

THE RESURRECTION AND LIFE

LESSON TEXT

John 11:1-44, 12:1-3

LESSON OBJECTIVES

- The students will conclude that Jesus has the ultimate power over life and death, and we can, therefore, put our trust fully in him.
- The students will give two examples of worldly power and how it can fail.
- The students will each identify a fear that they will entrust to Jesus.

MATERIALS NEEDED

For each student:

- 1 sheet of white paper
- 1 game piece (coin, piece from an old game, etc.)
- pen or pencil
- Quest Journal (brought by the teacher)
- 1 piece of card stock or light-colored construction paper, 6" x 8"

For the teacher:

- 2 poster boards
- markers
- magazines
- scissors, 1 pair per 5 students
- adhesive or glue
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- extra Bibles
- 1 Master Quest Game Board poster
- 1 game die for every 6 students
- markers/colored pencils
- clear tape
- fluorescent paint or markers
- fluorescent stickers
- 88 index cards in two colors, 44 of each color
- 2 watches with second hands
- small prizes (optional)

LESSON PLAN

Getting Ready

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

Getting into God's Word

Scripture Study
 Activity 1: The Quest Game
 Activity 2: Quest Journal Activity

Getting It to Others

Scripture Memory: John 11:25
 Weekly Challenge and Snack Time
 Conclusion

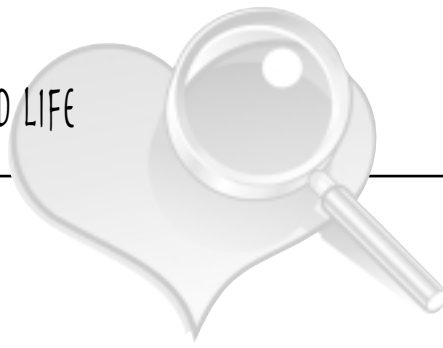
Reproducible Pages:

- Page A, 1 copy for the teacher
- Page B, 1 copy for Lazarus
- Page C, 1 copy for Lazarus
- Page D, 1 copy for the teacher
- Page E, 1 copy for every 6 students
- Page F, 1 copy for every 6 students (copy on the back of Page E)
- Page G, 1 copy for every 6 students
- Page H, 1 copy for each student

SCRIPTURE MEMORY VERSE

Jesus said to her, "I am the resurrection and the life. He who believes in me will live, even though he dies...."

John 11:25



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on John 11:1-44 and 12:1-3.

Think about some ways in your life that Jesus has turned a bad situation into a great victory that brought him glory and demonstrated his power. In what ways have you grown in your trust and confidence in Jesus by seeing his power in different situations? Does your character display this confidence and trust? Think about how you can share this confidence with your students. Help them to understand that the most important power in our lives comes not from things or people, but from Jesus alone.

TEACHER TIPS

Prepare for the class during the week by selecting a very out-of-himself disciple to play Lazarus. You will need to prepare him to dress for the part and to have his lines memorized.

Be sure to give the Memory Verse Matching Cards to the Supplement Lesson teacher.

PRECLASS ACTIVITY

STRONG MAN

The students will identify things they see as making a person strong.

MATERIALS USED

For each student:

- 1 sheet of white paper

For the teacher:

- 1 poster board
- markers
- magazines
- scissors, 1 pair per 5 students
- adhesive or glue

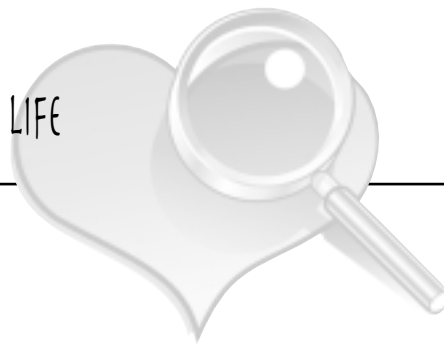
Reproducible Pages:

- Page A, 1 copy for the teacher



INSTRUCTIONS

1. Use Reproducible Page A to draw a large, poster-size strong man.
2. As they arrive, ask the students to either draw or cut out pictures from magazines of things they think would make this man powerful. These can be things that make someone physically powerful or things thought to make people powerful in image and influence (such as cars, big houses, talents, money, etc.).
3. Have the students paste their pictures on the drawing of the strong man.



