

Suitable for 15+ yrs or Senior Cycle
Education up to third level

nua

A FRESH PERSPECTIVE ON FAITH



TEACHER GUIDE & WORKSHEETS

(These worksheets can be photocopied from this book for student use,
in accordance with the Teacher Guide)

NAME:

CLASS:

This series guide can be used
outside a school context.

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WHAT IS NUA FRESH PERSPECTIVE?

The NUA:Fresh Perspective Series is ideal for non-examined religious education classes, youth groups and universities. NUA FP is a film series that encourages questions, acknowledges doubt, and offers an engaging perspective on the Christian faith. These are films to engage with, discuss, and pick apart. More than anything, NUA FP is a fresh learning experience. Each episode is approx 15 minutes long divided up into 3 segments and explores topics like God and Story, faith and science, the problem of evil and suffering, the history of the church, along with a historical investigation into the person and message of Jesus.

This Guide was designed for a classroom setting, but can be adapted in your own context. It is divided into 2 parts; P1 Teacher Guide and P2 Worksheets to photocopy straight from the booklet.

YOUR QUESTIONS ANSWERED

Answering commonly asked questions about faith and life;

1. Why do Christians care so much about Jesus?
2. How did human life start?
3. And what is its purpose?

These questions and more will be answered over the course of this eight-part series. This series is ideal for ages fifteen and above, or second level education up to third level. NUA Fresh Perspective was written for students to have the chance to engage with the claims of Christianity.

WHERE TO FIND THE CONTENT FOR THIS SERIES:

myNUA gives you access to all our video series and the supporting material - register for free at nuafilms.com

If you have any trouble accessing NUA, please get in touch by emailing nua@scriptureunion.ie

SCOPE AND SEQUENCE

TOPIC	Engaging with tough questions of the Christian Faith
DURATION	8 Lessons - 24 Short Video Segments
FOCUS	Students will be equipped to critically think and reflect on their own personal beliefs
OUTCOMES	See within each lesson



NUA: FRESH PERSPECTIVE TEACHER GUIDE

Scan the QR Code to access NUA Fresh perspective full series. When you register for myNUA you get full access to our full library of videos and the supporting material - **REGISTER FOR FREE AT NUAFILMS.COM**

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LESSON ONE

HOW DID WE GET HERE?



TIP: HAVE YOUR VIDEO SEGMENTS
READY TO GO OR DOWNLOADED & THE
WORKSHEETS FROM **PG 45** PHOTOCOPIED

? IN THIS LESSON, WE WILL ANSWER THE BIG QUESTION:
WHAT IS THE MEANING OF LIFE?

ANSWER: Christians find meaning in the creator who is revealed not only in his creation but in the pages of the Bible.

OVERVIEW:

Both science and faith seem to suggest that the universe began at a precise moment in time. If this is true, something caused everything to begin—and this powerful creative force must be beyond the universe itself. Contrary to popular belief, having a faith does not mean you have to ignore science. Science helps us understand how and when the universe came to be. Faith is about exploring who created it and why. As far as we know, we are the only creatures on earth asking why we are here. Is our desire for meaning a clue to who we really are? Maybe we are here by chance—or maybe we were created for a purpose.

AIMS AND OBJECTIVES:

1. Consider the cause and effect of our existence—how life began and the possibility that someone started it all.
2. Understand that science and faith do not have to work against each other. Instead, we can begin to recognize how these ideas complement one another.
3. Discuss and work out whether life is random and meaningless, or if we might exist for a larger purpose.



LESSON PREP: KEY POINTS TO NOTE

CONNECTING

10 MINS

Welcome and
Introduction to the
Big Question

Activity: Famous
Opinions

NUA Video I.I: Has
the Universe Always
Existed?

EXPLORING

30 MINS

Activity: Who Began
the Beginning?

NUA Video I.2: Is God
in the Details?

Discussion: Scientists
and God

NUA Video I.3: What
Does This Life Mean?

Activity: Creation
Points Us To God

FORMING

10 MINS

Reflection

WELCOME, EXPECTATIONS, AND INTRODUCTION TO THE BIG QUESTION

Teaching note: This teaching component gives you an opportunity to introduce yourself and set the expectations of the lesson as well as introducing your visible learning statement, the Big Question.

Welcome your students. Introduce yourself and the team (if you have helpers). You might want to explain what will happen over the course of the lesson, and outline some expectations. It may be helpful include:

FAIR GO FOR ALL

- **Fair go for the speaker** by listening quietly.
- **Fair go for the program** by participating respectfully.
- **Fair go for fellow students** by having one person speaking at a time.



ACTIVITY: FAMOUS OPINIONS

WORKSHEET
ACTIVITY NO. 01

Teaching note: This activity is a way to get students thinking about what they think the meaning of life is by reflecting on other people's opinions.

For this activity, direct your students to their worksheets. On the worksheet, they will find a list of quotes and a list of names. Their task is to match each quote to the person who said it.

"Our prime purpose in this life is to help others. And if you can't help them, at least don't hurt them."

DALAI LAMA

"The meaning of life is not simply to exist, to survive, but to move ahead, to go up, to achieve, to conquer."

WHOOPI GOLDBERG

"We're here for a reason. I believe a bit of the reason is to throw little torches out to lead people through the dark."

WOODY ALLEN

"I firmly believe, and I don't say this as a criticism, that life is meaningless [...] I'm not alone in thinking this — there have been many great minds, far superior to mine, that have come to that conclusion. And unless somebody can come up with some proof or some example where it's not, I think it is."

ARNOLD SCHWARZENEGGER

"Love the Lord your God with all your heart and with all your soul. Love him with all your mind and with all your strength. Love your neighbor as you love yourself. There is no commandment more important than these."

JESUS

When they have completed matching the quotes, recap who said them. After give the students a time to reflect on which one they relate to the most closely. They might want to share out loud, or perhaps just think and reflect.



LINK STATEMENT:

There are so many opinions about the meaning of life. In the lesson today, we're going to have the chance to think of our own answer to the question "What is the meaning of life and how did we get here". But first, we're going to watch a video to get us thinking about how we can even begin to answer a question like this.

PLAY NUA VIDEO 1.1: HAS THE UNIVERSE ALWAYS EXISTED?

This segment introduces the idea of a beginning and also the one who began it!



SCAN ME

<https://vimeo.com/showcase/10370053>



ACTIVITY: WHO BEGAN THE BEGINNING

WORKSHEET
ACTIVITY NO. 02

Teaching note: Students will get to spend some time in Genesis 1 and consider what Christians believe about the origins of the universe.

*in the
beginning*

READ GENESIS 1:1

For this activity, they will use their worksheets to (i) underline any repeated words and phrases. Once they have completed that, have them (ii) circle any questions that this passage does answer.

Lead the students in a discussion about the purpose of Genesis 1, what it does and doesn't tell us. You could ask students to provide what they think Genesis 1 does and doesn't tell us, and then prompt them with some of the others on the following list if any are missed.

GENESIS 1 DOES TELL US THAT...

- ✓ God began the beginning
- ✓ God is the creator
- ✓ God spoke creation into being
- ✓ Everything God made was good
- ✓ Humans were given a special role in creation to rule over it and care for it
- ✓ Humans are different from the rest of creation as they are "like God"

GENESIS 1 DOESN'T TELL US THAT...

- X If there was a big bang
- X If God used a process of evolution or not
- X How God made everything
- X Precisely how old the earth is



LINK STATEMENT:

Many people think that science and the Bible are at odds. However, they are just trying to answer two different questions. Science is focused on the how of the world, the Bible is telling us the why. We're going to think more about the relationship between science and Christianity in the next video.

PLAY NUA VIDEO 1.2: IS GOD IN THE DETAILS?

This segment introduces the idea that science and Christianity are not incompatible.



SCAN ME

<https://vimeo.com/showcase/10370053>

DISCUSSION: SCIENTISTS AND GOD

Teaching note: Students will get to spend some time to consider more deeply if science disproves the existence of God by looking closely at some quotes from famous scientists.

Spend some time going through the following quotes from famous scientists. Ask students to consider what reasons these men have for concluding that God exists.

QUOTE

"In the absence of any other proof, the thumb alone would convince me of God's existence." Isaac Newton

"I may say that the impossibility of conceiving that this grand and wondrous universe, with our conscious selves, arose through chance, seems to me the chief argument for the existence of God; but whether this is an argument of real value, I have never been able to decide." Charles Darwin

"I have found there is a wonderful harmony in the complementary truths of science and faith. The God of the Bible is also the God of the genome. God can be found in the cathedral or in the laboratory. By investigating God's majestic and awesome creation, science can actually be a means of worship." Francis Collins

"It would be very difficult to explain why the universe should have begun in just this way, except as the act of a God who intended to create beings like us. In fact, if one considers the possible constants and laws that could have emerged, the odds against a universe that has produced life like ours are immense." Stephen Hawking

CONCLUSION

The complexity of the human body points to the existence of a creator who designed.

The universe's size and complexity, coupled with the existence of creatures as advanced as humans may indicate a creator.

By looking at what makes humans (the human genome), Collins can see the hand of a creator who put it all together.

Hawking, although not concluding there is a God, notes that the odds against our universe existing are astronomical.

LINK STATEMENT:

At the end of the video, we were left with the question of chance vs. design. Either the universe exists out of an impossible to count, random assortment of perfectly aligned events, or there was a creator and designer who ordained the whole thing. As these quotes we've looked at show, **lots of scientists grapple with this same question.**

LINK STATEMENT:

It's so hard to calculate the odds of things. And once we get to large numbers (like the card-shuffling probability which is a number called an "unvigintillion"), we can't even comprehend something that big! If the odds of shuffling cards the same twice is so big, how much bigger must the odds be that the universe is created in such a perfect way to sustain life on earth? But Christians believe that the universe wasn't formed by chance. It was created by a creator, and it was created for us. But why? We're going to see the answer to this in the final video.

PLAY NUA VIDEO 1.3: WHAT DOES THIS LIFE MEAN?



<https://vimeo.com/showcase/10370053>

SCAN ME



LESSON ONE

ACTIVITY: CREATION POINTS US TO GOD

WORKSHEET
ACTIVITY NO. 03

Teaching note: In this exercise we will tie it all together, showing that looking at creation is meant to cause us to look at God. Looking at God helps us to see our need for a right relationship with him.

Remind students of the verse from the second video: Romans 1:20 "Ever since the world was created it has been possible to see the qualities of God that are not seen. I'm talking about his eternal power and about the fact that he is God. Those things can be seen in what he has made. So people have no excuse for what they do." There are other verses in the Bible that show how creation was designed to help us want to get to know our creator.

For this activity, direct your students to their worksheets to (i) read through Psalm 19 and work through the progression. Ultimately, the psalmist follows this line of argument.



(ii) After that in groups or individually work through the questions on the worksheet, writing their responses on a separate piece of paper.

LINK STATEMENT:

Christians believe that this world was designed with a purpose. Creation was designed to point us to a creator, but there's not enough information about God in creation to know how he wants us to live, which is why we have the Bible (or what the psalmist called God's Law). In the pages of the Bible we see that God's standard for us is so high and we can't possibly reach it, but we also see that he has sent a saviour so that we can be forgiven. We're going to spend the rest of the series looking at this saviour Jesus. But for now, as we end up, let's spend some time reflecting on what we have learned.



