

THE RESURRECTION



LESSON 4

LESSON TEXT

Matthew 27:57-28:15

LESSON OBJECTIVES

- The students will recognize the resurrection as the only possible explanation for what happened after the crucifixion.
- The students will understand that the resurrection demands a response from each one of us.
- The students will share the evidence for the resurrection with a friend or family member.

MATERIALS NEEDED

For the teacher:

- foam or sponge ball
- clean trash can or basket
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- 21 index cards (3 colors, 7 of each color)
- extra Bibles
- pens/pencils
- small prizes or treats

Reproducible Pages:

- Page A, 1 copy for the teacher
- Page B, 1 copy for every 4 students
- Page C, 1 copy for each student
- Page D, 1 copy for each student

LESSON PLAN

Getting Ready

- Faithful Instruction
- Teacher Focus
- Teacher Tips
- Preclass Activity: Bible Basketball
- Starting Up
- Welcome and Singing
- Opening Prayer
- Victories
- Good News from the Kingdom

Getting into God's Word

- Activity: Investigating the Resurrection
- Scripture Study

Getting It to Others

- Scripture Memory: Acts 2:36
- Weekly Challenge and Snack Time
- Conclusion

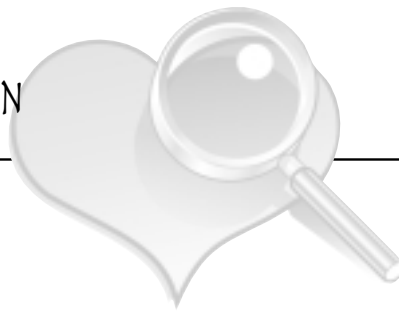
SCRIPTURE MEMORY VERSE

"Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."

Acts 2:36



Preteens



FAITHFUL INSTRUCTION

TEACHER FOCUS

Before you prepare this lesson, read and meditate on Matthew 27:57-28:15. The resurrection is critical to our faith as disciples, but sometimes it holds little meaning for the preteens. It is important that you pray for God to use this lesson to convict the students about the resurrection and its implications for each of them personally. The goal is to give them the right motivation to take the Word seriously and to look for personal ways to respond to God's love for each of them.

These letters should not be graded for grammar, spelling or content. Rather, read each one and write a short note to the student encouraging them for their honesty and faith.

TEACHER TIPS

Preparing and tailoring the "Investigating the Resurrection" activity is critical to the success of this week's lesson. Note that this activity needs to be done prior to the Scripture Study. The activity will require you to hide the scripture cards throughout the class area. Thinking about the layout of the room in advance will be extremely helpful in planning this activity. Arrive at the classroom the day of class at least thirty minutes earlier than any students in order to hide the cards.

PRECLASS ACTIVITY

BIBLE BASKETBALL

The students will participate in a trivia game to review the previous three lessons on the crucifixion.

MATERIALS USED

For the teacher:

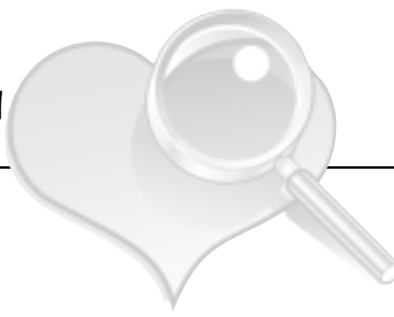
- foam or sponge ball
- clean trash can or basket

Reproducible Pages:

- Page A, 1 copy for the teacher

INSTRUCTIONS

1. Divide the class into two teams, and appoint one of the other teachers or assistants as scorekeeper.
2. Ask Team One the first question. (The questions are on Reproducible Page A.) If they answer the question correctly, they earn one point and one student will get a chance to throw a ball into the trash can or basket from a distance that makes the toss challenging. (You decide how far.) If the ball goes in, that team gets a second point. If they answer incorrectly, Team Two gets a chance to answer the same question and earn a point. (NOTE: Team Two will not get a chance to throw a ball if they answer the question correctly. They can only do that when it is actually their turn and they answer the question correctly.)
3. Team Two is asked the second question. The game continues until all the questions have been asked. The team with the most points wins.



