

THE THREAD

DISCOVERING THE THREAD OF THE GOSPEL THROUGH THE BIG-PICTURE STORY OF THE BIBLE

PART 3: THE GOSPEL COME TO LIFE

LESSON 13 || THE RESURRECTION

SESSION SNAPSHOT

NARRATIVE PASSAGE: John 20:1-18

GOSPEL FOCUS: Romans 6:5-11

STUDENT TAKEAWAYS:

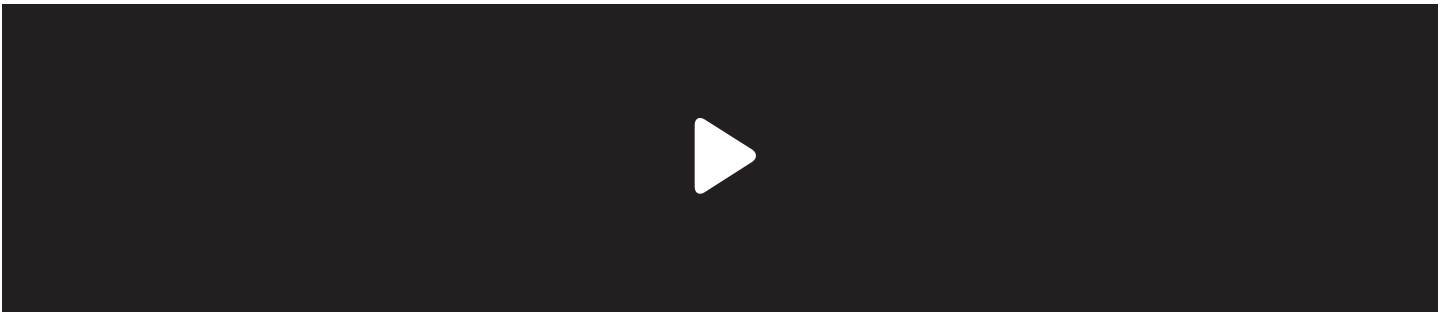
- Understand that after three days of being dead, Jesus miraculously arose from the dead.
- Understand that if they have come to faith in Christ, they are dead to sin and alive in Christ.
- Define what it means to be “alive in Christ” and how they can practically live this out in their day-to-day lives.

OVERVIEW:

Jesus arose from the dead. Just think about that for a minute. Jesus is more powerful than death. His ability to do this is awesome. 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 speechless! Jesus died to prevent us from eternal death and, more importantly, restore us to a proper relationship with God. Our lives were redeemed to serve as a fragrant offering, lived out through daily worship of our God.

TEACHER PREP VIDEO:

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



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 and the three New Testament letters 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.
- *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 Son of God, the promised Messiah.

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, a level playing field needed to be given to all believers. This is what Paul was advocating for in Romans.

LESSON PLAN

The Lesson Plan contains four elements:

- **GETTING STARTED**– An introductory activity designed to prepare teenagers to engage with God and the truth of His Word.
- **THE STORY**– A section featuring a narrative from Scripture that helps teenagers know God better through learning the story of the Bible.
- **THE THREAD**– A special emphasis where teenagers discover the Gospel thread coursing throughout the story of the Bible.
- **WRAPPING UP**– An application-focused segment 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 they least expected to see.
- *Set-Up:* You’ll need a way to show one or both of the following YouTube clips:
 - <https://youtube.com/shorts/MX-Pd6rVENU?feature=share>
 - <https://youtube.com/shorts/uyeMTMDJNtA?feature=share>
 - 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 of people’s reactions when they see a loved one they weren’t expecting to see, and then show the clip(s).

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 ones. They were caught off guard and thrilled to see a family member 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 in 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 that a dry-erase board is helpful for jotting 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 account can be found in all four of the gospels. If you’d like, use the Connecting The Dots section below to review or fill in the gaps between 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 to review or connect the dots to the events surrounding the passage.

- In the previous lesson, we saw that Jesus was crucified and 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 happened on the Sunday following Jesus' crucifixion. Have them think about what Jesus' followers must have felt like since it had been a few 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?**
 - *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?**
 - *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's happening? Can you think of something Jesus said while He was alive that should have let them know what had happened?**
 - *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?**
 - *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?**
 - *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?**
 - *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?**
 - *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 TO SEE WHERE THE GOPSEL MEETS THE BIG-PICTURE NARRATIVE OF SCRIPTURE

THE THREAD

Instruct students to turn to Romans 6. If you choose, while they are turning pages, provide them with some brief context for the 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**:

- In this passage, Paul talks about us being united with Christ in both His death and resurrection. What does that mean?
 - *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?"
 - *Answer:* Sin mastered our lives. It doesn't necessarily mean we were awful people by the world's standards. Sin isn't just about doing awful things; it's about not submitting to God and instead 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?"
 - *Answer:* It means that He died to take sin upon Himself and bear the weight of its penalty. Since He was sinless, He didn't deserve death, but He took the penalty for all humankind's sins – past, present, and future. He paid the ultimate price once and for all.
- What does it mean for us to be "dead to sin?"
 - *Answer:* It means that sin is no longer our master. Our old selves, which were slaves to sin, have died, and we are free.
- What does it mean that we are now "alive to God in Christ?"
 - *Answer:* Because we are united with Christ in His resurrection and defeat of sin and death, we can now truly 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 sins. 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 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 will all dig a little more into this idea of being "alive to Christ." Have the students look back at Romans 6:11. Write it on the board or put it 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 unique circumstances where we can share and show His love to 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. How can you use your circumstances to share and show the love of God?

o *Answers will vary.*

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, what they choose to do on the weekends, or how they can share the Gospel with someone. Wrap up the lesson by asking the students to hang on to the card and look back to it over the week to see how they're living like they're dead to sin and alive in Christ.

If there are no more questions, close your time in prayer.

- If you've purchased the corresponding devotional journal, remind students 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're utilizing the digital devotions included in the Thread curriculum, remind students how you'll be making them available, i.e., Instagram, Facebook, etc.

WE WANT TO HEAR FROM YOU . . .

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