

God as Son

STEP 1 Life Need (5–10 minutes)

- Describe the kind of person students would trust.
 - ☐ Paper
 - ☐ Pencils or pens
 - ☐ Whiteboard and markers

STEP 2 Bible Learning (15–20 minutes)

- Draw descriptions of what today's texts says.
- Summarize Christ's status as the Son of God and the Son of Man.
 - ☐ Bibles
 - ☐ Copies of *Blueprint*
 - ☐ Paper
 - ☐ Pencils or pens

STEP 3 Bible Application (5–10 minutes)

- Discuss Jesus with God in the beginning.
- (Optional) read a *Blueprint* article.
 - ☐ Bibles
 - ☐ Whiteboard or poster board and markers
 - ☐ "In the Beginning" from *Blueprint*
 - ☐ (Optional) "Blondin's Question" from *Blueprint*

STEP 4 Life Response (about 5 minutes)

- Challenge students to respond personally to Christ.
 - ☐ Bibles

Memory Verse

For in Christ all the fullness of the Deity lives in bodily form, and in Christ you have been brought to fullness. He is the head over every power and authority.

—Colossians 2:9-10

Bible Basis:

Jesus is the eternal Son of God (Col. 2:9-10; John 1:1-12).

Bible Truth:

God the Son has always existed as God, equal in His nature with the Father.

Lesson Aim:

That your students grow in their conviction that Christ is worthy of the highest loyalty and love.

UNDERSTANDING THE BIBLE

The writer of Hebrews began by affirming the preeminence and deity of Jesus Christ as the Son of God.

Evidently some believers, especially Jewish converts, were unsure of Christ's divinity. By describing the Son as "the radiance of God's glory" (vs. 3), for instance, the writer was saying that Christ shares the divine attributes of God.

The question asked in verse 5 reveals that many believers also wondered about Christ's heavenly status compared with angels. The writer of Hebrews did not hesitate to assert Christ's superiority to angels (vs. 4), adding that "all God's angels worship him" (vs. 6). In fact, whereas the angels serve God (vs. 7), the Son is addressed as God (vs. 8).

The apostle John spoke of Christ as being equal with God as well. He made this assertion at the beginning of his Gospel when he referred to Jesus Christ as the Word. The Greeks applied this term in several ways. In philosophy they used it as the supreme principle that governs the universe. The Jews sometimes referred to God's creative activity with this term. Apparently John used this word because both the Greeks and the Jews would have some understanding of what he was saying.

Continued on next page

 indicates items you will need to prepare before class

John attributed two unique qualities to the Word. In verse 4, he said that life and light are in Him. John developed both concepts throughout his Gospel. In 10:28, Jesus spoke of this life as the “eternal life” that He gives to His followers. And in 8:12, He said He is the “light of the world,” meaning that He brings spiritual understanding to those who seek after God. Because Jesus is God, He has the power to save us. Because Jesus is human, He was able to represent us on the cross and now before the throne of God.

TIPS

CLASSROOM

In the Life Need section of this lesson, an analogy is drawn between choosing a mate and making a commitment to Christ. Before making or accepting a marriage proposal, it is wise to find out as much as possible about the person to whom you are about to commit your life. The best way to lead someone to fully commit himself or herself to Christ is to teach that student as much about Christ as he or she can take in. A true knowledge of Jesus, His power, and authority will naturally lead students to commit their lives to Him.

PRESESSION ACTIVITY

Objective: To illustrate how emotional barriers can affect relationships.

□ Plastic milk crates or empty boxes

Before class, collect 15–20 plastic milk crates or empty boxes; you may be able to borrow them from a local grocer. As students enter the class, ask them to write negative emotions or behaviors on strips of paper and tape them to the crates. (Examples: anger, jealousy, hate, anxiety, pride, guilt, worrying, grumbling, holding a grudge, lying, cheating, gossip.)



Have the students, one by one, build a wall or tower with these crates. Discuss how each emotion or behavior can alienate them from each other, from parents, and ultimately, from God. Remind them that only the power of Christ can ultimately destroy these walls. Lead a time of directed silent prayer, as an opportunity for them to reflect how their attitudes and actions affect their relationship with God.

Understanding Your Students

Consumer loyalty is not a priority for most teens. Mindful of this fact, advertisers find it easy to lure teenage consumers from product to product. Many teenagers are on the lookout for trendy hair-styles, clothing, and music. For them it is easier to focus on the here-and-now value of an object's material worth, and not look at its long-term value. Unfortunately, many view relationships with friends and family similarly.

Today's lesson offers your students some logical reasons to give Christ their permanent allegiance. This level of commitment, however, is not easy. It is only in a Christ-centered and Christ-controlled life, however, that anyone will find that sense of well-being that they so eagerly run after.



STEP 1

Life Need
(5–10 minutes)

Lesson Aim:

That your students grow in their conviction that Christ is worthy of the highest loyalty and love.