WORKSHEET
ACTIVITY NO. 04

You may also want to take questions before you finish up. If you do, you may want to use the following question answering framework:

- Defer: Don't answer not in front of the whole group.
- Delay: Offer to answer in the next session.
- Do answer after research: Look into it and come back to it.

[illegible]

1: Ask one of the big questions again: "How did we get here?" What has changed? What do you think now? Do you have more questions?

2: Based on the questions above, ask them to write a personal response.

3: Dive into more group discussion.

LESSON TWO

JESUS: FACT OR FICTION?



TIP: HAVE YOUR VIDEO SEGMENTS READY TO GO OR DOWNLOADED & THE WORKSHEETS FROM **PG 47** PHOTOCOPIED



IN THIS LESSON, WE WILL ANSWER THE BIG QUESTION:
**IS THE BIBLICAL STORY OF JESUS
FACTUAL OR FICTIONAL?**

ANSWER: Christians believe that the story of Jesus is true history because there is evidence inside and outside of the Bible that Jesus really did the things the Gospels say he did.

OVERVIEW:

According to the historical criteria for accuracy, we have enormous amounts of evidence for the life and deeds of Jesus. During the first century, oral tradition meant stories were passed on word for word. Even so, how are we expected to believe that Jesus really performed miracles? There seems to be lots of evidence pointing to the accuracy of the Gospels. For one thing, not even the religious leaders of Jesus' time denied his miracles. Also, the Gospel accounts are told by eyewitnesses that, if lying, they have done a poor job of making themselves look good or their Messiah victorious—and would so many of the disciples have died defending a story they knew to be a lie? Lastly, why did this obscure Jewish teacher inspire so much historical documentation? He must have done something extraordinary!

AIMS AND OBJECTIVES:

1. Learn about and understand the criteria for historical accuracy, comparing accounts of other well-known figures to those of Jesus.
2. Consider the possibility that eyewitness accounts during the first century might have been incredibly accurate, even 30 years later—and even when describing miracles.
3. Understand and consider the arguments for and against the idea that the disciples fabricated the Gospels.



LESSON PREP: KEY POINTS TO NOTE

CONNECTING

10 MINS

Welcome and introduction to the Big question

Activity: Would I lie to you?

EXPLORING

30 MINS

NUA Video 2.1: Was Jesus the Real Deal?

Discussion: Why has human memory changed?

NUA Video 2.2: How can I trust what the Bible says?

NUA Video 2.3: Why should I believe the Bible?

Bible Investigations:
Luke's Purpose Statement

Miracles with Witnesses

Why is this sentence in the Christmas story?

FORMING

10 MINS

Reflection

CONNECTING

LESSON TWO

WELCOME, EXPECTATIONS, AND INTRODUCTION TO THE BIG QUESTION

Teaching note: This teaching component gives you an opportunity to set the expectations of the lesson as well as introducing your visible learning statement, the Big Question.

Welcome your students. You might want to explain what will happen over the course of the lesson, and outline some expectations. It may be helpful include:

FAIR GO FOR ALL

- **Fair go for the speaker** by listening quietly.
- **Fair go for the program** by participating respectfully.
- **Fair go for fellow students** by having one person speaking at a time.



ACTIVITY: WOULD I LIE TO YOU?

Teacher's note: This activity is a way to get students to engage with the idea that something that sounds unbelievable can be true. It will also introduce the idea of asking questions to test truth-claims.

"Would I Lie to You" – you and another leader will pretend that an item is important to you. If you are teaching alone, you could bring two items, one that belongs to you and one that doesn't and you have to give a story about why both are important to you – and the students have to ask questions to ascertain which one is yours.



LINK STATEMENT:

People tell us things all the time – and they're not always telling us the truth! But there are ways to test truth-claims. In the next video, we will learn some ways historical scholars have tested the Bible's claims about Jesus.





LINK STATEMENT:

Many people think that the Biblical story of Jesus can't be trusted because it has been added to, altered, edited, and completely re-written over time. But that's completely not true! We can see from the large amount of existing manuscripts that the Bible Christians read today is the same as the one the first Christians had access to over 2000 years ago. So, that leaves us with a question – how do we know what was written down about Jesus in the first place is true?

PLAY NUA VIDEO 2.1: WAS JESUS THE REAL DEAL?

<https://vimeo.com/showcase/10370053>



SCAN ME

DISCUSS THE FOLLOWING QUESTIONS ALL TOGETHER OR IN SMALL GROUPS:

**WORKSHEET
ACTIVITY NO. 01**

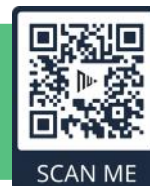
(These questions are also on your student worksheets)

1. Do you struggle with believing that the stories of Jesus are true? Why or why not?
2. Jesus was a historical figure whose life we can learn from today. Do you agree with this statement? Why or why not?
3. If you only had 30 seconds to tell someone about Jesus, which parts of the story would you include?

PLAY NUA VIDEO 2.2: HOW CAN I TRUST WHAT THE BIBLE SAYS?

This segment addresses the way that the Bible writers had completely different capacities for memory when compared to our modern brains.

<https://vimeo.com/showcase/10370053>



SCAN ME



Plato

DISCUSSION: WHY HAS HUMAN MEMORY CHANGED?

Teacher's note: Students will get to spend some time to consider how the people in the Ancient world had minds that worked completely differently to ours – particularly when it came to memory!

SHARE OR PROJECT THIS STORY FROM PLATO WITH THE GROUP:

The Philosopher Plato wrote this story about 300 years before Jesus: Thamus (an inventor) appears before King Theuth to share about his latest invention – writing:

"This invention, O king," said Theuth, "will make the Egyptians wiser and will improve their memories; for it is an elixir of memory and wisdom that I have discovered."

But Thamus replied, "Most ingenious Theuth, [...] you, who are the father of letters, have been led by your affection to ascribe to them a power the opposite of that which they really possess. For this invention will produce forgetfulness in the minds of those who learn to use it, because they will not practice their memory. Their trust in writing, produced by external characters which are no part of themselves, will discourage the use of their own memory within them.

You have invented an elixir not of memory, but of reminding; and you offer your pupils the appearance of wisdom, not true wisdom, for they will read many things without instruction and will therefore seem [275b] to know many things, when they are for the most part ignorant and hard to get along with, since they are not wise, but only appear wise." (Plato, Phaedrus, 275a-b)

All together or in smaller groups discuss of the questions below:

- What did Theuth (the inventor) think his invention (writing) was going to do to memory?
- What did Thamus (the King) believe would happen instead?
- Who do you think was correct? Why?
- What are some other more recent inventions which have made an impact on human memory?
- Knowing this, is it more or less likely that the Gospel writers were able to write accurately?



LINK STATEMENT:

Technology has the power to completely rewire human brains. Ask anyone old enough to remember before there was the Internet, or before we all carried smartphones, or before social media. The human brain has changed so much in the last 30 years because of these technologies. Brains in the ancient world worked differently to our brains today. So there's no reason not to believe the Gospel writers could have remembered what they saw accurately. That leads us to another question: Did they write the truth? Or were they making up the stories of Jesus' miracles?

PLAY NUA VIDEO 2.3: WHY SHOULD I BELIEVE THE BIBLE?

In this segment, the students will consider if the miracles of Jesus as recorded in the Gospels can be believed.



<https://vimeo.com/showcase/10370053>



KEY POINTS TO NOTE:



BIBLE INVESTIGATION: LUKE'S PURPOSE STATEMENT

WORKSHEET
ACTIVITY NO. 02

Teacher's note: Students will read the opening "purpose statement" of Luke's gospel and consider the motives of Luke and the genre Luke was writing in.

Read Luke 1:1-4 from the worksheet. Ask the students what genre did Luke think he was writing in and to circle the words/phrases that hints towards the genre.

Ask: Does knowing that the Gospel writers believed they were writing a truthful account make you more or less likely to believe that what they were writing is true? Why/Why not?





BIBLE INVESTIGATION: MIRACLES WITH WITNESSES

WORKSHEET
ACTIVITY NO. 03

LESSON TWO

Teacher's note: Students will continue their investigations into the miracles of Jesus by thinking of how many first hand witnesses there were to these events.

In small groups direct the students to read the following passages on their worksheets, complete the table and report back.

PASSAGE	Luke 4:40-42	Luke 9:10-17	1 Corinthians 15:1-7
DESCRIPTION	<i>Many bring the sick to Jesus to be healed.</i>	<i>The loaves and the fishes Jesus'</i>	<i>Appearances after He died</i>
WHAT IS THE MIRACLE?			
HOW MANY PEOPLE SAW IT? DOES THIS MAKE YOU MORE OR LESS LIKELY TO BELIEVE IT HAPPENED? WHY?			



BIBLE INVESTIGATION: WHY IS THIS SENTENCE IN THE CHRISTMAS STORY?

WORKSHEET
ACTIVITY NO. 04

Teacher's note: Students will look at one of the "named people" and "random details" mentioned in the video in depth – the historical information in Luke 2:1-2.

Read Luke 2:1-4 from the worksheet.

Luke's account of the birth of Jesus doesn't start out the way you would expect. Complete the following questions on the worksheet:

- What details has Luke included in the opening verses? Why do you think that is?
- If you were one of Luke's first readers, what would this detail mean to you?
- If Luke was making up this detail, what was it putting him at risk of?

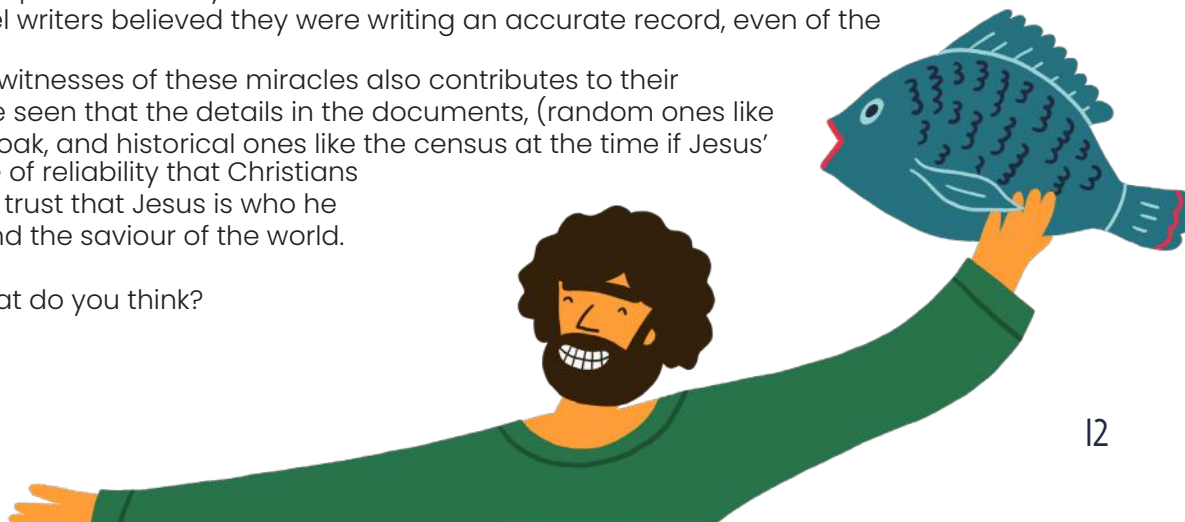


LINK STATEMENT:

In today's lesson, we saw three reasons that Christians are confident that the stories of Jesus are true: We can trust the reliability of the original manuscripts both in how the writers were able to remember details, as well as in how many copies exist today for us to see that our Bibles are accurate. We have also seen that the Gospel writers believed they were writing an accurate record, even of the miraculous events.

