

The “I am....” Statements of Jesus

Lesson 6

“I am the resurrection and the life.”

Jesus Christ: the One who takes us from death into His eternal life

Learning Outcomes:

- Learn the meanings of a variety of ‘opposites’ adjectives
- Use ‘opposites’ words in oral and written sentences to describe how own and others’ lives have changed
- Understand that Jesus Christ was sent by God and full of His power to bring the dead to life
- Understand that Jesus’ death and resurrection brings forgiveness and life forever to those who *believe* in Him
- Understand that God’s life-giving, life-changing power works *in* and *through* believers
- Recognise that Jesus is God Himself, who always was, is, and will be. When we know Jesus, we know God the Father. Jesus alone is THE life.

Session length: 2 hours

Stage One: Lead-in/language activities

Activity	Resources
Welcome the students and open in prayer.	
<p>Give adjectives to different students and instruct them to each move around the room to find their opposite. (To make it more interesting and encourage more communication, stick the words on the backs of the students). Examples of words to use include: tall/short, old/young, dead/alive, wrong/right, large/small, early/late, happy/sad, empty/full, rich/poor, fast/slow, lost/found, bald/hairy..... However, use words appropriate to the level of your learners.</p> <p>Tell the students to sit with their ‘partner’. Elicit feedback.</p>	Adjectives labels
<p>Provide an ‘opposites’ wordsearch or crossword puzzle for each pair of learners. Direct the students to find/fill in the opposite word of each clue given, e.g. for the clue ‘loud’, the opposite word to find is ‘quiet’. Tailor this activity to the level of your learners. Give them a maximum of 8 minutes to find 10-12 words, to ensure that the pace moves quickly.</p> <p>Find out which pair has found the most words, and congratulate them. Check understanding of any new vocabulary (this could be done firstly by learners discussing word meanings in their pairs and then by you asking questions of the whole group).</p> <p><i>(If you would prefer the students to work as a whole group at this stage, you</i></p>	<p>Prepared crossword/wordsearch</p> <p><i>Opposite word cards (thick enough card</i></p>

<p><i>could play pelmanism. Direct the students to stand around a table where you have a set of 10 words face down at one end of the table, and another set of their opposites at the other end. Instruct each student to turn over two words, one from each end of the table. If the words are opposites, the student keeps hold of the pair. If the words are not opposites, they must be replaced in the SAME position that they were in before. The 'winner' is the person who has collected the most pairs at the end. Ensure the pace of the activity is quite quick. Finish it early if necessary, just warning students when it's the last round.)</i></p>	<p><i>so that the words cannot be read through the back of the card!)</i></p>
<p>Present information about yourself which contrasts the past and the present. Use simple drawings/photos stuck on the whiteboard and make oral statements, e.g. "I was fat, but now I am thin." "I was young, but now I am old." "I was single, but now I am married." "I was sad, but now I am happy." Highlight the use of 'but', explaining that it means something is different/has changed from how it was before.</p> <p>Drill the phrase "I was... but now I am..." Also, highlight the opposite words that you have used.</p> <p>Point to the pictures, and elicit the same statements from students in the group, using the phrase "You were... but now you are..."</p> <p>Direct the learners to briefly chat to their partners about the same pictures, making statements about you: "S/he was... but now s/he is..."</p> <p><i>(If time allows, instruct the students to each write three sentences about themselves: I was...but now I am... Explain to the learners that they can use some of the opposite words that they have learnt. Tell the learners not to write their names on their papers.</i></p> <p><i>Collect in the sentences and label each piece of work with a letter: A, B, C.... Stick them around the room and direct the learners to move around the room, reading the sentences in order to work out who the writer is in each case. If any students are likely to feel embarrassed about displaying their work, you could read the statements out to the group and this could be done as a listening exercise.)</i></p> <p>In small groups, ask students to discuss the ways in which they have changed/are different (opposite) now to how they were before. This may naturally draw out some testimonies. If so, it is a good time to ask, "Why are you different?"</p>	<p>Whiteboard and pens Photos and Blu Tac</p> <p>Paper and pens</p>
<p>Tea/coffee break</p>	

