students if they've ever been startled by seeing someone they weren't expecting to see. Maybe they saw a teacher or a friend's parents when they were out somewhere they weren't supposed to be. Or maybe someone snuck up behind them and scared them when they thought they were alone.

NEXT, explain to the students that they're going to watch a video full of people's reactions when they see a loved one

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they weren't expecting to see. Show this clip: <https://www.youtube.com/watch?v=6CcLj4wQXWQ>

Ask something like:

- **Be honest, did you tear up while we watched that?**
 - Answers will vary.
- **What was your favorite reaction?**
 - Answers will vary.
- **What made those reunions so special?**
 - Answer: The family members weren't expecting to see their loved one. They were caught off guard and thrilled to see a family member that they had missed for a while.

FINALLY, explain to the students that in this lesson you're going to look at a situation where someone is caught off guard in an even more incredible reunion than what we watched on the video clip.

Transition to The Story.

The Story

- **Goal:** Students will understand that after three days of being dead, Jesus miraculously arose from the dead.
- **Set-Up:** 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 explain that in this lesson you'll be looking at the story of the resurrection of Jesus. The same history can be found in all four of the gospel accounts. 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.

- **In the previous lesson we studied Jesus' crucifixion and know that He was placed in a tomb.**
- **The crucifixion happened on a Friday.**
- **The lesson we are looking at today happens the following Sunday.**

NEXT, let the students know that you'll be looking at John 20 in today's lesson. While they're finding it in their Bibles or on their devices, you can use the information in the Bible Background to give some context to the book of John. Explain to them that what you're about to look at what happened on the Sunday following Jesus' crucifixion. Have them think about what Jesus' followers must have felt like since it had been several days since their beloved teacher was killed.

THEN, read or have a student read John 20:1-10. Ask something like:

- **What did Mary think had happened to Jesus' body?**

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- o Answer: She thought someone had taken the body. She wasn't thinking about a possible resurrection.
- **What's significant about the linen cloths still being there? What about the face cloth being neatly folded?**
 - o Answer: Things wouldn't have been left like that if grave robbers had come and taken the body. The evidence points to a resurrection.
- **Do you find it strange that they don't understand what is going on? Can you think of something Jesus said while He was alive that should have let them know what had happened?**
 - o Answer: In Luke 9:22 He said that the Son of Man must suffer and die and on the third day be raised. You'd think they would understand what had happened.
- **How can we relate to their lack of understanding?**
 - o Answer: We see God at work all the time. We read and study the Bible and still have a lack of faith. We still struggle with being blind to what God is doing right in front of us.

NEXT, read or have a student read John 20:11-18. Ask something like:

- **Can you understand why Mary was weeping? What emotions do you think she was feeling?**
 - o Answers will vary. She was already sad because of Jesus' death, but now she believes His body has been stolen. Her sadness is understandable.
- **What does Mary do when she realizes that Jesus has in fact been raised from the dead? In what way do we have a similar responsibility?**
 - o Answer: She goes and tells the good news. We have the same responsibility today to proclaim the good news that Jesus is alive.
- **What did Jesus prove through His resurrection? What did He accomplish?**
 - o Answer: He proved that He was stronger and greater than death. By raising from the dead, He defeated the power and stronghold that sin and death have and made a way for His people to experience eternal life.

If students don't have any questions, transition into The Thread and see where the Gospel meets the big-picture narrative of Scripture.

The Thread

FIRST Instruct students to turn to Romans 6. If you choose, while they are turning pages, provide them with some brief context for book by referencing the Bible Background. Then, say something like:

- **In the passage we just looked at in John we read the historical record of Jesus resurrecting from the dead. Here in Romans we're going to dig a little bit deeper into what that amazing historical event means for us.**

NEXT, read or have a student read Romans 6:5-11. Ask something like:

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- **In this passage Paul talks about us being united with Christ in both His death and resurrection. What does that mean?**
 - o Answer: Our old selves were crucified with Christ. They were put to death. Now, because of Jesus' resurrection, our new selves have come to life.
- **What does it mean that we were "slaves to sin"?**
 - o Answer: Sin mastered our lives. It doesn't necessarily mean we were awful people by the world's standards. Sin isn't just doing awful things; it's not submitting to God and trying to do things on our own. Apart from Christ we were slaves to this way of living.
- **What does it mean that Jesus "died to sin"?**
 - o Answer: It means that the reason He died was to take sin upon Himself and bear the weight of its penalty. That is the reason He died.
- **What does it mean to for us to be "dead to sin"?**
 - o Answer: It means that sin is no longer our master.
- **What does it mean that we are now "alive to God in Christ"?**
 - o Answer: Because we are united with Christ in His resurrection and defeat of sin and death, we can now live victoriously in Jesus. It doesn't mean that we never sin, but our hearts have been made new and alive and our desire is to live for Jesus. We could never have done that on our own because of our sin. It could only happen because sin was put to death and conquered.

If your students don't have any more questions, transition into the "Wrapping Up" section.

Wrapping Up

- **Goal:** Students will define what it means in their words to be "alive in Christ," and how they can practically live this out in their day-to-day lives.
- **Set-Up:** Have a notecard or scrap piece of paper and pen for each student.

FIRST, explain to the students that you all are going to dig in a little more to this idea of being "alive to Christ." Have the students look back at Romans 6:11. Write it on the board or put in on the screen if possible. Have the students take the notecard or piece of paper you gave them and write that verse in their own words. Tell them to think about how they would describe being dead to sin and alive to God.

THEN, say something like:

- **God has placed each of us in a unique set of circumstances where we can share and show His love with those around us. Too often, though, we get bogged down in the things of this world and lose sight of how we can live for God each and every day. Take a few moments and think about the different circumstances and situations God has placed you in. Think about your family, the classes you're in at school, the extra-curricular activities you're involved in, and the friends you hang out with.**

NEXT, under their paraphrased version of verse 11, instruct the students to make a list of 3-5 practical ways they can live like they're alive with Christ in their daily lives. Maybe it includes how they treat someone or what they choose to do on the weekends or how they can share the Gospel with someone that needs to hear the good news of Christ. Wrap up the lesson by asking the students to hang on to the card and look back to it over the

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week to see how they're doing in living like they're dead to sin and alive in Christ.

Close your Bible study in prayer, perhaps including thanksgiving for what God has promised followers of Jesus about eternity.

- **If you've purchased the *Tracing The Thread* devotional journal, remind students that they'll be working through Week 39 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.