Objective: That your students describe the type of person who is worthy of all their love and loyalty.

Materials:

- ☐ Paper
- ☐ Pencils or pens
- ☐ Whiteboard, markers

The aim of today's lesson is to help students grow in their conviction that Jesus alone is worthy of their highest loyalty and love. Most teenagers would probably not hesitate to say that they love Jesus; perhaps they even get very emotional about Him. But today's lesson will challenge them to consider an even deeper spiritual claim on their lives. You can help them begin to think about what that means with the following activity.


Many of you will eventually decide whether to get married and whom to marry. Write a description of the best possible spouse by answering this question: What kind of person would you be willing to give all your love and trust to for the rest of your life?

Have students avoid reference to physical appearance and material possessions. They should confine their answers to such things as character traits, attitudes, feelings, manner of life, habits, abilities, and actions.

After students finish their lists, have a volunteer read his or her list aloud while you write the items on the board. Using this list as a starting point, ask others to contribute items that haven't yet been mentioned.

Pass out small pieces of paper and have each student write his or her top three choices. When all the ballots are counted, circle the top three vote-getters.

 **How would you find such a person?** *Such a person would be difficult to find. Few people, if any, measure up to our standards of perfection.*

 **How could you be sure you'd found such a person?** *At the very least, it would take years of experience—getting to know the person in many different circumstances and situations. But you may never be sure.*

So it seems we would be taking a chance if we committed ourselves totally to another person. Yet there is a person who asks us to give our lives completely to Him—Jesus Christ. Today we'll find out why we can trust Him completely with our lives.

STEP 2

Bible Learning

(15–20 minutes)

Bible Basis:

Jesus is the eternal Son of God (Heb. 1:1-8; John 1:1-10).

Objective: That your students discuss some of the characteristics that make Christ unique.

Materials:

- ☐ Bibles
- ☐ Copies of *Blueprint*
- ☐ Paper
- ☐ Pencils or pens

Have students turn to the Bible study on page 37 of *Blueprint*.

The students will be doing a couple of drawings for this Bible study, so you may want to make sure each student has a blank sheet of paper and a pencil (colored pencils might be good for this activity).

The Bible study from *Blueprint* is reprinted below, along with possible answers to help you if some students aren't quite sure what is called for.



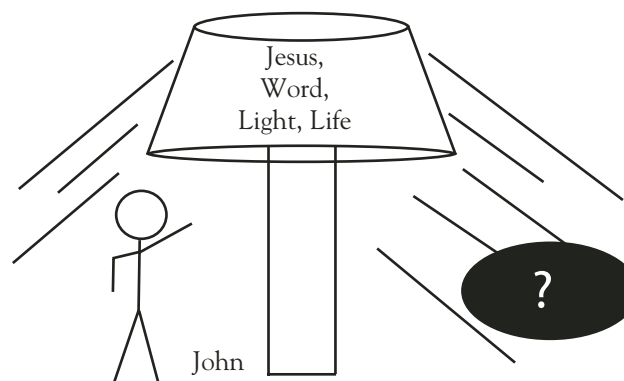
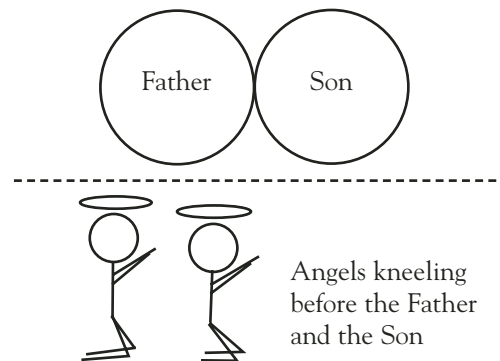
FROM *Blueprint*—The Word Was God

Read Colossians 2:9-10.

- ▶ What does it mean to have been given fullness in Christ? (*It means that Christ has washed our sins away and that we are completely holy before God.*)
- ▶ How does Jesus reveal what God is like? (*Jesus embodies every characteristic of God. Jesus demonstrates God's power, love, justice, holiness, and many other qualities of His Father.*)

Use lines and symbols to show the relationship between God the Father, God the Son, and the angels, using Colossians 2:9-10 and John 1:1-3.

These are not easy passages to understand. Students' drawings should clearly show the Son's supremacy over the angels—that angels are created beings who worship the Son as God. However, the relationship between Son and Father is more difficult. Bear in mind that the passage refers to the Incarnation and that makes it easier. The Father-Son relationship emphasizes the shared nature of the two. So there is a oneness between them and yet they remain distinct.



- ▶ According to these verses, what was Jesus' role in the Creation? (*Jesus was the Creator; all things were created by Him.*)

Read John 1:4-12. Using the symbol of a lamp, draw the relationship between light and darkness that these verses describe.

