LIVING JESUS...
LIVING PEACE
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INTRODUCTION

- Open-ended questions allow young people to explore their ideas.
- Teachers need to be comfortable with not having all the answers, realizing there is not always one right answer, and when there is not an answer at all. Sometimes it’s beneficial for youth to see unanswered questions as a reality that adults can accept. When adults are insistent on answering all questions, youth can see this as disingenuous. They know that life is complicated and for adults to pretend that all things are answerable undermines trust. This insistence also makes the story of the Christ appear more like a fairy tale and less like something young people can apply in real life.
- Many activities in this resource are designed to open the door to questions and provide time to explore what young people think and believe. Questions and exploration are far more important than finding answers. Helping students choose a way forward is different from answering questions. Christian discipleship is experimental. I hope youths understand that while not all approaches are acceptable (i.e. if they are not grounded in love), there are many approaches that are desirable, and a disciple must be open to adaptation. This is how life works, and discipleship is a way of life rather than a prescription for happiness.
LESSON 1

ON THE WAY

FOCUS
Jesus meets us on the way we choose.

OBJECTIVES
The learners will…

- Define Christian discipleship.
- Retell the Emmaus story.
- Identify point of connection with one’s journey of Christian discipleship.

SUPPLIES
- 1 8.5x11 picture of each path example, each posted in a different place around the room
- Poster paper and markers
- Sticky notes—enough for each group to have a stack
- Notebook paper and pens
- Music and music player
- Projector

SCRIPTURE
Jesus said to him, “I am the way, and the truth, and the life. No one comes to the Father except through me.”

—John 14:6 NRSV

GATHER
Activates background knowledge; prepares and motivates for lesson
(15% of lesson time)

Place pictures of paths (found at the end of this lesson) around the room. Ask youth to walk around and choose a path. Have youth discuss with others who chose the same picture as they did why they chose it. If they don’t have a partner, they can discuss with someone who chose a different picture.

Then have them choose again. They can choose according to:
- Which path best describes their current path
- Which path best describes the one they would like to be on
- Which path they would least like to be on

Discussion questions for the whole group:
- Do you choose the path for the experience of the path or for the destination?
- Who might you meet on each of the paths?
- Why did you not choose one of the others?
What does it mean to be a disciple of Christ?

Put youth into groups of 4-5. Give each group a piece of poster paper with a T chart. On one side write “What You Think Christianity Is” at the top. On the other side write “Messages From Pop Culture About What Christianity Is” at the top.

Participants write answers to both questions on sticky notes and place them on the poster. They may write as many answers as they want. Give them five-seven minutes.

At the end of the time have participants in each group read all the answers and group them into categories of their making. Participants should write the category on the poster paper next to each group of sticky notes. Have groups share their categories.

What conclusions can be drawn about the meaning of Christian discipleship?

Jesus said to him, “I am the way, and the truth, and the life. No one comes to the Father except through me.”

—John 14:6 NRSV

Christian discipleship means following the way. But discipleship is a verb, too — something you do, and it is done on the way. Someone might ask, “On the way to what?” This is a great question. Is there really a destination? Or is it a continuous journey? This is difficult in our goal-driven culture but might be an important conversation to have.

Christianity is living “Life on the Way.”

Watch Building a Plane In the Air video
What do you think it means to be a disciple “on the way?”

Have youth form two concentric circles, one facing in and one facing out. Each youth should be facing another youth. Turn on music and have the circles rotate in opposite directions. When the circle stops have youth share the answer to the above question. After a minute turn the music on and have the circles rotate again. Stop the music to find a new partner and share. Repeat.

The Road Not Taken
by Robert Frost

Analysis

How does this relate to Christian discipleship?

Closing prayer from participants.
EXPECTATION

REALITY
LESSON 2

LIVING JESUS TODAY

FOCUS

Jesus’s life example can be applied to life choices today

OBJECTIVES

The learners will...

- Retell the Road to Emmaus story.
- Identify characteristics of Jesus based on stories from the Bible.
- Draw parallels from the characters and events of the Bible stories to personal lives.

SUPPLIES

- Projector/screen
- Poster paper
- Markers
- Notebook paper
- Pens

GATHER

Activate background knowledge; prepares and motivates for lesson (15% of lesson time)

The Story of the Road to Emmaus, a video

Commentary 1 and 2

Read ahead to prepare for discussion.
Focus discussion on the walk with Jesus to Emmaus.

- What stories are important to you in your life (i.e., family stories about birth or special days)?
- What makes them important to you? What purpose do they serve?

ENGAGE

Invites exploration and interaction (35% of lesson time)

Form four groups. Each group is assigned a story. Listen/watch to the story.

Determine who the characters in the story are. Identify the actions that each character took and how that reflects what kind of person they are, especially Jesus. Then look for parallels in your life—people like the people in the stories, actions taken like the events in your life, opportunities that presented themselves in the stories that also reflect opportunities in your life.

Provide each group with a piece of poster paper and markers. Have them make this chart.