The large number of eyewitnesses of these miracles also contributes to their reliability. Finally, we have seen that the details in the documents, (random ones like the man who loses his cloak, and historical ones like the census at the time of Jesus' birth) also add to picture of reliability that Christians have which makes them trust that Jesus is who he said he is – God's son, and the saviour of the world.

But what about you? What do you think?





WORKSHEET
ACTIVITY NO. 05

You may also want to take questions before you finish up. If you do, you may want to use the following question answering framework:

- Defer: Don't answer not in front of the whole group.
- Delay: Offer to answer in the next session.
- Do answer after research: Look into it and come back to it.

OPTIONAL QUESTIONS

1: Ask one of the big questions again: "Who was Jesus?" What has changed? What do you think now? Do you have more questions?

2: Based on the questions above, ask the participants to write a personal response..

3: Dive into more group discussion.

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON THREE WHAT ABOUT THE RESURRECTION?



TIP: HAVE YOUR VIDEO SEGMENTS READY TO GO OR DOWNLOADED & THE WORKSHEETS FROM **PG 49** PHOTOCOPIED



IN THIS LESSON, WE WILL ANSWER THE BIG QUESTION:
WHY DO CHRISTIANS BELIEVE THAT JESUS IS ALIVE?

ANSWER: Christians believe that the story of Jesus is true history and that there is sufficient evidence that Jesus not only died on the cross, but rose again from the dead.

OVERVIEW:

Jesus' tomb was found empty three days after his death—so what happened to the body? One of three things is possible: either Jesus faked his death, the body was stolen, OR Jesus actually rose from the dead. Crucifixion was designed to kill slowly—no one survived that kind of torture. So, if he really died, maybe the body was stolen and the disciples lied about the resurrection. Why, then, would they choose women as their key witnesses? (Matthew 28:5-8).

In the first century, the word of a woman was not considered legal testimony. As for the Romans and the Jews, they both had strong motives for keeping Jesus in the grave—and yet, neither group produced the body when rumors of resurrection began to circulate. Is it possible Jesus really did come back from the dead? If so, it changes everything (1 Corinthians 15:14).



LESSON PREP: KEY POINTS TO NOTE



CONNECTING

10 MINS

Welcome and Introduction to the Big question

NUA Video 3.1: How did Jesus die?

EXPLORING

30 MINS

Bible Investigation: What does the Bible say about Jesus' death?

NUA Video 3.2: Did Jesus defeat death?

Bible Investigation Other reasons Christians believe in the resurrection

NUA Video 3.3: Do the facts stack up?

Discussion: Did the disciples hide Jesus' body?

FORMING

10 MINS

Reflection

CONNECTING

LESSON THREE

WELCOME, EXPECTATIONS, AND INTRODUCTION TO THE BIG QUESTION

Teaching note: This teaching component gives you an opportunity to set the expectations of the lesson as well as introducing your visible learning statement, the Big Question.

Welcome your students. You might want to explain what will happen over the course of the lesson, and outline some expectations. It may be helpful include:

FAIR GO FOR ALL

- **Fair go for the speaker** by listening quietly.
- **Fair go for the program** by participating respectfully.
- **Fair go for fellow students** by having one person speaking at a time.



PLAY NUA VIDEO 3.1: HOW DID JESUS DIE?

This segment introduces the frequent objection to the story of the resurrection: Jesus didn't really die.

<https://vimeo.com/showcase/10370053>



You might want to get the students to reflect the key point back afterwards by asking:

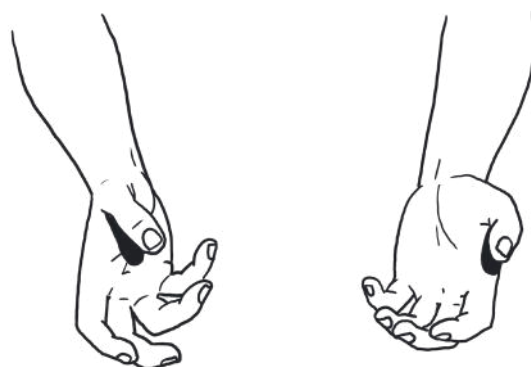
From the video, what are some of the reasons that Christians believe that Jesus couldn't have survived the cross (and pretended to be dead)?

- The Romans were experts in crucifixion – they had done it many times before and there is no recorded instance of someone surviving it
- The Romans always crucified people publicly – lots of witnesses would have seen Jesus die
- A centurion stabbed Jesus in the side – blood and water poured out. This was proven by scientists in the 19th century as a sign of death.



LINK STATEMENT:

We're going to spend some time looking at the story of Jesus' death to see if these three points (the Romans were experts, Crucifixion was public, Jesus' blood and water poured out) actually happened.





BIBLE INVESTIGATION: WHAT DOES THE BIBLE SAY ABOUT JESUS' DEATH?

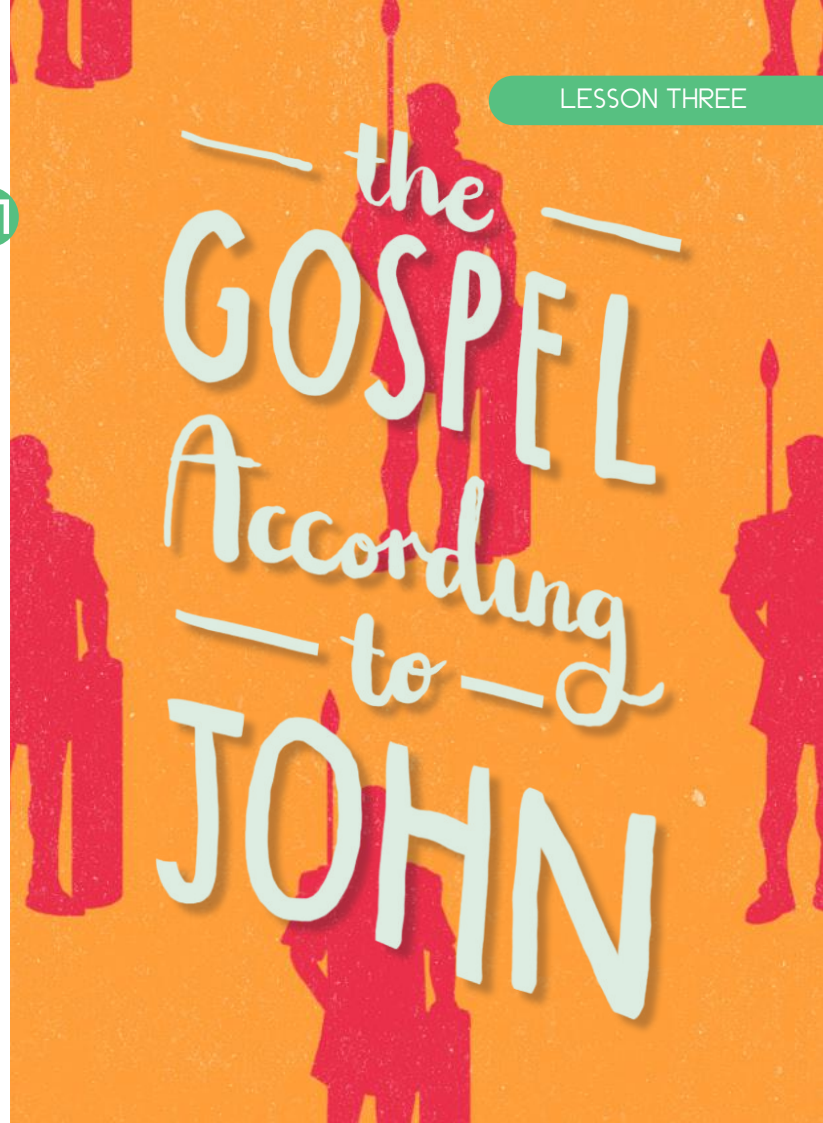
WORKSHEET
ACTIVITY NO. 01

Teacher's note: Students will get to spend some time looking in more detail at the gospel accounts of Jesus' death.

Read through John 19 on the worksheet. Have your students make note of the observations John made that fit in the following categories (a separate piece of paper can be used for this):

- The Romans were experts in Crucifixion.
- Jesus' death was public.
- Observations about what happened when Jesus died.
- Other observations which might show why Christians believe that Jesus died on the cross (and wasn't just faking it!).

Lead the students in a discussion on the topic of "Why do Christians believe that Jesus really died on the cross (and wasn't just faking it)?"



LINK STATEMENT:

If Christians are convinced that Jesus really died – maybe his followers just pretended that he rose again. The next video will answer the question: why do Christians believe Jesus rose from the dead?

PLAY NUA VIDEO 3.2: DID JESUS DEFEAT DEATH?

This segment outlines some reasons that Jesus really did rise from the dead.



SCAN ME

<https://vimeo.com/showcase/10370053>

You might want to get the students to reflect the key point back afterwards by asking:

From the video, what are some of the reasons that Christians believe Jesus rose from the dead?

- Women were the first witnesses (and if you were making something up, you wouldn't choose women in a society which, back then, didn't believe that women could give accurate testimony in court)
- When the women arrived the large stone had been moved away from the entrance of the tomb, and the Roman guards who had been placed there were missing.
- If the Romans or the Jews stole Jesus' body, why didn't they ever produce it later to refute the Christians' claims that Jesus was alive?



LINK STATEMENT:

Let's look at some other reasons Christians believe that Jesus rose from the dead.



Teacher's note: These passages cover lots of reasons that Christians believe in Jesus' resurrection. They don't cover all the reasons. For ease, you might want to split the group into small groups and have them look at one passage each.

Direct your students to consider the verses on their worksheets. Ask how and why Christians believe these verses give evidence for Jesus' resurrection.

Afterwards, you might want to have a discussion or a hands-up vote to ask the students which verses they find the most compelling evidence and which ones are the least believable.

PLAY NUA VIDEO 3.3: DO THE FACTS STACK UP?

This segment addresses the theory that the disciples staged Jesus' death and Resurrection.



SCAN ME

<https://vimeo.com/showcase/10370053>

You might want to get the students to reflect the key point back afterwards by asking: from the video, what are some of the reasons it's unlikely the disciples staged Jesus' resurrection?

- Before following Jesus, the disciples were fishermen – unlikely to be able to pull off a heist (in front of armed Roman guards, no less!)
- The disciples were Jewish – they had been taught from birth not to lie and not to steal.
- The disciples were scared and ran away when Jesus was arrested, and after he died, they were hiding away from the authorities, afraid they'd be arrested and killed next. They don't seem brave enough to do it!
- The story of the resurrection made them marked men, many of them were killed because they didn't recant it – surely someone would have admitted it to save their life if it was a hoax!

DISCUSSION: DID THE DISCIPLES HIDE JESUS' BODY?

Have students look at the following quote:

"On the day of the crucifixion they were filled with sadness; on the first day of the week with gladness. At the crucifixion they were hopeless; on the first day of the week their hearts glowed with certainty and hope.

When the message of the resurrection first came, they were incredulous and hard to be convinced, but once they became assured, they never doubted again.

What could account for the astonishing change in these men in so short a time?