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 have 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? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses and to be especially thankful for the power that Jesus has to work in our lives.

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 that the victories of our brothers and sisters in other countries can inspire us and spur us on.





SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- scissors
- extra Bibles

Reproducible Pages:

- Page B, 1 copy for Lazarus
- Page C, 1 copy for Lazarus
- Page D, 1 copy for the teacher

PREPARATION

1. During the week before class, give "Lazarus" copies of Reproducible Pages B and C.
2. During the question and answer period, you will be encouraging opinions and discussion; think ahead of examples to share from your life.
3. Cut your copy of Reproducible Page D (Questions for Lazarus) into separate question strips. Have them ready to hand out quickly after Lazarus enters at the end of the study.

INSTRUCTIONS

1. Hold up the "Strong Man" poster.
2. Tell the students the following:
We put our trust in "powerful" things. We trust that a plane will carry us to a city far away. We trust that a strong person can rescue us from danger. We trust that medicine will make us well. All of these things, however, have failed people at times and have a limit to their power.
 - Can anyone name other "powerful" things or people that have failed? (politicians have failed their constituents / armies have lost wars / nuclear power stations have had accidents, etc.)
3. Point out things on the poster that the students identified as powerful, and discuss with them the ways in which we trust in those things.
4. *Today we want to learn about someone who is powerful enough to meet all our needs. He is more powerful than this man with all these powerful things in his life!*

Select a volunteer to read John 11:1-3. Discuss:

- *Since Jesus had healed complete strangers in the past, what do you think Martha and Mary were expecting when they sent the message to Jesus that someone he loved was sick? (They would have expected him to come right away and heal him.)*

Have another volunteer read John 11:4-6.

- *Did Martha and Mary get what they expected? (No, he waited for two days after he found out about Lazarus being sick!)*
- *What was Jesus' reason for waiting to go to Lazarus? (He wanted to use the situation to show the glory of God. Jesus can take even what seems to be a bad situation and, if we trust him, use it for good, causing people to praise God!)*
- *Can you imagine being Martha or Mary...watching out the window every minute to see if you could see Jesus coming? Thinking about what kind of miracle he would perform. Wanting to be able to make your brother well right away because it made you sad to see him sick? How do you think Martha and Mary felt when Jesus didn't come? (scared / hurt / confused / angry...)*
- *What are some situations that you have experienced that made you feel hopeless, fearful, abandoned, etc.? (Encourage the students to discuss this openly. Be ready to share a situation in your life to help them to start thinking.)*

Select a third volunteer to read John 11:7-10.

- *The disciples were afraid for Jesus' safety if he went back to Bethany because the people there had threatened to kill him. Was Jesus afraid to go? (No!)*
- *Why not? Who was he trusting? (Jesus trusted God with his very life!)*

Have another student read John 11:11-26.

- *Who was Martha trusting? Why did Martha put her trust in Jesus? (She knew the power he held over life and death.)*

Choose another volunteer to read John 11:27-32.

- *Did Mary understand what Jesus wanted to do? (not immediately)*

Select a student to read John 11:33-44.

- *Even though Mary didn't understand what Jesus was doing, she was willing to trust him and follow him. Have you ever had a time when you didn't understand the things that were happening in your life, but were willing to trust God and his will? What helped you get through that time?*
- *How did Jesus help Martha and Mary with their pain, fears, etc.? (He asked them to trust in him and gave them hope—v25, v40.)*
- *Did Jesus do all that he promised? (Yes. Lazarus was raised from the dead! Martha, Mary and Lazarus were willing to trust Jesus.)*



- *How much are you willing to trust Jesus?*
- *How can you learn to trust Jesus every day and in all circumstances?* (Encourage the students to discuss this—by doing the right thing and obeying Jesus' words even when you are afraid or don't want to / by reading his word to see all the examples of Jesus' infinite power / The more you "trust and obey," the more you see Jesus can help you.)
- *What did Jesus say to raise Lazarus?* ("Lazarus, come out!"—v43)

Repeat it loudly: "*Lazarus, come out!*" This answer is the cue for Lazarus to come into the class.