<table>
<thead>
<tr>
<th>Characters in the Story</th>
<th>What each character did</th>
<th>Parallels to your life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STORIES**

*The Good Samaritan,*

a video

- Samaritans were hated by Jews for who they were. They didn’t have the right heritage or the right religion.
- The priest and the Levite were men who worked in the temple. They didn’t help because the man was dead or almost dead and so unclean.
- Everyone was more concerned about being clean than compassionate—except the one who was already considered unclean.
- Being a good Samaritan doesn’t just mean helping someone. It means being the person on the outside and helping the person on the inside.
- It means standing in solidarity with the unclean, the unwanted.
- How do you choose to be on the outside?
- Where is God in the story? What does the story tell us about who Jesus is?
- What role does the road play in this story?
  Watch *The Prodigal Son,* a video.
- Where is God in the story? What does the story tell us about Jesus?
- What role does the road play in this story?
  Watch *Zacchaeus,* a video.
- Where is God in the story? What does the story tell us about Jesus?
- What role does the road play in this story?
  Watch *Saul On the Road to Damascus,* a video.
- Where is God in the story? What does the story tell us about Jesus?
- What role does the road play in this story?

All interactions with Jesus happened on the road, not at the end of the road:

- Good Samaritan—found on the road
- Prodigal son—met on the road upon return
- Zacchaeus—on the road during the journey
- Saul—met on the road he was traveling while intending to persecute others

**RESPOND**

Takes the learners from hearing to doing
(35% of lesson time)

**JOURNAL**

What can we learn about Jesus’s character from the stories?

- Accountability and grace
- Acceptance and action
- What kind of person was Jesus?
- What did He do for the people in the story?
- How is that the same or different from what has been done for you?
- How did people respond to him in the story?
- How might you respond to him in real life?
- Do you see yourself in the story? Why or why not? Where?

**STAND UP/HAND UP/PAIR UP**

Participants stand with their journal and put one hand in the air. Then they find another youth and touch hands like a high five. This will be their partner. They then turn back to back so others can see they have a partner. Say “go” and they turn and share something from their journal of their choice. When you call “time,” they put their hand back in the air and find another partner.

How are the stories the same and different?
**SEND**
Explores how the lesson might be lived  
(10% of lesson time)

Watch *People are People*, a video  
Lyrics

Have participants talk in small groups about their reactions to the song and connections to today's topic. Share out.

**BLESS**
Time of prayer, praise, blessing, and help  
(5% of lesson time)

Closing prayer from participants.
LESSON 3
THE AUDACITY OF SHALOM

FOCUS
Discipleship involves concrete ways of living out Shalom. Central to Shalom is invitation to the marginalized.

OBJECTIVES
The learners will…

- Retell the Road to Emmaus Story
- Connect the Lord’s Prayer to the concept of Zion/Shalom/Kingdom
- Identify concrete ways to live out Shalom in daily life

SUPPLIES
- Poster paper
- Markers
- Post its

GATHER
Activates background knowledge; prepares and motivates for lesson (15% of lesson time)

SCRIPTURE
Pray then in this way:
Our Father in heaven,
hallowed be your name.

Your kingdom come.
Your will be done,
on earth as it is in heaven.

Give us this day our daily bread.

And forgive us our debts,
as we also have forgiven our debtors.

And do not bring us to the time of trial,
but rescue us from the evil one.
—Matthew 6:9-13 NRSV

SONG
The Lord’s Prayer as acapella, men’s choir, or contemporary music.
Share image at end of lesson.

ENGAGE
Invites exploration and interaction (35% of lesson time)

- What does this make you think of?
- What does it tell you about the nature of Jesus?

What does it tell you about what we should be doing?

GOD’S KINGDOM = ZION = SHALOM
Our world as God would have it

Parable of the Great Banquet, a video
- Where do you see yourself in this story?
- What implications does this story have for your life?
- What are cultural norms/expectations in high school? Watch Hidden Curriculum, a video.
What are the outcomes of these norms?

- Who is typically successful?
- Who is typically unsuccessful?

Create a T chart. Label the top of the chart with current norms and rewritten norms. Rewrite the norms so that they follow Christian principles.

How can you invite others into the communities to which you belong?

**RESPOND**

Takes the learners from hearing to doing

(35% of lesson time)

*Heaven & Earth*

Watch this video about the kingdom of heaven, life on Earth overlapping.

*Placemat Strategy*, a video

The Lord’s Prayer, verse 10, “your kingdom come your will be done on Earth as it is in heaven …”

Assign youths to groups of three or four.

Pass out a piece of poster paper and divide it according to how many youths are in the group.

Have students draw pictures or write words to answer these questions in their section of their paper. They should consider the story of the banquet, the video about heaven and Earth, and the stories from yesterday as they answer.

- What is God’s kingdom?
- What is God’s will for our World?
- How can we live out God’s will for the world in our lives?

After some time have participants share with one another what they wrote in their section. Youths then decide together how to answer the following question in the center. They can draw a picture or write words.

What does Jesus mean when he prays, “Your kingdom come. Your will be done on Earth as it is in heaven”?  