Think of the psychological absurdity of picturing a little band of defeated cowards cowering in an upper room one day and a few days later transformed into a company that no persecution could silence—and then attempting to attribute this dramatic change to nothing more convincing than a miserable fabrication they were trying to foist upon the world."

--Taken from More Than a Carpenter ©2009 Josh McDowell Ministry and Sean McDowell, Chapter 7

Teacher's note: Students will get to spend some time to consider if they were in the disciples' shoes if they would have died for a lie.

ASK:

- Look at the first two lines, what made such a change take place for the disciples?
- Look at the last paragraph – how else could someone account for the change in the disciples from scared to willing to die for the sake of the resurrected Jesus?





In todays episode, there were several reasons that Christians are confident Jesus rose from the dead:

- Jesus really did die
- Jesus' tomb was really empty
- Jesus' disciples really did change.

All of these reasons paint a picture of why Christians believe Jesus is who he said he is – God’s son, and the saviour of the world who died and rose again for the forgiveness of those who trust in him.

But what about you? What do you think?

FORMING



WORKSHEET
ACTIVITY NO. 04

At the end of your students worksheets there's a space to write or doodle any thoughts or questions from today's lesson. Ask students to fill it out, and provide guiding questions if needed.

You may also want to take questions before you finish up. If you do, you may want to use the following question answering framework:

- Defer: Don't answer not in front of the whole group.
- Delay: Offer to answer in the next session.
- Do answer after research: Look into it and come back to it.

OPTIONAL QUESTIONS

I: Ask one of the big questions again: "Do you think Jesus died and rose again?" What has changed? What do you think now? Do you have more questions?

2: Based on the questions above, ask them to write a personal response.

3: Dive into more group discussion.

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON FOUR

WHAT WAS JESUS REALLY LIKE?

TIP: HAVE YOUR VIDEO SEGMENTS READY TO GO OR DOWNLOADED & THE WORKSHEETS FROM **PG 51** PHOTOCOPIED

? IN THIS LESSON, WE WILL ANSWER THE BIG QUESTION:
IS JESUS TRUSTWORTHY?

ANSWER: Christians believe that the story of Jesus is true history and that there is sufficient evidence for Jesus' miracles. Christians believe that these miracles prove his claims to be God, and show that he cared for individuals. Yet, as we will see, there is space for questioning and doubt in the Christian life.

OVERVIEW: Is Jesus someone we can trust? In the Gospels, we are told many stories of his encounters with lost and hurting people. How did he act? He forgave and protected an adulterous woman, he healed the sick and showed them love, and had grace for unbelievers. Everywhere he went he noticed the outcast, seeing them as people, instead of merely sinners. He was a living example of compassion.



LESSON PREP: KEY POINTS TO NOTE

CONNECTING

10 MINS

Welcome and Introduction to the Big Question

NUA Video 4.1: What was Jesus really like?

EXPLORING

30 MINS

Bible Investigation: Jesus' claims and proof

NUA Video 4.2: Does God notice me?

Activity: More people with stories to tell.

NUA Video 4.3: Is it OK to doubt?

Activity: Doubt and Christianity

FORMING

10 MINS

Reflection



CONNECTING

LESSON FOUR

WELCOME, EXPECTATIONS, AND INTRODUCTION TO THE BIG QUESTION

Teaching note: This teaching component gives you an opportunity to set the expectations of the lesson as well as introducing your visible learning statement, the Big Question.

Welcome your students. You might want to explain what will happen over the course of the lesson, and outline some expectations. It may be helpful include:

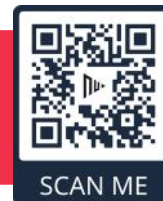
FAIR GO FOR ALL

- **Fair go for the speaker** by listening quietly.
- **Fair go for the program** by participating respectfully.
- **Fair go for fellow students** by having one person speaking at a time.

PLAY NUA VIDEO 4.1: WHAT WAS JESUS REALLY LIKE?

This segment introduces the idea that Jesus made big claims about himself—and to do that, he'd have to prove that he was trustworthy.

<https://vimeo.com/showcase/10370053>



SCAN ME

You might want to get the students to reflect the key point back afterwards by asking:

What are the two things about Jesus that are highlighted in the video:

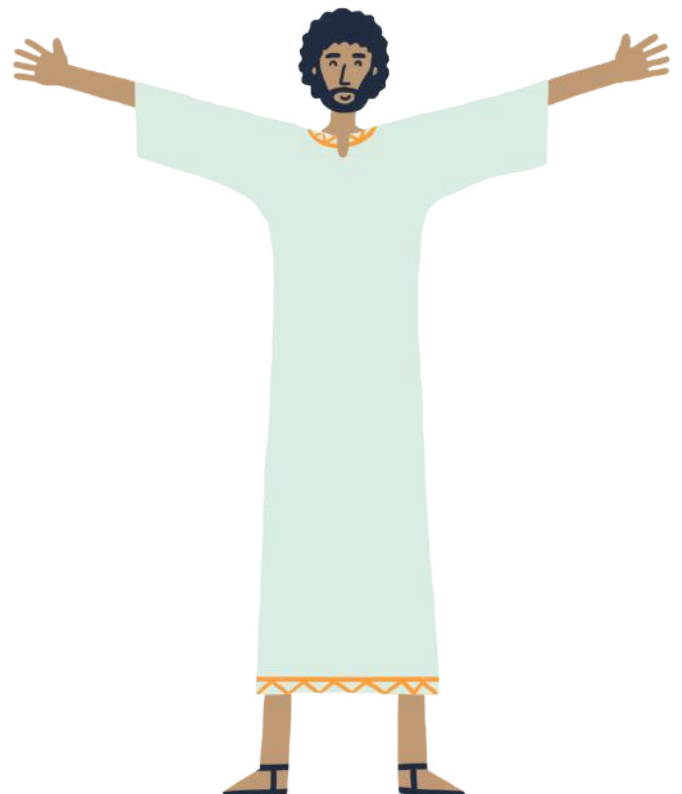
- He claimed to be the Son of God.
- Getting to know what he is like is getting to know what God is like.



LINK STATEMENT:

Jesus' claims about himself are not just stories. Let's look at the Bible to learn more about these claims.

Teacher's note: Students will get to spend some time looking in more detail at Jesus' claims about himself from the Gospel of John.





BIBLE INVESTIGATION: JESUS' CLAIMS AND PROOF

WORKSHEET
ACTIVITY NO. 01

Direct the students' attention to their worksheets. Have them read through the passage, or have a few students read out loud for the whole group. Then, in small groups of 3–4 students, have them work through these questions:

- Setting the scene: Where does this take place?
 - Cast of characters: Who are the main people in the passage?
 - Complication 1: What is the first problem in the passage and how does Jesus address it?
 - Complication 2: What is the second problem in the passage? Who raises it?
 - Claim 1: Who does Jesus say his father is?
 - Claim 2: What does Jesus say his father thinks of him?
 - Claim 3: What power does Jesus say he has?
 - Claim 4: What does Jesus say about how people respond to him?
- Ponder: What proof has Jesus provided for these claims?



Afterwards lead the students in a discussion on the following topic: 'How many miracles would give you enough proof to believe the claims Jesus makes about himself in this passage? Why have you chosen that number?'



LINK STATEMENT:

Jesus made big claims: God is his father, God loves him, he has God's power, and he will judge the world. It is difficult to expect people to believe claims this big unless you're able to offer big proof. In this next exercise, we will see just how many miracles Jesus performed and consider whether these offer us enough proof.

PLAY NUA VIDEO 4.2: DOES GOD NOTICE ME?

This segment tells the story of the bleeding woman who is healed by touching Jesus' robe Mark 5:25–34.

<https://vimeo.com/showcase/10370053>



SCAN ME

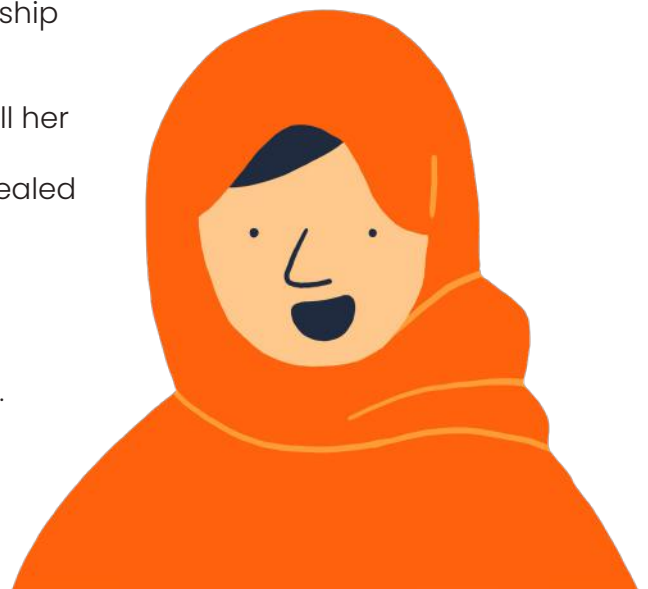
You might want to clarify some background information about the story:

- God's people in the Old Testament were instructed to remain separate from anything that made them unclean (Leviticus 15:31).
- Being unclean meant that you weren't allowed to worship God with other followers at the temple.
- This woman had been a social outcast for 12 years.
- She desperately wanted to be clean. She had spent all her money on cures but none had worked (Mark 5:26).
- Even though she snuck up to Jesus, he saw her and healed her (Mark 5:34).



LINK STATEMENT:

In the first Bible story, Jesus' miracles are seen as proof for his claims. In this Bible story, his miracles are much more personal. Jesus came for individuals.



Teacher's note: These testimony stories are optional if you think it would be helpful for your class to think about some individuals who have come to know Jesus. You might want to use the handouts or watch some videos.



ACTIVITY: MORE PEOPLE WITH STORIES TO TELL

Split the students into groups and ask them to read Ivan and Aarthi's stories and learn about the impact Jesus had on them. They can be read from the worksheets.

WORKSHEET
ACTIVITY NO. 02

Discuss: What impact did Jesus have on their lives?

PLAY NUA VIDEO 4.3: IS IT OK TO DOUBT?

This segment addresses the place of doubt in engaging with the story of Jesus.



SCAN ME

<https://vimeo.com/showcase/10370053>

You might want to get the students to reflect the key point of the video back afterwards by asking:

- Why do you think Thomas doubted that Jesus rose from the dead?
- Who do you think Jesus was talking about when he said, 'Because you have seen me, you have believed. Blessed are those who have not seen me but still have believed' (John 20:29)?



ACTIVITY: DOUBT AND CHRISTIANITY

*Teacher's note: This activity engages with research that says that being made to feel guilty about doubts is one reason young people have left the church (in the US). You can read the full research in *You Lost Me: Why Young Christians Are Leaving Church and Rethinking Faith* by David Kinnaman (2011).*

SHARE OR PROJECT THIS QUOTE WITH THE GROUP:

'Young adults with Christian experience say the church is not a place that allows them to express doubts. They do not feel safe admitting that sometimes Christianity does not make sense. In addition, many feel that the church's response to doubt is trivial. Some of the perceptions in this regard include not being able "to ask my most pressing life questions in church" (36%) and having "significant intellectual doubts about my faith" (23%):[footnote] Barna Group 201, 'Six reasons young Christians leave church'.