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Select one or two students to pray for the class. Have the students pray for any students that are missing, any special requests, etc. Pray also that every student's heart will be softened to the power of the resurrection and that each will personally respond to it.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Who would like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide, and the victories of our brothers and sisters on other continents can inspire us and spur us on.





ACTIVITY

INVESTIGATING THE RESURRECTION

Today's activity will lead the students to conclude the truth of the resurrection.

MATERIALS USED

For the teacher:

- 21 index cards (3 colors, 7 of each color)
- extra Bibles
- pens/pencils

Reproducible Pages:

- Page B, 1 copy for every 4 students
- Page C, 1 copy for each student

PREPARATION

1. Divide the index cards into sets of seven cards of each color. Write each of the following scriptures on one card in each set:
 - Matthew 27:62-66
 - Acts 4:18-20
 - Matthew 28:12-15
 - Acts 4:1-3
 - John 19:31-37
 - Mark 16:3
 - Matthew 27:26-31
2. Select places in the classroom where you will hide these cards for the students to find (the first card of each set will not be hidden). Some good examples might be under the teacher's desk, under a notebook, in a Bible, behind furniture, in a closet, etc.
3. Plan out the clues that will lead your students to these hiding places, and write them sequentially on the back of the cards. (Clue on card #1 takes them to card #2, etc.) You may use the same hiding places and clues for each set of cards by simply placing the scriptures in a different order.

4. Some examples of clues are as follows:

#1 (rhymed)

If you had a dirty floor
You would need this even more.
Turn the knob and you will find
Your next clue to keep in mind.

(Tape the card to the broom in the broom closet.)

#1 (unrhymed)

If someone spilled popcorn on the floor, this is
what you would use to clean it up.

5. Thirty minutes before class, hide the cards, keeping the first one from each set for the students to begin with.

INSTRUCTIONS

1. Divide the students into three teams corresponding to the three sets of colored cards.
2. Explain to the class that they are now private investigation teams. Their assignment is to uncover various clues about the resurrection in the Scriptures. Let the students know that there have been a variety of possible explanations for what could have happened to Jesus' body after the crucifixion. Three of these possible explanations are as follows:

- The disciples stole the body.
- The Romans/Jews stole the body.
- Jesus did not die on the cross; he fainted.

The clues they find will help them to eliminate incorrect explanations for the empty tomb.

3. Give each team the first card from their set, a copy of Reproducible Page B (Chart of Excuses) and a pen or pencil. Be sure that each team has at least one Bible as well. Each group is to look up the verse written on its first card, read the scripture, and determine which explanation it discounts. A student will then write that scripture reference in the appropriate column on Reproducible Page B. Then the group will use the hint on the card to find the next clue.
4. When all the teams have completed their charts, have the groups come together for the Scripture Study.



SCRIPTURE STUDY

Lead the class in a review of the scripture clues. Let them explain and discuss why they matched the clues and explanations the way they did.

Scripture:	What It Disproves:
Matthew 27:62-66	The disciples stole the body.
Acts 4:18-20	The disciples stole the body.
Matthew 28:12-15	The Romans/Jews stole the body.
Acts 4:1-3	The Romans/Jews stole the body.
John 19:31-37	Jesus did not die on the cross; he fainted.
Mark 16:3	Jesus did not die on the cross; he fainted.
Mark 27:26-31	Jesus did not die on the cross; he fainted.

Ask the class what conclusions can be drawn from these scriptures. (The resurrection really happened. Jesus is the Son of God.)

Give each student a copy of Reproducible Page C (The Book That Refused to Be Written). Read this story aloud to the class. Point out the fact that Mr. Morison was *certain* there had been no resurrection. Yet, the Biblical and historical facts proved that beyond a doubt, the resurrection did occur.