Have Lazarus come into the class and surprise the students. He should be wrapped in "grave clothes." He could even be walking stiffly into class with his arms stretched out in front of him. You may want to act "scared" and ask him, "*Who are you?*" Lazarus should not answer but continue to come into the room and reach for one of the students. Then—before he touches them—stop, unwrap his face, laugh and say, "*I love doing that! I am Lazarus, back from the dead! You called me, didn't you?*"

You can introduce Lazarus to the class and pass out the question strips from your copy of Reproducible Page D for the students to ask him. Tell the students they can ask their own questions, as well. You may want to start the questions by asking, "*How did you meet Jesus?*" Lazarus will answer according to the answers on Reproducible Page C.

ACTIVITY 1

THE QUEST GAME

The Quest is a continuous game that is played throughout Unit 20. The purpose of this game is to reinforce the lesson objectives while giving the students a fun activity. For instructions about how to set up and play the game, see the extra sheet at the beginning of the unit entitled "The Quest Game Instructions." At the beginning of the unit you will also find a folded poster (Master Quest Game Board) that will serve as the guide to help the students tape together the individual game boards from each lesson.

If time allows, have the groups of students color the new game board before taping it to the game board from last week.

MATERIALS USED

For each student:

- 1 game piece (coin, piece from an old game, etc.)

For the teacher:

- 1 Master Quest Game Board poster
- 1 game die for every 6 students
- markers/colored pencils
- clear tape

Reproducible Pages:

- Page E, 1 copy for every 6 students
- Page F, 1 copy for every 6 students (copy on the back of Page E)
- Page G, 1 copy for every 6 students

ACTIVITY 2

QUEST JOURNAL ACTIVITY

The only way out of the Valley of Bones (on the game board) is by the power of the "Great I AM." The craft will lead the students to him.

MATERIALS USED

For each student:

- pen or pencil
- Quest Journal (brought by the teacher)
- 1 piece of card stock or light-colored construction paper (6" x 8")

For the teacher:

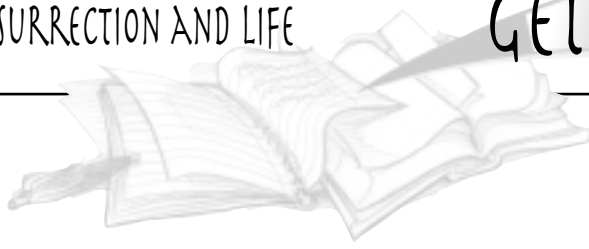
- 1 poster board
- marker
- fluorescent paint or markers
- fluorescent stickers

PREPARATION

1. Precut the paper into 6" x 8" pieces.
2. Print the memory verse and reference on the poster board and display it for the class to see.
3. Set up several craft areas with supplies at each place.

INSTRUCTIONS

1. Give out the Quest Journals to the students.
2. Make sure each student has one cut piece of card stock or light-colored construction paper.
3. Have each student write the memory verse on their piece of paper and decorate it with neon stickers, markers and glitter.
4. Have the students glue their finished memory verse designs in their journals.



SCRIPTURE MEMORY

Jesus said to her, "I am the resurrection and the life. He who believes in me will live, even though he dies...."

John 11:25

MATERIALS USED

For the teacher:

- 88 index cards in two colors, 44 of each color
- 2 watches with second hands
- small prizes (optional)

Reproducible Pages:

- Page H, 1 copy for each student

PREPARATION

1. Using index cards of one color, create a memory game by writing each word of the memory verse on two separate cards. You will then have the verse written out on two sets of cards, with one word per card. These cards will comprise one memory game.
2. Repeat this step with the second set of forty-four colored cards to create the second memory game.
3. These will be referred to as the Memory Verse Matching Cards.

INSTRUCTIONS

1. Shuffle both sets and lay out the cards from each separately. Place cards face down.
2. Since there are two games, allow four students to play at one time with two per game. Have your assistant time the pairs.

3. Give each pair two minutes to match as many words as they can, turning over only two cards at a time and trying to match the two cards with the same word. If the pair gets a match, they can leave those cards face up and continue matching until all the cards are turned over.
4. If a pair gets all of the cards turned over, have them try to put the words in order to make the memory verse.
5. Reshuffle the deck of index cards after different pairs play until all the students have had a chance to play (if time allows).
6. You may want to have a small prize for the pair who turns over the most matches or who gets the verse correct in the fastest time.