Ask:

- Does this quote feel true of your experience of church (if any)? Why/Why not?
- What difference would it make if you could ask your questions and share your doubts about Christianity in a safe, accepting place



LINK STATEMENT:

In the first Bible story, we saw how Jesus' miracles are proof for his claims about himself. In the second Bible story, we saw that his miracles are much more personal. Jesus came for individuals like Ivan and Aarthi. But, just like Thomas, it's OK to doubt. In this last exercise, you have an opportunity to share your doubts and ask your questions.



REFLECTION

**WORKSHEET
ACTIVITY NO. 03**

At the end of your students worksheets there's a space to write or doodle any thoughts or questions from today's lesson. Ask students to fill it out, and provide guiding questions if needed.

You may also want to take questions before you finish up. If you do, you may want to use the following question answering framework:

- Defer: Don't answer not in front of the whole group.
- Delay: Offer to answer in the next session.
- Do answer after research: Look into it and come back to it.

OPTIONAL QUESTIONS

1: Ask one of the big questions again: "What do you think Jesus was really like?" What has changed? What do you think now? Do you have more questions?

2: Based on the questions above, ask them to write a personal response.

3: Dive into more group discussion.

NOTES

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LESSON FIVE

WHY DO I LIKE JESUS, BUT STRUGGLE WITH CHRISTIANS?



TIP: HAVE YOUR VIDEO SEGMENTS
READY TO GO OR DOWNLOADED & THE
WORKSHEETS FROM **PG 53** PHOTOCOPIED

? IN THIS LESSON, WE WILL ANSWER THE BIG QUESTION:
• **WHY DO CHRISTIANS SO OFTEN NOT LIVE
LIKE JESUS DID?**

ANSWER: The Bible makes it clear that Jesus offers forgiveness to everyone who asks. Christians are also commanded to love their neighbours as they love themselves. Although not all Christians do this perfectly, many have changed the world by obeying this commandment.

OVERVIEW: Some people think being 'Christian' means being the 'nice guy'. The problem is, Christianity isn't about looking nice and religious. There are many things about this world that should make us angry, like poverty, injustice, and inequality. Jesus reminds us that following God is not about rules, it's about relationships. When rules get in the way of us knowing and loving God and his creation, we've missed the point. The more we understand God's love for us, the less power fear has in our lives.



LESSON PREP: KEY POINTS TO NOTE

CONNECTING

10 MINS

Welcome, Introduction
to the Big Question

Activity: Christians in the
Media

EXPLORING

30 MINS

NUA Video 5.1: What is
Authentic Faith?

Bible Investigation: Jesus
and the rule-breakers

NUA Video 5.2: Do
Christians Just Follow
Rules?

Activity: if you have
time: The school without
rules

Bible Investigation: Law-
breaking and forgiveness

NUA Video 5.3: Are
Christians Out of Touch?

Activity: Making a
difference

FORMING

10 MINS

Reflection

WELCOME, EXPECTATIONS, AND INTRODUCTION TO THE BIG QUESTION

Teaching note: This teaching component gives you an opportunity to set the expectations of the lesson as well as introducing your visible learning statement, the Big Question.

Welcome your students. You might want to explain what will happen over the course of the lesson, and outline some expectations. It may be helpful include:

FAIR GO FOR ALL

- Fair go for the speaker by listening quietly.
- Fair go for the program by participating respectfully.
- Fair go for fellow students by having one person speaking at a time.

ACTIVITY: CHRISTIANS IN THE MEDIA

Ask the students to brainstorm any Christian characters they’ve seen on TV, read about in books, or watched in movies. Ask them to describe how they’re depicted and to consider whether we’re meant to like them, not like them, laugh at them or something else.

Some answers they may have:

CHARACTER	MEDIA	DESCRIPTION
Ned Flanders	The Simpsons	A kind and devout neighbour known for his ‘Okely-dokely’ catchphrase and his strong religious beliefs. He is presented as living a ‘perfect’ life as a foil to Homer.
Angela Martin	The Office	A conservative character who often mentions her strong Christian beliefs and is known for her stern demeanour. She is also shown to be a hypocrite, two-timing her fiancé with her ex-boyfriend.
Queen Elizabeth	The Crown	In the course of fulfilling her role as the British Monarch, the Queen is shown praying and attending church. There are also times where she makes reference to how her faith helps her.
Mr Collins	Pride & Prejudice	Although meant to be a preacher and teacher of the Bible, he speaks more about his benefactor, Lady Catherine De Bourgh, than anything else.
Reverend Lovejoy	The Simpsons	Although his job is to lead the congregation, he is often shown as not interested in being a minister. When he reads the Bible, he dismisses it, saying that it says that ‘just about everything is a sin’.

If they’re struggling to come up with some characters, you could suggest the above.

Another option would be to have them brainstorm different words that come to mind when they hear the word ‘Christian’.

LINK STATEMENT:

25 There are lots of different opinions about Christians out there. Today, we’re going to think about why Christians can sometimes seem so different from the Christ they say they follow.



PLAY NUA 5.1: WHAT IS AUTHENTIC FAITH?

This segment introduces the idea that Jesus seems so different from some Christians.



SCAN ME

<https://vimeo.com/showcase/10370053>

You might want to get the students to reflect the key point back afterwards by asking: What are the things that we should be angry about that Jesus was also angry about?

- Injustice
- Poverty
- Oppression

Which two stories are used to show Jesus' righteous anger?
Do you think he was right to be angry in these situations? Why/Why not?
What is the relationship between Jesus' anger and his love?



STORY 1

Jesus' anger at the Pharisees is shown in his love towards the man with the injured hand.

Jesus' love for the man is evident in his anger at the Pharisees' belief that law-keeping is better than making someone's life better.



STORY 2

Jesus was angry at the moneychangers in the temple because of his love of God and of helping people to come to the temple to show their love for God. He believed that the moneychangers were getting in the way of that.



LINK STATEMENT:

Let's look at another time Jesus let his love overrule the 'super religious' Pharisees and their beliefs.

Teacher's note: Students will get to spend some time looking at the story of the paralysed man whose friends dropped him through the roof to meet Jesus.



BIBLE INVESTIGATION: JESUS AND THE RULE-BREAKERS

WORKSHEET
ACTIVITY NO.

01

Read through Mark 2:1-3 on the worksheet individually or have a few students read out loud for the whole group. Direct them to underline the unexpected or surprising moments as they occur. Then, in small groups of 3-4 students, have them work through the following questions (also on the worksheet):

- What did the paralysed man's friends think his greatest need was? How did they show this?
- What did Jesus think the paralysed man's greatest need was? How did he show this?
- What did Jesus think the teachers of the law's greatest need was? How did he show this?

After that lead the students in a discussion on the following topic: 'Why did Jesus side with the rule-breakers rather than with the teachers of the law?'



LINK STATEMENT:

As we've seen in the two stories in the video and in this passage, Jesus had no time for empty religion. He wasn't interested in people who were keeping rules just for the sake of it. But that doesn't mean that all of the Bible's rules are irrelevant, as we'll see in the next video. You might want to ask the students for their reactions to the story.

PLAY NUA VIDEO 5.2: DO CHRISTIANS JUST FOLLOW RULES?

This segment tells the story of the Pharisee and the tax collector (Luke 18:9-14).



SCAN ME

<https://vimeo.com/showcase/10370053>



LINK STATEMENT:

It may seem surprising that God isn't impressed with the Pharisee. It may even seem a little unfair. But the next worksheet will help us to see why.

Teacher's note: Students will get to spend some time looking at passages that make it clear that Christians believe that God is willing to save law-breakers who ask him for salvation.



BIBLE INVESTIGATION: LAW-BREAKING AND FORGIVENESS

Have the students to read through the verses on the worksheet and ask what does God think about law-breakers?

Discuss:

- Based on these verses, what did the Pharisee get wrong?
- Based on these verses, what did the tax collector get right?



LINK STATEMENT:

The tax collector understood that God isn't impressed with our attempts to keep rules. He knows we will always make mistakes. That's why we need another way that isn't about being perfect. Christians believe that we need God's forgiveness.

But does that mean God doesn't care about how we live and what we do? Does that mean all the verses about commandments are a waste of time. Let's see.

Teacher's note: In this activity, students have the chance to consider that rules and laws have a good purpose, by engaging with scenarios set in a 'school without rules'.



ACTIVITY: THE SCHOOL WITHOUT RULES

WORKSHEET ACTIVITY NO. 03

Look at the activity on the worksheet, 'The School Without Rules. In pairs or groups, have them reflect on what it would be like to be a student in such a school. Also ask them to reflect on which rules are in place at their school to ensure that these things don't happen.

Afterwards, ask them to think about the purpose of rules at school.

PLAY NUA VIDEO 5.3: ARE CHRISTIANS OUT OF TOUCH?



<https://vimeo.com/showcase/10370053>

Teacher's note: In this video, students will see that fear is the opposite of love. Be aware of the definition of love that the students may have. Many students may define love as complete acceptance. However, the Christian understanding of love is seeking the good of the other above yourself. At times, this may mean not accepting everything the person you love does (for example, a parent will not sit back and accept a child's choice to run away towards a busy road).

Explain that the story of the Good Samaritan shows how fear and love are opposites, and that trying to be right with God by keeping rules can lead to people breaking the most important commandments.

Read Matthew 22:34–39

Ask:

- What commandment were the experts in the law failing to keep?
- What problems in the world could be solved if people loved others as much as they loved themselves?



LINK STATEMENT:

Christians aren't perfect. They make mistakes. But there are many who have taken Jesus' commands to love so seriously that they have even changed the world!



WORKSHEET
ACTIVITY NO. 04

You may also want to take questions before you finish up. If you do, you may want to use the following question answering framework:

- Defer: Don't answer not in front of the whole group.
- Delay: Offer to answer in the next session.
- Do answer after research: Look into it and come back to it.

[illegible]

1: Ask one of the big questions again: "What should a Christian life look like?" What has changed? What do you think now? Do you have more questions?

2: Based on the questions above, ask them to write a personal response in their journal.

3: Dive into more group discussion.

LESSON SIX

HOW CAN YOU SAY THAT GOD IS GOOD?



TIP: HAVE YOUR VIDEO SEGMENTS READY TO GO OR DOWNLOADED & THE WORKSHEETS FROM **PG 55** PHOTOCOPIED



IN THIS LESSON, WE WILL ANSWER THE BIG QUESTION:
IS GOD GOOD?

ANSWER: Christians believe that suffering is hard and horrible. Yet, they also believe that God is good. The story of Jesus' life and death on the cross shows Christians where suffering and goodness meet hand-in-hand.

OVERVIEW: Some people think being 'Christian' means being the 'nice guy'. The problem is, Christianity isn't about looking nice and religious. There are many things about this world that should make us angry, like poverty, injustice, and inequality. Jesus reminds us that following God is not about rules, it's about relationships. When rules get in the way of us knowing and loving God and his creation, we've missed the point. The more we understand God's love for us, the less power fear has in our lives.



LESSON PREP: KEY POINTS TO NOTE

CONNECTING

10 MINS

Welcome and Introduction to the Big Question

Activity: Describe Our World

EXPLORING

30 MINS

NUA Video 6.1: Where Was God?

Activity: Jesus experienced suffering

NUA Video 6.2: Why Did it Happen to Me?

Bible Investigation: Jesus experienced loss and grief.

NUA Video 6.3: Will it All Be Worth it?