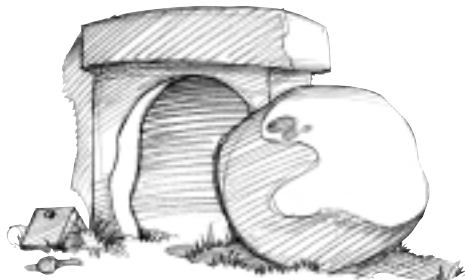
Have the students turn in their Bibles to Matthew 27:57-28:15. Select several volunteers to read aloud, breaking down the reading as follows:

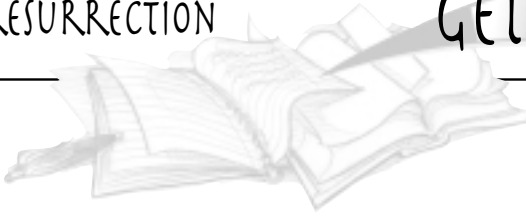
- Matthew 27:57-61
- Matthew 27:62-66
- Matthew 28:1-10
- Matthew 28:11-15

Discuss the following questions:

- *Why do you think the chief priests and Pharisees were afraid of the possibility of Jesus' resurrection? (afraid of how the people would react, afraid they made the wrong decision)*
- *How do you think the women felt as they sat outside the tomb? (sad, confused, hurt)*
- *How do you think they felt when they saw the angel? (believed what Jesus had told them, joyful, excited)*
- *Why do you think the chief priests told the lies about Jesus' body? (wanted the people to follow them, wanted them to forget Jesus)*
- *As you saw in our activity, some of the lies are still given credit even today. Why do you think some people would rather believe that Jesus did not rise from the dead? (would have to change and follow him, some don't want to believe in him)*

In your next class, you will learn why the resurrection is so important in the life of a disciple, and what God expects of us because of the sacrifice of his Son.





SCRIPTURE MEMORY

"Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."

Acts 2:36

MATERIALS USED

For the teacher:

- small prizes or treats

Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

1. Use the same groups that were together in the activity. Have the students memorize the scripture in those groups.
2. Give the first group in which all the members can recite the verse correctly a small prize or treat.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

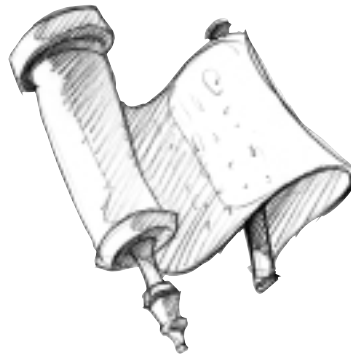
Talk over the following conclusions with them:

1. Jesus truly is the Son of God.
2. He is alive and here with us!
3. If he can rise from the dead, then he can give me power to change my life.

Tell the students that their challenge this week is for each of them to share the evidences they learned about the resurrection during this class. They may share with a friend, their family or with a disciple.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

This week, share the evidence you learned about Jesus being raised from the dead. You may share with your family, friends or with a disciple.

THE RESURRECTION



LESSON 4
(SUPPLEMENT)

LESSON TEXT

Acts 2:36-41; Matthew 28:16-20

LESSON OBJECTIVES

- The students will recognize the resurrection as the only possible explanation for what happened after the crucifixion.
- The students will understand that the resurrection demands a response from each one of us.
- The students will share the evidence for the resurrection with a friend or family member.

MATERIALS NEEDED

For each student:

- 1 sheet colored construction paper, 9" x 12"
- 1 sheet plain white paper, 8½" x 11"
- pen or pencil

For the teacher:

- colored pencils/markers/crayons
- stapler
- extra Bibles
- dictionary
- pens or pencils
- 2 sheets of lined paper

Reproducible Pages:

- Page E, 1 copy for half of the students
- Page F, 1 copy for half of the students

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Making a Journal
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: Changed Lives

Getting It to Others

Scripture Memory: Acts 2:36
 Weekly Challenge and Snack Time
 Conclusion

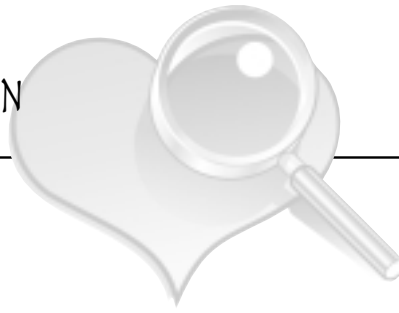
SCRIPTURE MEMORY VERSE

"Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."