TODAY'S SCRIPTURE

Colossians 2:9-10

⁹For in Christ all the fullness of the Deity lives in bodily form, ¹⁰in Christ you have been brought to fullness. He is the head over every power and authority.

John 1:1-10

¹In the beginning was the Word, and the Word was with God, and the Word was God. ²He was with God in the beginning. ³Through him all things were made; without him nothing was made that has been made. ⁴In him was life, and that life was the light of men. ⁵The light shines in the darkness, but the darkness has not understood it.

⁶There came a man who was sent from God; his name was John. ⁷He came as a witness to testify concerning that light, so that through him all men might believe. ⁸He himself was not the light; he came only as a witness to the light. ⁹The true light that gives light to every man was coming into the world.

¹⁰He was in the world, and though the world was made through him, the world did not recognize him. ¹¹He came to that which was his own, but his own did not receive him. ¹²Yet to all who received him, to those who believed in his name, he gave the right to become children of God.

- ▶ According to these verses, what was John the Baptist's role in Jesus' ministry? (*John was not the light [the Christ] but was the witness of that light, preparing the way for Jesus.*)

Someone says Jesus was just a very good man, perhaps a great teacher. Respond by completing each of the following sentences:

1. Wrong, according to (insert verse from today's text) _____, Jesus is . . .
2. Wrong, according to (insert verse from today's text) _____, Jesus has . . .

Here are some possible answers:

John 1:1—eternal; is God.

John 1:2—eternal.

John 1:4—life.

Today's memory verse is a great summary of today's study. Let's read it together.

Colossians 2:9-10

For in Christ all the fullness of the Deity lives in bodily form, and in Christ you have been brought to fullness. He is the head over every power and authority.

- ▶ This verse leaves no doubt about Jesus' divinity. But what does it mean for you? *According to the verse, we have everything we need in Christ. He is the ruler over every other ruler—whether human, angelic, or satanic. Every power in the universe is subject to Him. What do we have to fear? What else could we possibly need?*

STEP 3

Bible Application

(5–10 minutes)



Objective: That your students discuss an article in *Blueprint* and come up with a figure of speech to describe Christ.

Materials:

□ “In the Beginning” from *Blueprint*

Have students get into groups of two or three and read “In the Beginning” from pages 39-40 of *Blueprint*. The article addresses the issue of Christ’s existence before the Incarnation. After finishing the article, discuss:

- ▶ What was Jesus described as in Colossians 1:16? (*Creator.*)
- ▶ What role did Jesus have “in the beginning”? (*Creator and sustainer of the universe.*)
- ▶ What is the significance of Jesus being with God before the world was created? (*He has always been.*)
- ▶ How can knowing that Jesus was “in the beginning” help you put your trust in Him each and every day? (*It can give us confidence that he is all powerful and knows God the Father.*)

OPTIONAL ACTIVITY

□ “Blondin’s Question” from *Blueprint*



If you have time, read “Blondin’s Question” on page 38 of *Blueprint*.

- ▶ How would you or people you know answer this question? (*Answers will differ depending on the students.*)
- ▶ How do you respond to Christ?



STEP 4

Life Response
(5–10 minutes)

Bible Truth:

God the Son has always existed as God, equal in His nature with the Father.

Objective: That your students offer praise to God for Jesus Christ and will commit their lives to Him.

Materials:

□ Bibles

It is so easy to leave an information-gathering study like this with just more facts, but the real issue is, “What do I do with Christ?”

Many take the idea of Jesus’ deity for granted because it’s something they’ve been exposed to for so long. It is easy for many to agree that Jesus is God the Son—the Second Person of the Trinity. But what does that mean? Perhaps it would help if we put ourselves in the shoes of the first-century people who first heard such a claim.

- ▶ **Imagine you are with a group of people, and one guy stands up and says, “I am God.” How would you react?** *Allow your students to speak freely here.*
- ▶ **What does the word *Lord* mean?** *(The one who is in control; the one to be obeyed.)*

Remind students that a Christian’s knowledge of Jesus, the Son of God, should go beyond head knowledge.

- ▶ **Where do you stand in relation to Christ’s lordship over your life?** *If students are ready, there are two possible responses to this question. Encourage students to make these responses.*

Praise: Encourage students to pray sentence prayers in which they tell Jesus what He means to them. For instance, “Lord Jesus, Your love for me makes me want to share Your love with others.” Continue this praise session until all who wish have had a chance to pray.

Commitment: Give students an opportunity to commit their lives to Christ. Some may never have asked Christ to be their Savior; briefly tell students how they may be saved. (The inside back cover contains helpful information on how to lead a teen to Christ.) Some of your students may have been taking their Christianity for granted and may need to reaffirm their relationship with Christ.

After a few moments of silence, encourage students who have made a commitment to Christ to remain after class or to contact you during the coming week. Close the class in prayer, thanking God for His sovereign lordship in the lives of your class members.