Stage Two: Bible Study

Activity	Resources
<p>Introduce the Bible passages by setting context: Lazarus was Jesus' friend and he had died.</p> <p>Show the class where the passages are in the Bible.</p>	<p>Bible</p>
<p>Read v.17-27, with the learners following on their sheet, marking any new words.</p> <p>Ask the students what the passage is about. Ask the learners to discuss in pairs what they think happened next.</p> <p>Read v.38-44, with the learners following on their sheet, marking any new words. Elicit feedback – were the learners right about what happened?</p> <p>Elicit new/difficult words from the students and put them on the whiteboard. Ask if anyone can explain the words, one at a time. If not, provide an explanation with examples/pictures/mime/ sound effects.</p> <p>When all the new words have been put on the board and the meanings are clear, elicit the syllable and stress pattern of each word and drill it chorally and individually as appropriate.</p> <p>The passages can then be read again by the students, along with Romans 4 v.24-25.</p> <p>Remind the students that we are looking at the name of God. Elicit what that is: I AM WHO I AM. Ensure that the students understand the meaning: the God who always <i>lives</i> and is always with His people; the One who was, is, and will be forever.</p> <p>Ask the students to identify the 'I am' phrase in John 11. Establish that this story tells us about how Lazarus was 100% different/changed from how he was before. Elicit the opposite words: dead - alive.</p>	<p>Bible passage: John 11 v.17-27, v.38-44, Romans 4 v.24-25</p> <p>Whiteboard and pens</p>
<p><i>This activity could be done if time allows. Divide the class into two groups and assign parts to members of group 1: Mary, Martha, Jesus, narrator. Give out parts to students in group 2: Lazarus, Martha, Jesus, narrator. Give the first group John 11 v.17-27 and the second group v.38-44. Give the students 5-10 minutes to prepare a drama of their part of the story. Ask them to try to show the feelings of the people.</i></p> <p><i>Invite the students to present their drama to the other group.</i></p>	<p><i>Bible passages</i> <i>Badges for cast</i></p>
<p>Divide the class into two groups, each led by a support assistant.</p>	<p>Whiteboard and pens</p>

Direct the small two groups to discuss some or all of the following questions (written on the board):

1. (a) What big change happened to Lazarus?
(b) How did this change happen?
2. (a) Read v.41-2. What did Jesus pray?
(b) Why did He pray this?
3. (a) Read v.25-27 and v.40. What do we need to do to see death changed into life forever?
(b) Read v.26. What is your answer to Jesus' question?
4. (a) What did Jesus mean when He said, "I am the resurrection and the life."?
(b) Why did he say, "***I am...***"?
5. Read Romans 4 v.24-25.
(a) Why did Jesus die?
(b) Why did Jesus come back to life?
6. Lazarus' new life was different to Jesus' new life. How?

Elicit whole-group feedback and clarify any issues.

The notes below are to help you explain the Gospel to the learners, but they are not a script that you must stick to. You know your own learners' needs and levels. Ensure that one way or another, the Gospel is clearly communicated.

God is the One who makes all life. He is the only One who had power to make Lazarus live again. This miracle *showed* the power of God. It showed that what Jesus said was true: He was sent by God and full of God's power. Actions speak louder than words!

Jesus died to take the punishment for our sin. But, as He promised, God the Father brought Him to life again three days later. This showed that:

- what He says is true (as He promised)
- He had power over death
- *we* can have new life forever and be right with God!

Only *Jesus* could bring us life by dying and taking away the power of sin. Without Him, we are dead inside. Doing good things or following religion does **not** bring life forever: religion only brings death. **Life is in God's Son.** Jesus does not *show* us how to have new life: He *is* the resurrection and the life. Sin = death. Jesus = life.

We need to *believe* God. When we believe, we will :

- be accepted by God
- receive life forever that starts now and continues in heaven
- see God's glory (power).