Share out with whole group.

*The Story of the Road to Emmaus*, a video

Commentary 1 and 2

Read ahead of time to prepare for the following discussion.

Focus discussion on the moment Jesus appears to be moving on but the men invite him to stay and eat.

What role does invitation play in creating God’s kingdom on Earth?

**SEND**

Explores how the lesson might be lived

(10% of lesson time)

Give a sticky note to each participant. Ask each to write a concrete thing they can do to live God’s kingdom. Have them put the notes in a designated spot on their way out the door.

**BLESS**

Time of prayer, praise, blessing, and help

(5% of lesson time)

Closing prayer from youth.
TOWARD THE PEACEFUL ONE

FOCUS
Table ministry is central to the Christian story, to Christian discipleship, and is the entry point into our everyday lives. Food and how we share it is a metaphor for how we live with others.

OBJECTIVES
The learners will…

• To retell the Road to Emmaus story
• Identify communion as a sacrament when we rediscover Jesus together
• Conclude that all have a place at the table

SUPPLIES
• Tablecloth
• Dishes
• Tableware
• Food to share

SCRIPTURE
Generously share the invitation, ministries, and sacraments through which people can encounter the Living Christ who heals and reconciles through redemptive relationships in sacred community. The restoring of persons to healthy or righteous relationships with God, others, themselves, and the earth is at the heart of the purpose of your journey as a people of faith.

—Doctrine and Covenants 163:2b

GATHER
Activates background knowledge; prepares and motivates for lesson (15% of lesson time)

Eat Together
What are your reactions to this video? Feelings, thoughts?

ENGAGE
Invites exploration and interaction (35% of lesson time)

Communion Is Eating a Meal Together, a video

The Story of the Road to Emmaus, a video

Commentary 1 and 2
Read ahead to prepare for this discussion.

Focus discussion on the moment where the people share a meal together, and Jesus is revealed.

Jesus reveals himself over the meal—when we share a meal together we find Jesus.

1. Describe a family/friend meal.
2. What happens at the table besides eating?
The Importance of Eating Together
Watch this video, then discuss …
- Difference between cocktail party conversation and dinner table conversation
- Sharing a meal together as a “family” — family in Christ — connection back to great banquet parable from yesterday
- Communion is a meal — we eat together, celebrate together, and share our pain together

RESPOND
Takes the learners from hearing to doing (35% of lesson time)

Set up a meal to share.

Have youth set the table (tablecloth, dishes, tableware).

Set out the dishes.

Say a blessing.

Share in the meal. Conversation Starters.

Send a video

SEND
Explores how the lesson might be lived (10% of lesson time)

Jesus Washes His Disciples’ Feet.

a video

JOURNAL
- He washed Judas’s feet too.
- He said we are to wash others’ feet — could you wash the feet of someone who wished you ill?

Share image at end of lesson.
YOU WILL UNDERSTAND BETTER THE LOVE OF JESUS WHEN YOU LEARN TO SIT AT THE TABLE WITH YOUR JUDAS.

†TOBYMACK #SPEAKLIFE
LESSON 5
LIVING HOPE

FOCUS
There is hope in kindness. But kindness is not the same as being nice. Kindness in the context of Luke 4:18, means something more.

OBJECTIVES
The learners will …

- Retell the Emmaus Story
- Learn to differentiate between kindness and nice
- Determine how kindness might address the troubles of the world and bring good news to the poor.

SUPPLIES
- Poster paper
- Markers

SCRIPTURE
“The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free” —Luke 4:18 NRSV

GATHER
Activates background knowledge; prepares and motivates for lesson (15% of lesson time)

What are situations in need of hope in your community?

Write one concern at the top of a piece of poster paper, another at the top of another piece of poster paper and so on. Place up to five concerns around the room.

Ask students to walk around the room and write ideas about what can be done about each concern on the poster paper, not necessarily what they themselves can do, but in general how these issues might be addressed. Play music while students are doing this. Set a time limit (ten minutes or until students appear to be finished). Turn off the music and have students return to the larger group.

 Invite students to walk around the read the posters for three to five minutes.

ENGAGE
Invites exploration and interaction (35% of lesson time)


Form groups. Give each group a piece of poster paper and markers. Assign each group one of these words: captives, blind, oppressed, poor. Have each group create a mind map. Have groups present their mind maps to the rest.
**Simple Acts of Kindness**

What’s the difference between kind and nice?

How can kindness affect the concerns on our posters?

How can kindness address the captives, the blind, the oppressed, the poor from Luke 4:18?

What is the good news?

**SEND**

Explores how the lesson might be lived

(10% of lesson time)

*Be a Hummingbird*, a video

*The Story of the Road to Emmaus*, a video

Commentary 1 and 2

*Read ahead to prepare for discussion.*

*Focus discussion on the idea that once Jesus is revealed, the men must tell others the good news.*

Watch *Hope*, a video.

**BLESS**

Time of prayer, praise, blessing, and help

(5% of lesson time)

*Waiting on the World to Change*, a video

*Lyrics*

And so we wait ... and be kind.