FORMING

10 MINS

Reflection

WELCOME, EXPECTATIONS, AND INTRODUCTION TO THE BIG QUESTION

Teaching note: This teaching component gives you an opportunity to set the expectations of the lesson as well as introducing your visible learning statement, the Big Question.

Welcome your students. You might want to explain what will happen over the course of the lesson, and outline some expectations. It may be helpful include:

FAIR GO FOR ALL

- **Fair go for the speaker** by listening quietly.
- **Fair go for the program** by participating respectfully.
- **Fair go for fellow students** by having one person speaking at a time.



ACTIVITY: DESCRIBE OUR WORLD

Teacher's note: This activity aims to encourage students to reflect on their perceptions of the world we live in by choosing three words that describe it. It will provide an opportunity for students to share their perspectives and generate meaningful discussion.

Materials needed:

- Post it Notes
- Large poster paper or whiteboard
- Markers

Ask the students to write three words on separate post-it-notes describing the world we live in. Emphasize that there are no right or wrong answers, and that it is an opportunity for each student to express their own perspective.

Ask the students to share their words and why they chose them with the people next to them before posting them to the cardboard posters distributed to larger groups of 10 or so. Encourage active listening and respectful discussions within the groups.

Instruct each group to select one or two words from their discussion that they find particularly interesting or representative of the world we live in.

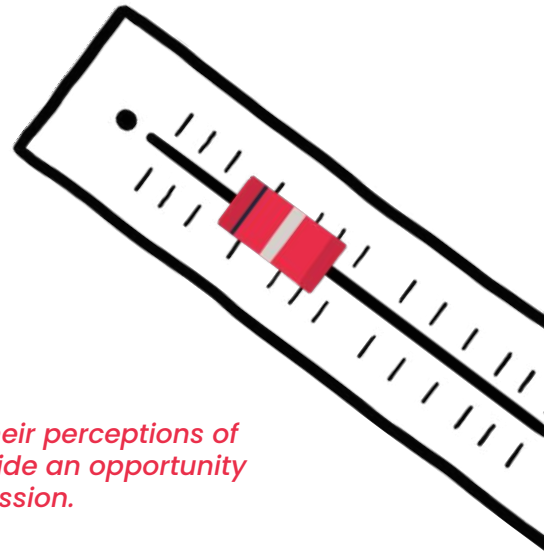
Lead a class discussion based on the following questions:

- What common themes or patterns did you notice in all the words chosen?
- What contrasting perspectives or differing opinions did you find?
- How can an understanding of God's goodness influence our perception of the world and our response to suffering?
- Summarize the key insights and reflections from the discussion.



LINK STATEMENT:

Even though there is much that happens in this world that is bad, hard, and hurtful, for over two thousand years, Christians have believed that God is Good. We are going to consider why in the next section.



EXPLORING

LESSON SIX

Teacher's note: This video helps students engage with the questions people might ask God in the face of suffering.

PLAY NUA VIDEO 6.1: WHERE WAS GOD?

This segment introduces the idea that suffering and evil are in the world and that it's right to ask questions of God about it.



SCAN ME

<https://vimeo.com/showcase/10370053>

You might want to get the students to reflect the key point back afterwards by asking:

What kinds of questions do people ask God when bad things happen?

- 'Why God, why?'
- 'God, how could you let that happen?'

Are there additional questions that people might ask?

What are the two groups that we can broadly group suffering into?

- Suffering that results from human free-will (eg, getting a speeding ticket)
- Suffering that comes from nature (eg, disasters and illness)

LINK STATEMENT:

The Bible says Jesus endured suffering. Let's look at some passages which show that.

ACTIVITY: JESUS EXPERIENCED SUFFERING

WORKSHEET
ACTIVITY NO. 01

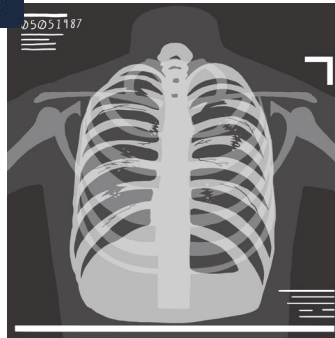
Teacher's note: Students will get to spend some time looking at passages that illustrate that Jesus is familiar with suffering.

Direct the students' to their worksheets. Have them read through the passages, or have a few students read out loud for the whole group. Then, in small groups of 3-4 students, have them work through the questions below the passages.

If pressed for time, you can have half of the class look at one passage and the other half look at the other.

After 10 minutes of discussion, call the students back.

Lead a class discussion based on the following question: How does the fact that Jesus endured suffering without sinning affect our understanding of God's goodness?





LINK STATEMENT:

Jesus gave up eternal heavenly comforts for a life in a world with pain just like ours. Even if he did live over 2000 years ago, that much hasn't changed! But the suffering in the passages we have just read can be a little hard to relate to. What about when he suffered the loss of his best friend?

Teacher Note: This video helps students engage with the story of Lazarus which shows how hard it was for Jesus to face the suffering of his friends firsthand.

PLAY NUA VIDEO 6.2: WHY DID IT HAPPEN TO ME?

In the video, we learned about Jesus' reaction when his friend Lazarus died. Let's take a look at the passage.

<https://vimeo.com/showcase/10370053>



SCAN ME

Teacher Note: Students will get to spend some time looking at the story of Jesus at the death of Lazarus.



BIBLE INVESTIGATION: JESUS EXPERIENCED LOSS AND GRIEF

WORKSHEET
ACTIVITY NO. 02

Read through the John 11:32-44 in the bible on the worksheet individually or have a few students read out loud for the whole group. Then, in small groups of 3-4 students, have them work through the questions below the passages.

Lead a class discussion based on the following question: How does Jesus' miracle give hope to Christians in the face of suffering?



LINK STATEMENT:

We have seen Jesus giving up comfort in order to suffer for us—but is there anything positive that can be achieved by suffering? Let's have a look at the last video section.

PLAY NUA VIDEO 6.3: WILL IT ALL BE WORTH IT?



SCAN ME

<https://vimeo.com/showcase/10370053>



REFLECTION

**WORKSHEET
ACTIVITY NO. 03**

At the end of your students worksheets there's a space to write or doodle any thoughts or questions from today's lesson. Ask students to fill it out, and provide guiding questions if needed.

You may also want to take questions before you finish up. If you do, you may want to use the following question answering framework:

- Defer: Don't answer not in front of the whole group.
- Delay: Offer to answer in the next session.
- Do answer after research: Look into it and come back to it.

OPTIONAL QUESTIONS

1: Ask one of the big questions again: "How can a good God allow so much pain?" What has changed? What do you think now? Do you have more questions?

2: Based on the questions above, ask them to write a personal response.

3: Dive into more group discussion.

NOTES

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue or grey lines across its entire width. The lines are uniform in thickness and color, providing a standard template for handwriting practice or general note-taking. There are no margins, text, or other markings present on the page.

A person is shown from the back, in silhouette, looking towards a large, white cross that stands against a bright blue sky filled with white, fluffy clouds. The cross is made of two simple, thick beams. The overall mood is contemplative and serene.

LESSON SEVEN

HAS THE CHURCH CAUSED
MORE HARM THAN GOOD?

TIP: HAVE YOUR VIDEO SEGMENTS
READY TO GO OR DOWNLOADED & THE

TIP: HAVE YOUR VIDEO SEGMENTS READY TO GO OR DOWNLOADED & THE WORKSHEETS FROM **PG 56** PHOTOCOPIED

IN THIS LESSON, WE WILL ANSWER THE BIG QUESTION:
WHY ISN'T THE CHURCH PERFECT?

ANSWER: The Church isn't perfect because the Bible teaches that Jesus welcomes all people who want to come to him.

OVERVIEW: Our identities are complex and it feels unfair when we are stereotyped. People often blame religion for the world's violence. It's true that throughout history, people have done some horrific things in the name of Jesus, but it's important to remember that, in these instances, it was people who let us down, not Jesus. The Church often looks broken because it is—it's full of people who are a work in progress. At the same time, the words of Jesus (John 13:35) have inspired some hugely influential movements of justice, compassion, and love over the last +2,000 years.



10 MINS

Welcome and Introduction to the Big Question

Activity: Design A Church

30 MINS

NUA Video 7.1: Why Are Churches so Messed Up?

NUA Video 7.2: Am I Better Off Without Church?

NUA Video 7.3: Can I belong in Church?

Activity: The faith of a president

Activity: The fruit of the Spirit

10 MINS

Reflection

CONNECTING

LESSON SEVEN

WELCOME, EXPECTATIONS, AND INTRODUCTION TO THE BIG QUESTION

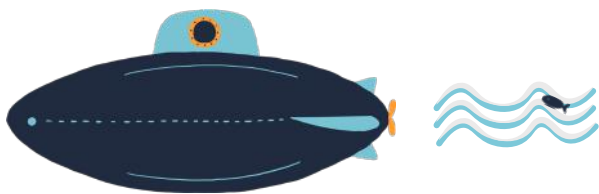
Teaching note: This teaching component gives you an opportunity to set the expectations of the lesson as well as introducing your visible learning statement, the Big Question.

Welcome your students. You might want to explain what will happen over the course of the lesson, and outline some expectations. It may be helpful include:

FAIR GO FOR ALL

- **Fair go for the speaker** by listening quietly.
- **Fair go for the program** by participating respectfully.
- **Fair go for fellow students** by having one person speaking at a time.

Teacher's note: This activity is a way to get students to engage with the idea of church and what they think it should be.



ACTIVITY: DESIGN A CHURCH

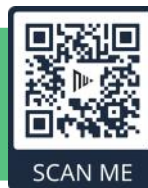
WORKSHEET
ACTIVITY NO. 01

In small groups using their worksheets create a mind map how they would redesign the church to look/be. From the design of a meeting place, type of gatherings, activities, mission statement and reason for existence, allow them to share their thoughts as they present to everyone.



PLAY NUA VIDEO 7.1: WHY ARE CHURCHES SO MESSED UP?

This segment introduces the idea that stereotypes of the Church aren't necessarily reality. It also introduces the theme of the Church being a 'hospital for sinners' rather than a 'museum for saints'.



<https://vimeo.com/showcase/10370053>

You might want to get the students to reflect the key point back afterwards by asking:
Do you think that you have to be 'good' to go to church? Why?
It's OK to leave this as an open debate at this point.



LINK STATEMENT:

If the Church is a group of people who have been forgiven by God through Jesus, it's probably helpful to look at the people Jesus was willing to let into the Church.

Teacher's note: Students will get to spend some time looking at Jesus' ministry and the people he was willing to forgive and include.

PLAY NUA VIDEO 7.2: AM I BETTER OFF WITHOUT THE CHURCH?



<https://vimeo.com/showcase/10370053>

Teacher's note: Students will be prompted to consider some of the issues people have with Christians and the Church. They will also reflect on the idea that Christians don't always reflect Christ well.

Lead the class in a discussion prompted by the quote in the video from Gandhi: 'I love your Christ, but not your Christians'.

Ask the students to move to sides of the room based on whether they agree or disagree with Gandhi's statement. Get the students to chat with each other about why they have chosen the side to stand on.