We will be taken from death to life! The people around Lazarus *showed* that they believed: they obeyed Jesus by moving the stone away. It was a large stone so it would have been difficult to move. Sometimes it is not easy to act, but faith (believing) always comes

<p>together with <i>doing</i> what God tells us to do.</p> <p>Show a baptism photo and ask the students what the photo shows. Ask a student who has (recently) been baptised to explain why they were baptised. Establish that water baptism shows that my old life (when I was number 1) died with Jesus on the cross. Baptism also shows that the new, resurrection life of Jesus is in me. It is a life that will never die. Jesus is forever alive in me! (If necessary, clarify that baptism does not save a person; it shows everybody what has already happened in a person's heart.) Baptism is <i>doing</i> what God tells us to do: believe and be baptised. Actions speak louder than words!</p> <p>Lazarus came alive to <i>natural</i> life. He died again when he was older. Jesus came alive to <i>eternal</i> life. He did not die again. He is alive now. This is the same life that lives inside believers: a life that will <i>never</i> die. One day, my body will die but my spirit inside lives now and forever with Jesus. This life in me is full of great power!</p> <p>Life forever means knowing God (John 17 v.3). We can know God, not just know <i>about</i> Him. We can know Him as the wonderful Father who gives life and changes everything by His power. We can know Him because Jesus is exactly the same as God the Father. Jesus showed His power to give life. He gave life to Lazarus and He was with God in the beginning, giving life to the world. Jesus came to show us the Father and He came to be the way to the Father. Jesus is God. If we know Jesus, we know the Father.</p> <p>Jesus says “<i>I am</i>” not “<i>I have</i>” because Jesus <i>Himself</i> is the life. He shows that He is God by using God's name for Himself (which God told Moses). God's Name means He always lives with His people. Jesus is Immanuel, God <i>with</i> us. He was there before the world was made, He is alive now and He will be with His people forever.</p> <p><u>(Read also John 8 v.23-30. Notice Jesus' repeated use of 'I am' in reference to His identity and mission.)</u></p> <p>Summarise (putting these points on the whiteboard):</p> <ul style="list-style-type: none"> - Jesus Christ was sent by God and full of His power. - Jesus is the only way for us to know God the Father. (<i>And this is eternal life: that people know you, the only true God, and that they know Jesus Christ, the One you sent - John 17 v.3.</i>) - He is the life. Without Him, we are dead in our sins. With Him, we have life forever. 	<p>Baptism photo</p>
<p>Ask the learners to work in pairs. Give the students the following word labels for them to match the opposites: death – life, wrong – right, empty – full, darkness – light, sinners – saints, old – new, sickness – health, fear – peace, captivity –</p>	<p>Matching labels</p>

<p>freedom, sadness – joy, despair – hope, condemnation – forgiveness, poverty – riches, orphans – children, rejection - acceptance. <i>(Alternatively, this could be done as a worksheet matching task. Mix up the words and ask the learners to draw lines to connect the opposites.)</i></p> <p>Elicit feedback. Highlight that these great changes take place when we <i>believe</i> in Jesus. He was 100% good but He took all the bad things so that we could be changed from bad to good. This is the ‘forever’ life that Jesus gives us.</p> <p>Establish that God’s power gives life and changes lives. This same power that raised Jesus from the dead is inside a believer (Romans 8 v.11)! God can do everything, and He works <i>through</i> His children. If we <u>believe</u> that Jesus’ power is in us, we can see everything change/become different: illness to health, death to life, fear to peace..... Jesus told His followers to raise the dead, and that is what is happening around the world as people believe!</p>	
<p>Pray to close.</p> <p>Introduce the topic of the next sessions: other characteristics of God that Jesus shows us.</p>	

Introductory mingling and matching task labels (example)

tall

short

old

young

dead

alive

wrong

right

large

small

early

late

happy

sad

empty

full

rich

poor

fast

slow

lost

found

bald

hairy

gentle

harsh

rough

smooth

clean

dirty

Opposites labels to cut up (final matching task)

death

life

wrong

right

empty

full

darkness

light

sinners

saints

old

new

sickness

health

fear

peace

captivity

freedom

sadness

joy

despair

hope

condemnation

forgiveness

poverty

riches

orphans

children

rejection

acceptance