Acts 2:36



Preteens



FAITHFUL INSTRUCTION

TEACHER FOCUS

In this class, you and your students will focus on the idea that the resurrection demands a response from each one of us. Read Acts 2:36-41 and Matthew 28:16-20, and pray that you will teach with great wisdom and conviction. Think back to when you first understood the implications of Jesus' death and resurrection for your life. Remember how anxious you were to respond to God's invitation for a relationship with him. How has your life changed because of this response? Be ready to share this with your students as a way to encourage them and to help them develop greater convictions about how they need to personally respond to this message.

TEACHER TIPS

The journals made in the preclass activity can serve as a golden opportunity for you to see where each student's heart is. Keep mental notes of each student's responses to all three sections of it; they will be very important as you help them develop personal relationships with God in the future.

For the discussion activity, you will need to divide the class into two working groups. Read the two stories used in the discussion (Reproducible Pages E and F), and think about which of your students will have the maturity and faith to discuss the story of Eric Sandoval. This group should mostly be comprised of your older, more mature and spiritually minded students. You should also designate one or two of your mature students to work in the group discussing the story of Adam Jenkins. These students will help to keep the discussion on track and have great things to share with the others.

PRECLASS ACTIVITY

MAKING A JOURNAL

The students will make a journal in which they will record their observations and feelings about the cross and the resurrection.

MATERIALS USED

For each student:

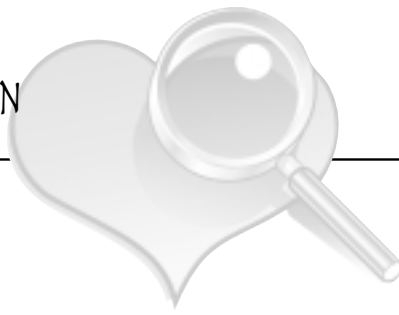
- 1 sheet colored construction paper, 9" x 12"
- 1 sheet plain white paper, 8½" x 11"
- pen or pencil

For the teacher:

- colored pencils/markers/crayons
- stapler

INSTRUCTIONS

1. As the students enter the room, give each one a sheet of colored construction paper and one sheet of plain white paper, and a pen or pencil. Have colored pencils/markers/crayons available to all the students.
2. Have them put the white paper on top of the colored construction paper and then fold both pieces in half to create a book. The students can then staple the folded edges to hold their journal together.
3. On the cover of the book, the students should write: "My Spiritual Journal."
4. On the top of the first page of the white paper, have them write: "What the Crucifixion Means to Me."
5. On the top of the second page of white paper, have them write: "What the Resurrection Means to Me."
6. On the top of the third page of white paper, they should write: "How My Life Is Going to Be Different Because of What I Have Learned."



7. Once the students have completed their journals, they should write down their responses to the statements they have written on each page. Encourage the students to think carefully about what they have learned over the past few weeks, and to answer the questions from their hearts.
8. Make sure they write their names on the front of the journal.

STARTING UP

WELCOME AND SINGING

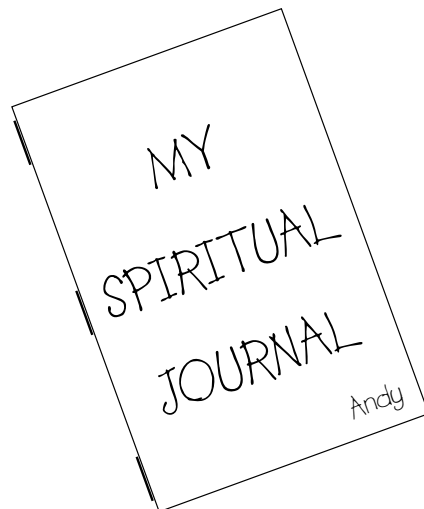
Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students praying for each student to be sobered by the message of the cross, and for each to make a decision to respond to that message.
- Have one student recite the memory verse for this lesson: Acts 2:36.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so as many as possible can share.





SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles
- dictionary

Have the students turn in their Bibles to Acts 2:36-41. Explain to the students that the disciples were in Jerusalem, where Jews from every nation were assembled for a feast day. Earlier, the disciples had been filled with the Holy Spirit, and they were speaking and preaching in tongues that everyone could understand. Then Peter began to preach boldly about Jesus and his death and resurrection. In this passage, Peter was nearing the end of his speech.

Select a student to read the passage aloud.

Discuss the verses as follows:

- *Peter said that God had made Jesus both Lord and Christ. What does it mean for Jesus to be Lord?* Read the definition of "Lord" from the dictionary. (follow Jesus in all things, he is first priority, we live for him, he is our master)
- *What does it mean that Jesus is the Christ? (the son of God, Messiah, Savior) Why did Peter say that they were responsible for Jesus' death when it is likely that few, if any, of them were in Jerusalem at that time? (Jesus took on the sins of every one of us at the crucifixion.)*
- *How did the people feel when they heard this? What does it mean to be cut to the heart? (very sorry, want to do something to make it right, very guilty)*
- *What did Peter tell them to do? (repent, be baptized)*
- *How did the people respond? (3,000 were baptized that day)*

The response of the people was overwhelming. They felt convicted that their sins put Jesus on the cross. In Acts 2:42-47 we find that these 3,000 disciples who responded to the message changed the whole purpose and direction of their lives. They were then able to teach others to change and to grow spiritually.

Jesus had given his apostles a charge just before he ascended into heaven. Can anyone remember what that was? (the Great Commission) Let's turn to Matthew 28:16-20 to see this response that Jesus expected the disciples to make.

Read the scripture boldly to the class. Remind the students that the apostles were listening to Jesus *who had risen from the dead!* The resurrection had proven beyond a shadow of a doubt to them that Jesus is the Son of God, and that *everything* he taught them was true! With this in mind, discuss the effect this last commandment had on their lives, especially in light of what was just read in the book of Acts. Elaborate on Jesus' claim that *all* authority has been given to him. Help the students consider what implications the Great Commission has for all of us:

- As disciples, we can trust that Jesus will help us do whatever he has asked.
- Jesus has commanded that his disciples make other disciples, spreading the gospel around the world.
- This is the least that we can do out of gratitude for the sacrifice he made for us.

Remind the students that, while they may not be ready to be baptized yet, they can still respond by making changes in their lives out of gratitude to Jesus. Ask for some ideas about what they could do.

Suggestions are: more time reading the Bible, more powerful prayers, sharing what they are learning in this class with friends, being a better son/daughter/brother/sister, etc.





ACTIVITY

CHANGED LIVES

The students will read about two young disciples whose lives were dramatically changed because of their response to the gospel.

MATERIALS USED

For the teacher:

- pens or pencils
- 2 sheets of lined paper

Reproducible Pages:

- Page E, 1 copy for half of the students
- Page F, 1 copy for half of the students

INSTRUCTIONS

1. Divide the class into the two groups you have determined. Give each group a pen or pencil, a piece of lined paper, and a copy of the story that you have earmarked for that group (either Reproducible Page E or Reproducible Page F).
2. Tell the groups that they each will hear the story of a teenager whose response to the gospel was life-changing. The group is to appoint a recorder, who will write down the group's answers to the questions on their sheet. Both groups have the same set of questions.
3. After both groups have finished discussing their stories, bring the groups together to share what they have learned with the other group.
4. After both groups have shared, point out that these two teens came from very different backgrounds, yet both were able to have an incredible impact on their families and friends. Remind your students that Jesus' death was for all—for those with hard lives and those with easier lives. The point is that everyone needs God's grace, and we can all have an impact, no matter what our lives are like!



SCRIPTURE MEMORY

"Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."

Acts 2:36

INSTRUCTIONS

Review the memory verse for the week, reminding the students to be practicing on their own.

