



TEACH IT HIGH SCHOOL 1 SESSION 2

1. Materials

For this session each student will need—

- the Session 2 Scripture sheet
- the student journal page for Session 2
- his or her own Bible, a pen, and a notebook

You'll also need—

- a whiteboard and markers
- a pack of colored pencils (at least two colors per student)
- various images of Jesus to project or print; find these by searching Google Images. Select flattering and at least one not-so-flattering image for variety.

2. Session Intro

GOALS OF SESSION 2

As students experience this session, they will—

- be strengthened in their belief in Jesus, based on truths in John 1.
- learn how to break through the “spiritual crust” that forms when we have an underused, out-of-date picture of Jesus.
- be challenged to personalize the historic, worldwide impact of Jesus’ existence.

PRAYER

After your students have gathered, open the session in prayer. Pray that your group members will be open to the truth about Jesus, as John lays it out in John 1. God has a lot to say to us about his Son, but it’s not worth much if we don’t let it change our lives.

OPEN

Every Picture Tells a Story

Begin by showing various images of Jesus, printed or using data projection. Show them one at a time, asking the following questions and giving students time to comment.

What does this image say about Jesus?

What does this depiction of Jesus say about the person who created the image? How did this person apparently view Jesus?

After the students have viewed all the images, ask—

What do these images tell us about how people in general view Jesus?

Which of these depictions is closest to your mental image of Jesus?

LARGE-GROUP OPTION

Project the images and have students discuss these questions in small-group circles.


Transition into the study by saying something like:

Everybody has a picture of Jesus in mind. Some pictures are good, some bad. Even believers tend to carry around pictures of Jesus that are outdated or even completely wrong! We tend to lock in a picture of Jesus at some point in our lives and never update it. Today's session will give us a chance to do some updating.

3. Digging In

The Word on the Word

Explain that though the four Gospels cover the same subject (the life of Jesus), each begins a little differently from the others. Matthew starts off with a long family tree showing Jesus' Jewish "family history." Mark starts with a prophecy from Isaiah and jumps right into Jesus' adult ministry. Luke begins with Jesus' birth. And John does something totally creative by "waxing eloquent" with poetry and theology.

1. Read John 1:1-18 using your Scripture sheets.
2. As you read, in colored pencil, put a cross  over every mention of Jesus.
3. Look for words such as *he*, *him*, *light*, *Word*, and *life*.

When most have finished, ask them to look at what they've marked and tell you everything they learned about Jesus. Record their responses in two columns on the whiteboard ("Jesus as Word" and "Jesus as Light"). After you've discussed the passage, the whiteboard will look something like this (although it's okay if it's not as detailed):

Jesus as Word	Jesus as Light
<ul style="list-style-type: none">-He was in the beginning (v. 1).-He was with God (v. 1).-He was God (v. 1).-All things were made through him (v. 3).-He became flesh and made his dwelling among us (v. 14).-His glory was of the Father, full of grace and truth (v. 14).	<ul style="list-style-type: none">-Life was in him; and that life was the light of men (v. 4).-He, the light, shines in the darkness (v. 5).-He was in the world; the world was made through him, but the world did not recognize him (v. 10).-He came to his own, who didn't receive him (v. 11).-He gave those who believe the right to become children of God (v. 12).

Explain that when John wrote his Gospel, religious philosophies of the day were threatening to shape theories—not many of them completely right—about who Jesus was. One theory put forth that Jesus was only spirit in nature and didn't set a physical foot on this earth (Docetism). Another theory proposed that Jesus was the last in a series of sons of God, each son being less God and more human, finally ending in Jesus, who was mostly human (a form of Gnosticism). In light of this background, discuss the following questions:

What is John highlighting about Jesus?

If you were to choose three things from the whiteboard to share about Jesus with friends at school, what would you choose? Why?

4. Digging Deeper



Sharper Image

Share with the group that they'll do the next exercise alone with God. They'll need to find places by themselves—perhaps a corner of the room, just so they are alone. Before they go, give these instructions:

1. Find places of solitude where you can have a mini-retreat with God. You'll be thinking about Jesus as the Word, so make sure you can see the whiteboard from wherever you are. Please be candid as you do the exercise. I won't force you to share what you write down.
2. Be sure to have your Bibles, journal pages, Scripture sheets, and pens.
3. You'll be doing the exercises under Digging Deeper on your own. The instructions are printed on your journal pages.

LARGE-GROUP OPTION

Rather than dispersing, have students do this exercise where they're seated and process the questions below in small-group circles.

We've reproduced the chart they'll complete below with possible observations for your reference.

What I Learn About Me

Before Jesus	Since Jesus
<p>Colossians 1:13-18 -I was in the dominion of darkness (v. 13).</p> <p>1 Peter 1:17-25 -I had an empty way of life (v. 18). -I was born of perishable seed (destined to perish!) (v. 23).</p> <p>1 John 1:1-7 -I walked in darkness (v. 6).</p>	<p>Colossians 1:13-18 -I have been rescued from the power of darkness (v. 13). -I have been brought into the kingdom of the Son (v. 13). -I have redemption, forgiveness of sins (v. 13).</p> <p>1 Peter 1:17-25 -I have been redeemed with the precious blood of Jesus (v. 18-19). -I have been purified by obeying the truth (v. 22). -I have been born again of imperishable seed (v. 23).</p> <p>1 John 1:1-7 -I have fellowship with the Father and Son (v. 3). -I have fellowship with other Christians (v. 7). -I'm purified from all sin (v. 7).</p>

After most students have finished (it's okay if some haven't), call the group together. Help them process both exercises using these thought-starters:

Based on what you wrote on your chart, how would you compare your life before and since Jesus became part of it?

Pick one of the life scenarios, and share which truths about Jesus you see as a source of encouragement in that scenario.

As you look at what John and the other Bible writers said about Jesus, how would you answer the question, “So what?” In other words, this is great info about Jesus, but how does it apply to the stuff you have going on this week?

5. Wrapping It Up

Truth in Action

Give the group some time to reflect on how the truth of John 1 can affect their daily lives. Ask them to write on their journal pages two facts or thoughts that help update their picture of Jesus—things God is emphasizing to them about his Son.

Then ask them to look over everything they’ve written on their journal pages, and have them jot down two truths that motivate them to change their behavior or outlook on life. Before closing with prayer, ask volunteers to share what they wrote. Challenge the students to be accountable to one another this week concerning any changes they want to make. Offer some practical suggestions for accountability, such as setting a date and time for students to send you an e-mail or IM on their progress in implementing the change; creating a text-message phrase that you can send at a set date and time to serve as a reminder; or having students write on a sheet of paper how they implemented any changes this week and bring the paper to your next session.