NOTE: Be sure to give the cards to the Supplement teacher.

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.

Each student should determine one fear that he or she would most like to entrust to Jesus this week. Ask the students to find a disciple who has overcome a similar fear, and seek advice and scriptures to help them turn their fear over to Jesus. They will discuss what they learned.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Make a decision to entrust one fear in your life completely to Jesus.

Find a disciple who has overcome a fear similar to yours,
and spend some time with him or her to seek advice
and scriptures to help you also overcome.

THE RESURRECTION AND LIFE

LESSON TEXT

Mark 4:35-41; John 11:25-26

LESSON OBJECTIVES

- The students will explain why Jesus' power during the storm evoked fear in the disciples.
- The students will conclude that Jesus has the power to deal with the things we fear.
- The students will each identify a fear that they will entrust to Jesus this week.

MATERIALS NEEDED

For each student:

- pen or pencil
- 2 strips of paper, approximately 1" x 2"
- 1 sheet of paper

For the teacher:

- 1 large poster board
- marker
- box or bowl
- extra Bibles
- concordances, 1 for every 5 students
- Memory Verse Matching Cards from Core Lesson teacher

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: The Biggest Fears (Part I)
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

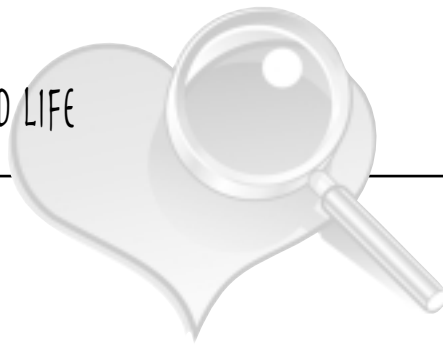
Scripture Study
 Activity: The Biggest Fears (Part 2)

Getting It to Others

Scripture Memory: John 11:25
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

Jesus said to her, "I am the resurrection and the life. He who believes in me will live, even though he dies...."
 John 11:25



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Mark 4:35-41 and John 11:25-26.

Think about a time when you had to decide if you truly trusted Jesus. How did it challenge your faith? Did it draw you closer to Jesus? What actions did you take as a result? For the past several weeks your students have studied about Jesus as the Bread of Life, as the Light of the World and as the Good Shepherd. It is time to call them to make decisions to truly believe that Jesus is who he says he is and to act on this belief every day! Your goal in teaching this class is to pose the same question to your students that the disciples were confronted with in Matthew 16:15, "Who do you say I am?" The way they learn to answer this question will impact their lives forever!

TEACHER TIPS

Think of some powerful examples from your own life of how Jesus' power has calmed your fears and allowed you to trust him, and share these with your class. Real-life victories provide solid examples to your students that Jesus' power is living and active in this century just as much as it was in the first century!

You will need to get the Memory Verse Matching Cards from the Core Lesson teacher.

PRECLASS ACTIVITY

THE BIGGEST FEARS (PART I)

The students will identify their greatest fears for use later in the lesson.

MATERIALS USED

For each student:

- pen or pencil
- 2 strips of paper, approximately 1" x 2"

For the teacher:

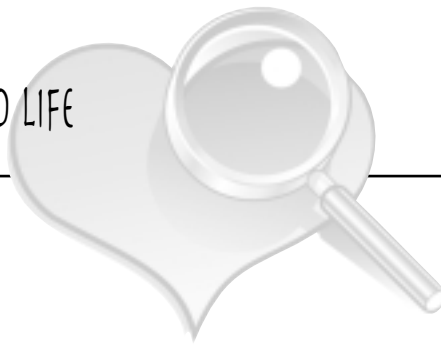
- 1 large poster board
- marker
- box or bowl

PREPARATION

Before class begins, prepare the poster board by writing the following words on it: The Biggest Fears.

INSTRUCTIONS

1. As the students come in, give each one a pen or pencil and two strips of paper.
2. On each strip of paper, have the students write one fear they have.
3. Place these pieces of paper in a box or bowl, and set them aside for later in the lesson.