WEEKLY CHALLENGE AND SNACK TIME

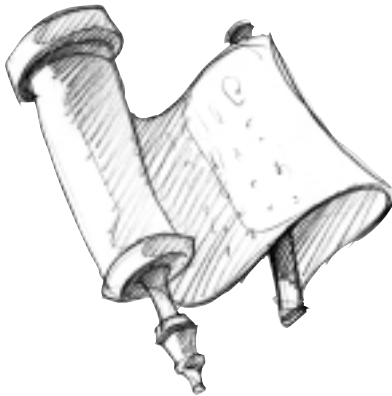
If your students bring a snack, allow them to eat while you remind them of the challenge for the week.

Give the students time to finish and revise their journals, based on what they learned today. Especially encourage them to complete the last section (about how they would like their own lives to change because of what they have learned).

Remind the students that their challenge is to share the evidence for the resurrection that they learned in their last class.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

This week, share the evidence you learned about Jesus being raised from the dead. You may share with your family, friends or with a disciple.

BIBLE BASKETBALL QUESTIONS

1. What is a prophecy?	A prediction of the future
2. Where did Jesus pray before his arrest?	Gethsemane
3. Name one of the Old Testament prophets.	Isaiah, etc.
4. What town was Jesus born in?	Bethlehem
5. Who betrayed Jesus?	Judas
6. Who was set free in place of Jesus?	Barabbas
7. How many major prophecies written about Jesus in the Old Testament are fulfilled in the New Testament?	Sixty-One
8. How many robbers were crucified with Jesus?	Two
9. Who was taken from the crowd to help Jesus carry the cross?	Simon
10. Did the soldiers pierce Jesus' side?	Yes
11. Did the soldiers break Jesus' legs?	No
12. Who was the first person to see Jesus alive after his death?	Mary Magdalene
13. What was the name of the Roman governor?	Pilate
14. What was the name of the place where Jesus was crucified?	Golgotha
15. To which disciple did Jesus entrust his mother?	John
16. How many times did Jesus pray at Gethsemane?	Three
17. T or F? Judas witnessed the crucifixion.	False
18. Name the high priest of the Sanhedrin.	Caiaphas
19. What did the soldiers do with Jesus' clothes as he hung on the cross?	Gambled for them
20. What does "Golgotha" mean?	"The Place of the Skull"

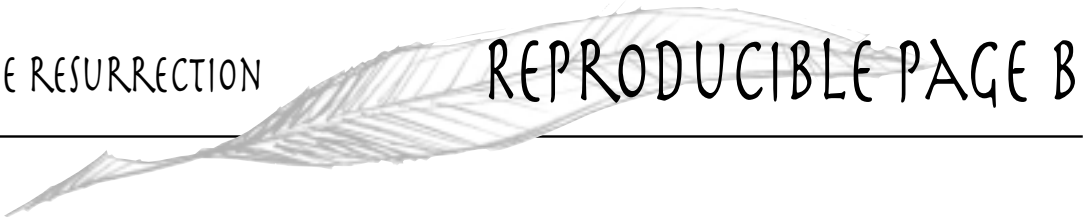


CHART OF EXCUSES

The disciples stole the body.	The Romans/Jews stole the body.	Jesus didn't die on the cross; he fainted.

THE BOOK THAT REFUSED TO BE WRITTEN

Have you ever been so sure of something only to find out, after studying the facts, that you were entirely wrong? This is exactly what happened to an English journalist by the name of Frank Morison. From childhood, Mr. Morison had been taught that science had “proved” that miracles are impossible—they simply do not exist. He did have, however, a deep respect for Jesus as a pure and noble man. He felt that people’s superstitious belief in the miracles of the Bible clouded the “correct” view of Jesus.

To help people come to this view, Mr. Morison decided to write a book that focused on the last week of Jesus’ life. He reasoned that if he just studied the historical facts surrounding this time, then he would be able to dismiss the greatest miracle of all—the resurrection of Jesus from the dead—and people would be free to appreciate Jesus as a heroic man of character.

To his astonishment, all of the historical facts pointed to an entirely different conclusion than he had anticipated. They all pointed to the fact that Jesus truly rose from the dead! This meant that miracles were true and that Jesus was not only a noble man, but that he was who he claimed to be: the Son of God.