For further discussion and debate, you could ask the students to consider this verse and question below:

'I give you a new command. Love one another. You must love one another, just as I have loved you. If you love one another, everyone will know you are my disciples.' John 13:34-35

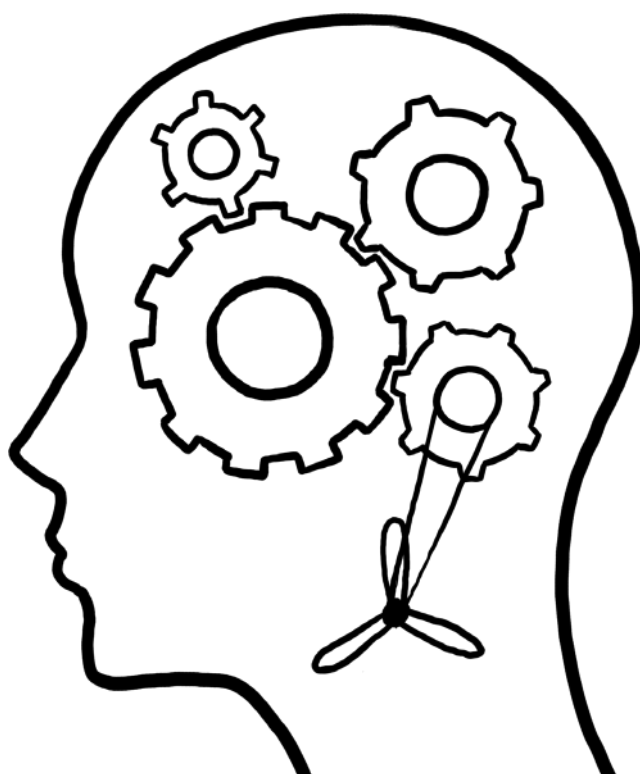
Would Jesus agree with the actions of all Christians?



LINK STATEMENT:

There are lots of Christians who have failed to keep to Jesus' command of love. But, in this next video, we will also hear some of the positive change that has taken place in the world because of Christians who have kept Jesus' commands.

Teacher's note: In the next video students will get to see some positive influence the Church and Christians have had on the world.



PLAY NUA VIDEO 7.3: CAN I BELONG IN CHURCH?

<https://vimeo.com/showcase/10370053>



Teacher's note: Students will look in-depth at the role that Christian faith had in Abraham Lincoln's presidency.



ACTIVITY: THE FAITH OF A PRESIDENT

WORKSHEET
ACTIVITY NO. 02

Use the worksheet, read the quotes to answer the following question:

To what extent did Christianity influence President Lincoln's decision to go to war to stop slavery?



LINK STATEMENT:

Christians aren't perfect. The Church isn't perfect. Jesus is perfect though. And there is so much good that can come for those who choose to follow him.

Teacher's note: In this activity, students have the chance to reflect on Jesus' good way, and the reasons we all struggle to live as he did.



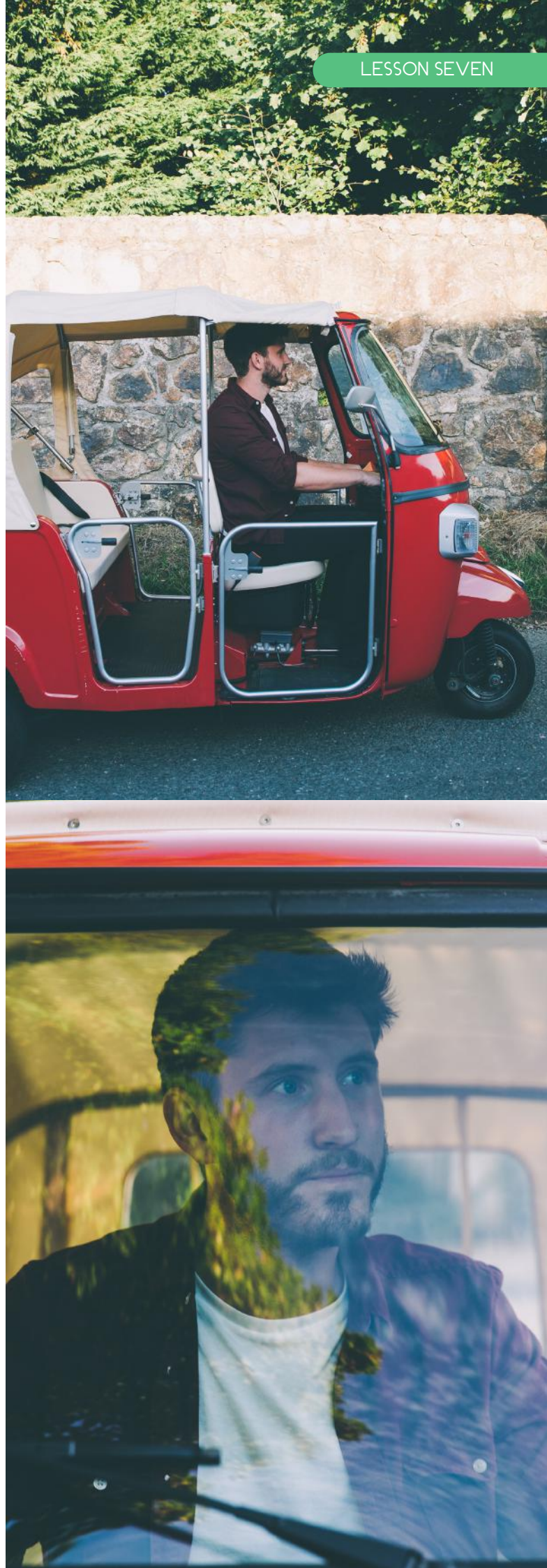
ACTIVITY: THE FRUIT OF THE SPIRIT

WORKSHEET
ACTIVITY NO. 03

But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law. **GALATIANS 5:22-23**

Discuss or write the answer to these questions on the worksheet, about Galatians 5:22-23:

- What difference would it make if we all lived like this?
- Why do you think we all struggle to live this way?
- What do you think it means when it says 'There is no law against things of that kind'.





REFLECTION

WORKSHEET
ACTIVITY NO. **04**

At the end of your students worksheets there's a space to write or doodle any thoughts or questions from today's lesson. Ask students to fill it out, and provide guiding questions if needed.

You may also want to take questions before you finish up. If you do, you may want to use the following question answering framework:

- Defer: Don't answer not in front of the whole group.
- Delay: Offer to answer in the next session.
- Do answer after research: Look into it and come back to it.

OPTIONAL QUESTIONS

1: Ask one of the questions again: "Has the Church caused more harm than good?" What has changed? What do you think now? Do you have more questions?

2: Based on the questions above, ask them to write a personal response.

3: Dive into more group discussion.

NOTES

[illegible]

LESSON EIGHT

WHAT'S JESUS GOT TO DO WITH ME?



TIP: HAVE YOUR VIDEO SEGMENTS READY TO GO OR DOWNLOADED & THE WORKSHEETS FROM **PG 58** PHOTOCOPIED

? IN THIS LESSON, WE WILL ANSWER THE BIG QUESTION:
WHAT'S JESUS GOT TO DO WITH ME?

ANSWER: Christians believe that he is the centre of their lives, God's Son, and their saviour. But your answer to this question is entirely up to you.

OVERVIEW: Genesis 1 is a confusing story. Should it be taken literally? Or is it poetry? Either way, we can learn from Adam and Eve today: their shame and brokenness is something we can all relate to. We are made in God's image and God is all about relationships. Jesus coming to earth as a baby was God reaching out to us—he could have shown up any way he wanted, but he chose to live a life of hardship as he built relationships and loved the outcast. While other religious ideas seem to focus on how to keep God happy, the story of Jesus is about the lengths that God will go to get to us. Jesus conquered death to bring freedom from sin and suffering. The world tells us we need to change in order to be good enough. Jesus came to forgive us and set us free.



LESSON PREP: KEY POINTS TO NOTE

CONNECTING

10 MINS

Welcome and introduction to the Big Question

Activity: A Day With Jesus

EXPLORING

30 MINS

NUA Video 8.1: Can Jesus affect my life?

Bible Investigation: Is the story of Genesis relevant today?

NUA Video 8.2: How much am I worth?

Bible Investigation: Is the story of Jesus relevant today?

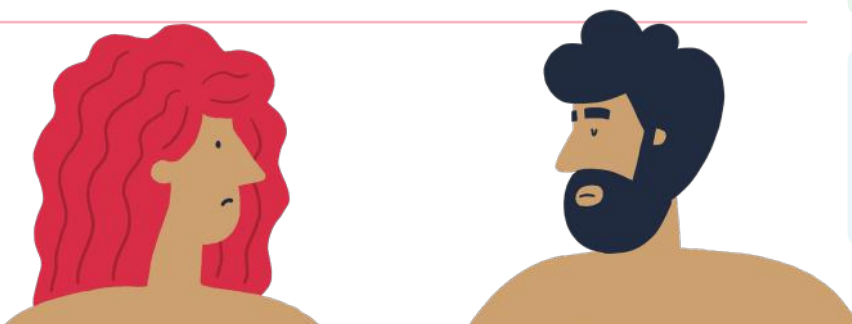
NUA Video 8.3: What will you choose?

Activity: Whole series recap

FORMING

10 MINS

Reflection



WELCOME, EXPECTATIONS, AND INTRODUCTION TO THE BIG QUESTION

Teaching note: This teaching component gives you an opportunity to set the expectations of the lesson as well as introducing your visible learning statement, the Big Question.

Welcome your students. You might want to explain what will happen over the course of the lesson, and outline some expectations. It may be helpful include:

FAIR GO FOR ALL

- **Fair go for the speaker** by listening quietly.
- **Fair go for the program** by participating respectfully.
- **Fair go for fellow students** by having one person speaking at a time.



ACTIVITY: A DAY WITH JESUS

Teacher's note: This activity is a way to get students to engage with the idea of church and what they think it should be.

Assuming that the Bible is accurate, imagine that Jesus wants to spend a day with your class group. All together or in small groups discuss and write down ideas for the following: What would you do? Where would you go? What type of questions would you ask him? Hopefully this will ignite underlying questions about Jesus.



PLAY NUA VIDEO 8.1: CAN JESUS AFFECT MY LIFE?

This segment introduces the idea that the Bible, especially the book of Genesis, is a relevant book for us today, even if it is challenging to understand at times.

<https://vimeo.com/showcase/10370053>



SCAN ME

LINK STATEMENT:

In this next exercise, we're going to look closely at a few verses from the first chapters of the Bible to consider whether they are still relevant today.

Teacher's note: Students will get to spend some time looking at the Genesis account of creation and sin, and its relevance to our world today.

BIBLE INVESTIGATION: IS THE STORY OF GENESIS STILL RELEVANT TODAY?

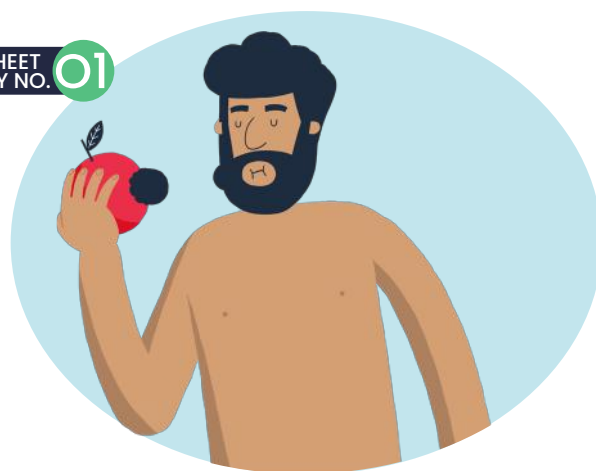
WORKSHEET
ACTIVITY NO. 01

i) On the worksheet draw a line from the question to the answer in the relevant verse.

ii-iii) Have the students consider the questions on the sheet. Also direct them to consider any questions they still have.

iv) Read the verse on the right and prompt your students to circle the statements they feel are true.

v) Lastly have them write in groups or individually their thoughts and answers to "Why do you think the tree was called the 'tree of knowledge of good and evil?'"