STARTING UP

WELCOME AND SINGING

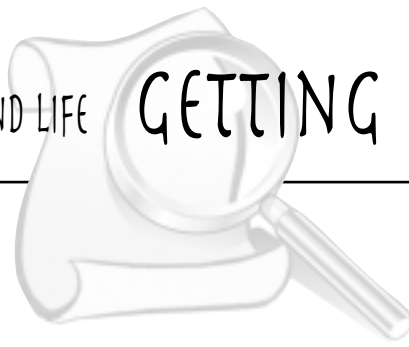
Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students praying about trusting Jesus in their lives since he has power over all things.
- Have one student recite the memory verse for this lesson: John 11:25.
- 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

Read Mark 4:35-41. Discuss:

- *What was the disciples' response when the squall came up?* (v38: They were afraid. They thought they were going to drown!)
- *What did Jesus do when the disciples woke him?* (v39: He rebuked the wind and the waves.)
- *What did Jesus say to the disciples after he had quieted the weather?* (v40: He asked them why they were so afraid, and he challenged their faith.)
- *What was the disciples' response when Jesus calmed the storm? Why?* (v41: They were terrified. His power scared and awed them. They didn't understand.)

Read the story on page 11 to the students. After reading it, ask them how they would have responded. (Encourage an open discussion.)

- *What kinds of things scare you the way this storm scared the disciples? Is it always bad things that scare us?* (Give examples from your own life of some good things God has expected of you that were scary. Examples: speaking in front of a large group or telling someone the truth and not knowing what the response would be)

Read John 11:25-26. Tell the students the following: *Jesus loves us. He will never lead us to destruction! He will, however, sometimes lead us to do things that scare us but that draw us closer to God. If we truly believe him, our fears will not hold us back!*

ACTIVITY 1

THE BIGGEST FEARS (PART 2)

The students will do an exercise that will help them apply the promises in the Scriptures to fears in their lives.

MATERIALS USED

For each student:

- 1 sheet of paper

For the teacher:

- extra Bibles
- concordances, 1 for every 5 students

INSTRUCTIONS

1. Divide your class into teams of five students.
2. Appoint one older student as the leader of each team.
3. Give each team a concordance, and give each student one sheet of paper. Make sure the teams have enough Bibles among them to look up verses.
4. Ask the teams to look up "belief" and "believe." Have half of the teams write down scripture references that are about good things God promises to those who believe. Ask the other half of the teams to find scriptures about what happens to those who do not believe.
5. Have the team leaders look up the references in the concordance and then assign them to individual team members.
6. Have each member write down the assigned verse and the result of the promise in the verse (as mentioned above).
7. Ask each group to choose someone to be the speaker who will share one scripture from the group. You can have them share more than one if time permits.
8. Bring out your bowl of the top ten biggest fears.
9. Pull them out, one at a time, deciding which to read (use your discretion).
10. Write ten of the most common ones on the poster board.
11. Ask the students to figure out which scriptures could be used to overcome each fear listed.



IMAGINE YOURSELF IN THE FOLLOWING SITUATION:

