

# Lesson Plan for Lesson 11

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## Jesus' Resurrection

### Preparation and Supplies

- Study chapter 11, “Jesus’ Resurrection,” in the handbook.
- Gather a candle and matches, a plastic egg or small box for each participant, a variety of art supplies, a Bible for each group of three or four, and newsprint.

### Pray It! (5 minutes)

**Begin** by darkening the room as much as possible. Then **light** a candle and **proclaim** the prayer from the Pray It! “Easter Vigil: Light in the Darkness,” on page 122 in the handbook. **Allow** the young people a few minutes to meditate on the joy and power of the Resurrection.

### Study It! (40 to 50 minutes, depending on your class length)

#### A. The Gospel Accounts

1. **Ask** the young people how much they know about the Resurrection of Jesus. **Lead** a brief discussion by posing the following questions:
  - What happened?
  - Who saw it?
  - What happened because of it?
2. **Direct** the participants to read the chapter introduction and the sections “The Gospel Accounts” and “Evidence for the Resurrection,” on pages 114–118 in the handbook. The content covers points 1 through 6 on the handout “Lesson 11 Summary” (Document #: TX003380).
3. **(Optional) Direct** the participants to form pairs, and point them to the Reflect question on page 118 in the handout. **Ask** the young people to present their cases for the Resurrection to their partners.

#### B. The Religious Meaning of the Resurrection

1. **Distribute** a plastic egg or small box to each participant. Make available a variety of art supplies. **Invite** the young people to spend a moment of quiet reflection on what the Resurrection means to them. When they are ready, they should create a symbol of the Resurrection, of the new life that Jesus gave to the world. The only restriction is that their creation must fit into the egg or box. **Invite** the participants to share their symbol with one other person.



2. **Direct** the young people to read the section “The Religious Meaning of the Resurrection,” on pages 118–120 in the handbook. The content covers points 7 through 11 on the handout “Lesson 11 Summary.”
3. **(Optional) Invite** discussion on the Reflect question on page 121 or **read** aloud the story on the handout “Phillip’s Story” (Document #: TX003381).

### C. Jesus’ Ascension

**Direct** the participants to read the section “Jesus’ Ascension,” on pages 121–123 in the handbook. The content covers point 12 on the handout “Lesson 11 Summary.”

*Note:* If you are running short on time, you may wish to just briefly summarize this section of the handbook.

### Live It! (10 to 15 minutes)

1. **Direct** the participants to form groups of three or four, and distribute a Bible to each group. **Assign** each group one of the following sets of passages, repeating passages if necessary.
  - Matthew 27:62–66, 28:1–20
  - Mark 15:42–47, 16:1–20
  - Luke 23:50–56, 24:1–53
  - John 19:38–42, 20:1–31, 21:1–25

**Explain** the task as follows:

- As “Scripture sleuths,” you will have 5 minutes to examine your assigned passages.
  - After you have read the passages, answer the following two questions:
    - What do we know about Jesus after he died?
    - What don’t we know?
  - Assign someone from your group to take notes on the discussion.
2. **Post** two sheets of newsprint, one with the first question written on it and one with the second, where all can see. Have a marker available, and **invite** the young people to share their findings by writing their answers on the appropriate sheet of newsprint. When they have finished, **solicit** comments and observations from the class.
  3. **Share** the following comments in your own words:
    - There are good arguments to show that it is reasonable to believe in the Resurrection of Jesus as an actual historical event.
    - One argument is that we can trust the historical validity of the New Testament books and letters.
    - Another argument is that the Resurrection was a consistent belief in the early Church.
    - There is also the argument of the empty tomb. If the tomb was not empty, surely the Romans or the Jewish religious leaders would have produced the corpse to immediately put to rest the rumors of Jesus’ Resurrection. No evidence has been found that they tried to do this.
    - Many of the Apostles died as martyrs rather than deny their faith in the resurrected Jesus. Why would they have chosen to die if they knew that Jesus had not really risen?



- And we can argue that the Resurrection appearances of Jesus caused a profound change in his followers.

## Closing Prayer (5 minutes)

**Invite** the young people to think about where they see the pattern of life coming from death, of good from bad, of victory from defeat, as part of the mystery of their own lives. After a moment of silence, **invite** the participants to offer prayers on the theme of being able to see the Resurrection promise in the death moments of their lives. As each young person offers a prayer, **ask** her or him to conclude by saying: “Let us pray to the Risen Lord.” **Ask** the rest of the participants to respond, “Risen Lord, hear our prayer.” **Close** with the Sign of the Cross.