Now Mr. Morison was compelled to write a different book—one that recorded these amazing findings. His book, *Who Moved the Stone?* has been one of the best-written defenses of the truth of Jesus’ resurrection for the past sixty years. In the first chapter he tells of his incredible transformation from a skeptic to a believer. This chapter is appropriately entitled, “The Book That Refused to Be Written.”

Reference is to the book *Who Moved the Stone?* by Frank Morison, Zondervan Publishing, Grand Rapids, Michigan, 1930.

SCRIPTURE MEMORY VERSE

"Therefore let all Israel be assured of this:
God has made this Jesus, whom you
crucified, both Lord and Christ."

ACTS 2:36

WEEKLY CHALLENGE

This week, share the evidence you learned about Jesus
being raised from the dead. You may share with your
family, friends or with a disciple.

ERIC SANDOVAL'S STORY

Eric Sandoval had been in a gang, but in May 1996, he was baptized into Christ. He wanted to play football in high school, but his grades were so bad that he wasn't eligible. He started making major changes in his attitude and his life, and went to summer school to get his grades up. He made the football team in the Fall of 1996. By September, his mother and sister were coming to church.

One night in September, Eric and a friend were making a call at a phone booth. A car full of guys drove by, and Eric recognized them as gang members. He told his friend to run in one direction and he would run in the other, so that they wouldn't be able to get both of them. Someone in the car shot Eric in the leg. Before he could get away, the car came back and someone got out and shot him twice more.

There were 1000 people at Eric's funeral. The Superintendent of Schools spoke and said that Eric had changed as much as any student he had ever seen. The Athletic Director said that it was obvious that the most important thing in Eric's life was God. The mother of the quarterback on Eric's football team asked Mike Rock how her son could get what Eric had. Eric's dad bought a gun and went to look for the killers, but when he got to the scene he realized that this was not what Eric would have wanted. Eric changed his own life, as well as the lives of countless others. The Sunday after the funeral, Eric had twenty-two visitors. How many would come to your funeral because of the impact of your life?

Story told by Al Baird, World Sector Leader, Los Angeles, California

INSTRUCTIONS

1. Read this story aloud to the group.
2. Discuss the questions below.
3. Select a spokesperson for the group who will relate the story to the rest of the class, and share the group's answers to the questions.

QUESTIONS:

- What made the most impact on you about this teen's life?
- When he realized that his life was not going the way it should, how did this teen respond to the gospel?
- What aspects of his life changed?
- Do you think he made these changes on his own?
- How did this teen use what he learned to influence others?
- What type of response can you make to the cross at this time?

ADAM JENKINS' STORY

Adam Jenkins is a fourteen-year-old high school student. Adam is a straight 'A' student and excels on both his football and basketball teams. Adam had been to many teen ministry events and church services, and his friend Sam's baptism.

One Fall day, God worked through Adam's life through an emotionally down day when he stayed home from school. After some intense soul-searching, he told his friend Sam how he was feeling. Sam told Adam he needed God in his life and asked him to study the Bible.

Just before his baptism, Adam asked his father to come to church with him. At first, his father made an excuse not to attend, but later decided that Adam was asking him to do something good, and he has been attending every since!

Following Adam's awesome example, both his father and mother were baptized, and his six-year-old brother is asking when *he* can be baptized. In addition, both of Adam's grandmothers, and a high school friend of his dad's, have been visiting church regularly!

Story told by Wyndham Shaw, Elder, Boston, Massachusetts

INSTRUCTIONS

1. Read this story aloud to the group.
2. Discuss the questions below.
3. Select a spokesperson for the group who will relate the story to the rest of the class, and share the group's answers to the questions.

QUESTIONS:

- What made the most impact on you about this teen's life?
- When he realized that his life was not going the way it should, how did this teen respond to the gospel?
- What aspects of his life changed?
- Do you think he made these changes on his own?
- How did this teen use what he learned to influence others?
- What type of response can you make to the cross at this time?