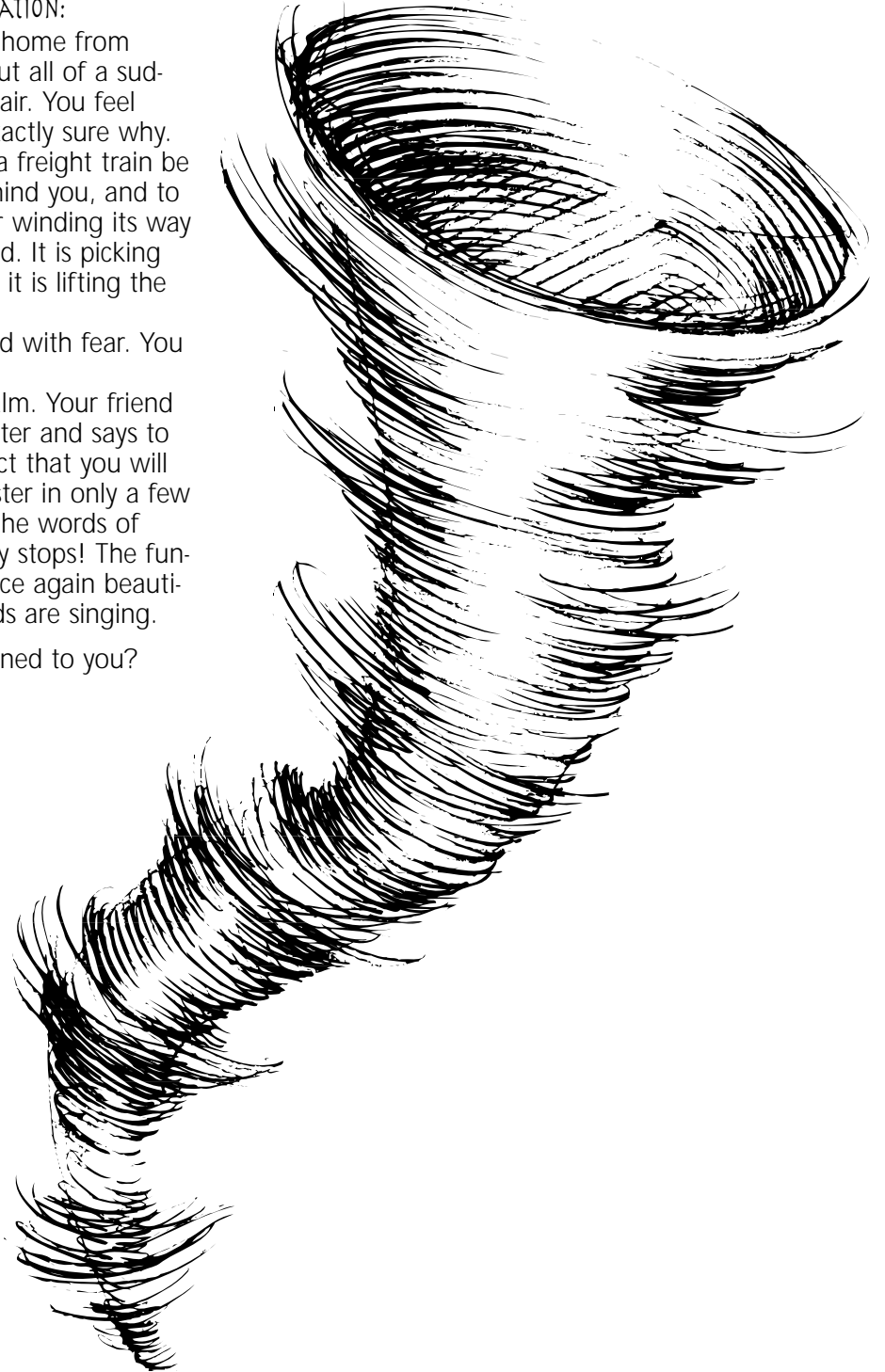
You and your best friend are walking home from school. The day has been beautiful, but all of a sudden, an eerie stillness comes into the air. You feel somewhat uneasy, but you are not exactly sure why.

You hear a roaring sound. Could a freight train be coming down the road? You look behind you, and to your horror, you see a gigantic twister winding its way down the once peaceful neighborhood. It is picking up and throwing trucks and cars, and it is lifting the roofs off houses.

You stare at your friend, wide-eyed with fear. You are so afraid you cannot even speak.

Your friend, though, looks very calm. Your friend stares at the quickly approaching twister and says to the twister, "Quiet. Be still!" You expect that you will be swept into the whirling of the twister in only a few seconds, but to your amazement, at the words of your friend, the twister stops. It simply stops! The funnel disappears, and the weather is once again beautiful. The street is peaceful and the birds are singing.

How would you respond if this happened to you?



SCRIPTURE MEMORY

Jesus said to her, "I am the resurrection and the life. He who believes in me will live, even though he dies...."

John 11:25

MATERIALS USED

For the teacher:

- Memory Verse Matching Cards from Core Lesson teacher

INSTRUCTIONS

1. Divide the Memory Verse Matching Cards into four groups—each group being the full memory verse.
2. Turn over the cards (face down) in each group and shuffle them.
3. Choose four students to turn their cards over and put the words in the correct order to form the memory verse. (The one who finishes first is the winner.)
4. Choose three more students to play with the winner of the first round.
5. Have the winner of the second round play with three more students for the third round, etc. (If you do not have time to go through this whole process, you might just let several students take turns putting the cards in order.)

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.

The students were to identify fears that Jesus can overcome. Discuss with them the fears they have. Remember that students this age have some very adult fears and are often beginning to realize a lot about life and death, divorce and other very serious issues. Help them focus on promises in God's word that can help them handle these fears. Encourage them with ways you've been victorious over fears in your life. Remind them to keep up with their daily quiet times. Encourage those who have completed the challenge and have them share with the others their fears and the help they have received to begin to overcome them.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Make a decision to entrust one fear in your life completely to Jesus.

Find a disciple who has overcome a fear similar to yours, and spend some time with him or her to seek advice and scriptures to help you also overcome.

STRONG MAN



INSTRUCTIONS FOR LAZARUS

You have been chosen for a very important role in today's class. Talk with the class teacher early in the week and follow any directions he or she gives you. Be sure you read all the questions and answers before class and, if possible, memorize them. To understand your role better, read John 11:1-44.

BACKGROUND

The role of Lazarus is a challenging one because the Bible does not give many details about him. As you can tell from the passage, he was the brother of Mary and Martha (vv1-3) and also apparently a very close friend to Jesus (vv3, 33-36). Apart from these two things, we know very little about his past or his character. Therefore it will be important for you to use your imagination when coming up with details of his life (without misleading the group). Because the students will be encouraged to ask their own questions of you, they may ask some questions that the Bible does not answer, and you need to be prepared to deal with them. With regard to questions about your past—how you met Jesus, what sickness you had, and things of that nature—you will want to answer them in general terms and to avoid giving specific answers.

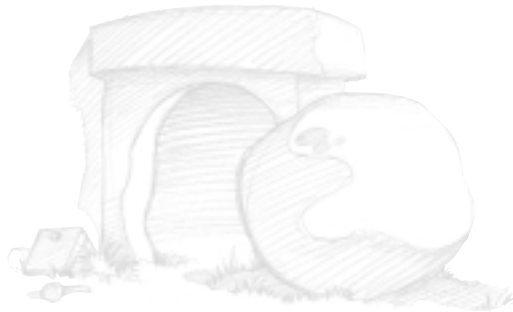
BEHAVIOR

We do not know much about Lazarus before he rose from the dead, but you can imagine what he was like after he rose! Imagine if you were Lazarus (and you are)! You thought it was over and then suddenly you were alive again! You would be the most joyful person anyone had ever met. And you would be telling everyone about what Jesus had done (read John 12:10-11). As Lazarus, be joyful and happy about everything. Be overjoyed as you talk with the students, excited and fun. Smile constantly and laugh as often as you can about anything and everything. The character that the students must see is one of joy, peace, happiness, excitement and enthusiasm. Be wild, and have fun!

When you first come into the class, you may want to stumble around and wave your arms, and even act a little scary. When you uncover your face, laugh in order to set the students at ease.

CLOTHING

When you first come into class, you will need to be wrapped in white cloths. Get an old white sheet; cut it into five-inch strips, and wrap and tie the strips on over other clothes until they completely cover you from head to toe. (You will probably need one or two people to help you get ready.) The more well wrapped you are, the better. Be sure to allow yourself some range of motion and mobility, as you will need to walk into and around the classroom. (You can wrap each leg separately.) As you are talking with the students, slowly take off strip after strip until they are all off and the students can see the clothes you have on underneath them. The clothes you have on underneath the "grave clothes" will need to be ones that you would wear to do something fun based on the season and the area you live in—such as basketball clothes, beach clothes, a ski outfit, a wet suit, scuba gear, mountain climbing gear, etc. The more outlandish the better, and you may want to have a prop or two to go along with it—such as a basketball or surfboard. At the end of the discussion, tell the students that you are on your way to do whatever it is you are dressed to do with your closest disciple friends. Since you came back from death, you want to enjoy life!



ANSWERS TO THE QUESTIONS THE STUDENTS WILL ASK

Q #1: Were you a friend of Jesus?

A #1: *"Yes, he was a great friend to me. He really loved me a lot! He was close to my sisters, Martha and Mary, too. He loved me enough to risk his life for me by coming to raise me from the dead! The Pharisees had already threatened his life once before!"*

Q #2: How did it feel to be raised from the dead?

A #2: *"It was amazing! I heard Jesus call my name, and I woke up and came out of the tomb! Imagine if you died and thought it was all over, and suddenly you are given another chance! I was so happy to see Jesus again and to see my family! I couldn't stop telling people what Jesus had done!"*

Q #3: Why did Jesus say, "Lazarus, come out!"

A #3: *(Laugh) "Well, if he just said come out; without just naming me, he might have raised everyone from the dead! Jesus is so powerful, he could have raised all the people who had died from the dead!" No, really, I think maybe the reason he said it out loud was that he wanted the people to see clearly that his prayer was answered and he had the power over death."*

Q #4: How did Jesus raise you from the dead?

A #4: *"I don't know exactly, but I know he said that his power came from God himself! Jesus can do more than we can ask or imagine—even raising me from the dead after I had been dead for days! Boy, did I stink! (Hold your nose.) And my body was all stiff from being dead. "*

Q #5: How is being dead different from being alive?

A #5: *"The biggest difference is while you are alive, you can make decisions about how you are going to be. Once you're dead, you can't decide to change! If you are messing up now, change while you can. Once you are dead, it's all over!"*

Q #6: What did you do after you rose from the dead?

A #6: *"The first thing I did was get out of those grave clothes, and I took a bath to get rid of the smell!! No, the first thing I did was thank Jesus. Then I hugged and kissed my sisters. Then I took that bath! I was so grateful to Jesus! And so were my sisters! We gave a dinner in his honor. I couldn't stop thanking him! You can read about this in your Bibles...John 12:2."*

Q #7: How did your life change after you rose to life?

A #7: *"Well, I was so thankful, I became one of the happiest men in Jerusalem! When Jesus or God does something powerful in your life, you can't help but be excited!"*

Q #8: Why are you wearing that outfit underneath your grave clothes?

A #8: *"Well, I figure I am going to enjoy my second chance as much as I can! I love to have fun and be with my friends, so after I get done here, I am going to _____ (whatever you are dressed to do). I have Jesus to thank!"*

"Thanks for having me come back to talk to you! And be thankful for life while you have it."



QUESTIONS FOR LAZARUS

Cut along the dotted lines:

Q #1: Were you a friend of Jesus?

Q #2: How did it feel to be raised from the dead?

Q #3: Why did Jesus say, "Lazarus, come out!"?

Q #4: How did Jesus raise you from the dead?

Q #5: How is being dead different from being alive?

Q #6: What did you do after you rose from the dead?

Q #7: How did your life change after you rose to life?

Q #8: Why are you wearing that outfit underneath your grave clothes?

THE QUEST GAME—QUESTIONS

○

1.

Quote your memory verse, giving also book, chapter and verse.

○

2.

What was Lazarus' attitude when Jesus raised him from the dead? What did Lazarus do to show Jesus his gratitude?

○

3.

How is Jesus the "resurrection and the life"?

○

4.

What is one way you can show gratitude to God?

○

5.

How do you need to grow in trusting Jesus?

○

6.

What fears can Jesus help you to overcome?

THE QUEST GAME—ANSWERS

A 1.

Jesus said to her, "I am the resurrection and the life. He who believes in me will live, even though he dies." (John 11:25)

A 2.

Lazarus' attitude was joyful, thankful. He gave a dinner in his honor.

A 3.

By giving mankind (including me) a chance to have a great life and eternal life.

A

4.

Personal answer

A

5.

Personal answer

A

6.

Personal answer



SCRIPTURE MEMORY VERSE

Jesus said to her, "I am the
resurrection and the life.

He who believes in me will live,
even though he dies."

JOHN 11:25

WEEKLY CHALLENGE

Make a decision to entrust one fear in your life completely to Jesus.
Find a disciple who has overcome a fear similar to yours,
and spend some time with him or her to seek advice
and scriptures to help you also overcome.