LINK STATEMENT:

The beginning of the Bible doesn't spell out which scientific process God used to create the world. But what it does do is paint a picture of a powerful God who had a personal relationship with the people he created. It also shows that the pain and hurt in the world stems from humanity's rejection of God and his good ways.

PLAY NUA VIDEO 8.2: HOW MUCH AM I WORTH?

<https://vimeo.com/showcase/10370053>



SCAN ME

LINK STATEMENT:

The Jesus of the Bible wasn't a powerful, super-religious killjoy. He was humble, he was persecuted, and ultimately he was killed because the super-religious killjoys didn't like him!

Teacher's note: Students will get to spend some time looking into the Jesus of the Bible and the reason he came to die.



BIBLE INVESTIGATION: IS THE STORY OF JESUS STILL RELEVANT TODAY?

WORKSHEET
ACTIVITY NO. 02

LESSON EIGHT

Read through the verses on the worksheets, or have a few students read out loud for the whole group. Lead a discussion sharing what they think these verses say about why Jesus came to earth. Lastly in groups or individually have the students complete the two questions.



LINK STATEMENT:

The story of Jesus according to the Bible is a story of God becoming man to restore the broken relationship between God and humanity that stretches all the way back to Genesis 3. In this final video, we will see why Christians believe this is so important.

Teacher's note: Students will get to see some responses to Jesus.

PLAY NUA VIDEO 8.3:
WHAT WILL YOU CHOOSE?

<https://vimeo.com/showcase/10370053>



SCAN ME



ACTIVITY: WHOLE SERIES RECAP

Teacher's note: Students will be prompted to reflect on the unfolding story of the Bible as we have come to learn throughout this series.

Use the following text to prompt students' memories about what you have covered over this series.

LESSON 1

Christians believe that God reveals himself to humanity through his amazing creation. He also reveals himself to humanity through the pages of the Bible.

LESSON 2

Christians believe that the Bible is trustworthy in what it says about God, humanity and Jesus.

LESSON 3-4

Christians believe that the story of Jesus' life, miracles, teaching, death and resurrection is accurately recorded in the four Gospels: Matthew, Mark, Luke and John.

LESSON 5

Christians believe that Christians make mistakes, they sin, they aren't perfect. That's why they trust in a perfect saviour—Jesus.

LESSON 6

Christians believe that even though this world isn't perfect, God has shown his love in so many ways. Christians also believe that the story of the Bible gives hope for those who trust in Jesus.

LESSON 7

Christians believe that churches are meant to be communities of people who reflect Jesus, even though they are not perfect.

LESSON 8

Christians believe that the story of the Bible is still relevant today.



WORKSHEET
ACTIVITY NO. 03

On the worksheet as a final personal reflection, ask participants to give a written response to the question, "What has Jesus got to do with me?" This is a good opportunity to reflect on how the series has impacted their thoughts and faith journey.

You may also want to take questions before you finish up. If you do, you may want to use the following question answering framework:

- Defer: Don't answer not in front of the whole group.
- Delay: Offer to answer in the next session.
- Do answer after research: Look into it and come back to it.

NOTES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



WORKSHEETS TO PHOTOCOPY

CONNECTING

1] FAMOUS OPINIONS

Match the following quotes with who said them?

"Our prime purpose in this life is to help others. And if you can't help them, at least don't hurt them."

WOODY ALLEN

"I firmly believe, and I don't say this as a criticism, that life is meaningless [...] I'm not alone in thinking this— there have been many great minds far, far superior to mine, that have come to that conclusion. And unless somebody can come up with some proof or some example where it's not, I think it is."

DALAI LAMA

"The meaning of life is not simply to exist, to survive, but to move ahead, to go up, to achieve, to conquer."

JESUS

"We're here for a reason. I believe a bit of the reason is to throw little torches out to lead people through the dark."

ARNOLD SCHWARZENEGGER

"Love the Lord your God with all your heart and with all your soul. Love him with all your mind and with all your strength. Love your neighbor as you love yourself. There is no commandment more important than these."

WHOOPI GOLDBERG

EXPLORING

2] WHO BEGAN THE BEGINNING

- Underline any repeated words and phrases
- Circle the questions that can be answered by this passage

- Who made the world?
- Who was given a special job to rule the creation God made?
- Why were humans created?
- How did God create the world?
- How many years ago did he create it?
- What scientific process did God use to create it?
- Reflecting on the questions that this passage does answer, what would you say is the purpose of Genesis 1?

Genesis 1:1-26 (NIV)

In the beginning God created the heavens and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.

And God said, "Let there be light," and there was light. God saw that the light was good, and he separated the light from the darkness. God called the light "day," and the darkness he called "night." And there was evening, and there was morning—the first day.

And God said, "Let there be a vault between the waters to separate water from water." So God made the vault and separated the water under the vault from the water above it. And it was so. God called the vault "sky." And there was evening, and there was morning—the second day.

And God said, "Let the water under the sky be

gathered to one place, and let dry ground appear." And it was so. God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good.

Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." And it was so. The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good. And there was evening, and there was morning—the third day.

And God said, "Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years, and let them be lights in the vault of the sky to give light on the earth." And it was so. God made two great lights—the greater light to govern the day and the lesser light to govern the night. He also made the stars. God set them in the vault of the sky to give light on the earth, to govern the day and the night, and to separate light from darkness. And God saw that it was good. And there was evening, and there was morning—the fourth day.

And God said, "Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky." So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good. God blessed them and said, "Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth." And there was evening,

and there was morning—the fifth day.

And God said, “Let the land produce living creatures according to their kinds: the livestock, the creatures that move along the ground, and the wild animals, each according to its kind.” And it was so. God made the wild animals according to their kinds, the livestock according to their kinds, and all the

creatures that move along the ground according to their kinds. And God saw that it was good.

Then God said, “Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground.”

3] CREATION POINTS US TO GOD

Psalm 19 – For the director of music. A psalm of David.

The heavens declare the glory of God;
the skies proclaim the work of his hands.
Day after day they pour forth speech;
night after night they reveal knowledge.
They have no speech, they use no words;
no sound is heard from them.
Yet their voice goes out into all the earth,
their words to the ends of the world.
In the heavens God has pitched a tent for the sun.
It is like a bridegroom coming out of his chamber,
like a champion rejoicing to run his course.
It rises at one end of the heavens and makes its
circuit to the other; nothing is deprived of its warmth.
The law of the Lord is perfect, refreshing the soul.
The statutes of the Lord are trustworthy,
making wise the simple.
The precepts of the Lord are right,
giving joy to the heart.

The commands of the Lord are radiant,
giving light to the eyes.
The fear of the Lord is pure, enduring forever.
The decrees of the Lord are firm,
and all of them are righteous.
They are more precious than gold, than much
pure gold; they are sweeter than honey,
than honey from the honeycomb.
By them your servant is warned; in keeping
them there is great reward.
But who can discern their own errors? Forgive
my hidden faults.
Keep your servant also from willful sins;
may they not rule over me.
Then I will be blameless,
innocent of great transgression.
May these words of my mouth and this
meditation of my heart be pleasing in your sight,
Lord, my Rock and my Redeemer.

Write down your response to the following questions on the back or a separate page:

- Describe what parts of creation does the writer focus on?
- What does he conclude about God?
- The Law refers to God's instruction, the way he wants his people to live.
- Why does the writer to shift from looking at God's creation to looking at God's instruction?
- What does the writer conclude about God's instruction?
- Can the writer follow God's instruction perfectly?
- What does the writer conclude about his relationship with God?



FORMING

4] REFLECTION

Use this space to draw or write any questions or thoughts you have?

EXPLORING

1] After watching NUA 2.1 discuss the following questions:

- Do you struggle with believing that the stories of Jesus are true? Why or why not?
- Jesus was a historical figure whose life we can learn from today. Do you agree with this statement? Why or why not?
- If you only had 30 seconds to tell someone about Jesus, which parts of the story would you include?

Discuss why has human memory changed?



Plato

2] BIBLE INVESTIGATION: LUKE'S PURPOSE STATEMENT

i) Read Luke 1:1-4

ii) Circle any words or phrases that might suggest the genre Luke is writing?

Luke 1:1-4 (NIV)

Many have undertaken to draw up an account of the things that have been fulfilled among us, just as they were handed down to us by those who from the first were eyewitnesses and servants of the word. With this in mind, since I myself have carefully investigated everything from the beginning, I too decided to write an orderly account for you, most excellent Theophilus, so that you may know the certainty of the things you have been taught.

3] BIBLE INVESTIGATION: MIRACLES WITH WITNESSES

Luke 4:40-42 (NIV)

At sunset, the people brought to Jesus all who had various kinds of sickness, and laying his hands on each one, he healed them. Moreover, demons came out of many people, shouting, "You are the Son of God!" But he rebuked them and would not allow them to speak, because they knew he was the Messiah. At daybreak, Jesus went out to a solitary place. The people were looking for him and when they came to where he was, they tried to keep him from leaving them.

Description: Many bring sick to Jesus to be healed.



Luke 9:10-17 (NIV)

When the apostles returned, they reported to Jesus what they had done. Then he took them with him and they withdrew by themselves to a town called Bethsaida, but the crowds learned about it and followed him. He welcomed them and spoke to them about the kingdom of God, and healed those who needed healing. Late in the afternoon the Twelve came to him and said, "Send the crowd away so they can go to the surrounding villages and countryside and find food and lodging, because we are in a remote place here." He replied, "You give them something to eat." They answered, "We have only five loaves of bread and two fish—unless we go and buy food for all this crowd." (About five thousand men were there.) But he said to his disciples, "Have them sit down in groups of about fifty each." The disciples did so, and everyone sat down. Taking the five loaves and the two fish and looking up to heaven, he gave thanks and broke them. Then he gave them to the disciples to distribute to the people. They all ate and were satisfied, and the disciples picked up twelve basketfuls of broken pieces that were left over.

Description: Jesus feeds 5000 people



1 Corinthians 15:1-7 (NIV)

Now, brothers and sisters, I want to remind you of the gospel I preached to you, which you received and on which you have taken your stand. By this gospel you are saved, if you hold firmly to the word I preached to you. Otherwise, you have believed in vain. For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that he was buried, that he was raised on the third day according to the Scriptures, and that he appeared to Cephas, and then to the Twelve. After that, he appeared to more than five hundred of the brothers and sisters at the same time, most of whom are still living, though some have fallen asleep. Then he appeared to James, then to all the apostles.

Description: Jesus' Appearances after he died



What is the miracle?

How many people saw it? Does this make you more or less likely to believe it happened? Why?

Read Luke 2:1-4 (NIV)

(This was the first census that took place while Quirinius was governor of Syria.) And everyone went to their own town to register. So Joseph also went up from the town of Nazareth in Galilee to Judea, to Bethlehem the town of David, because he belonged to the house and line of David.

a. What details has Luke included in the opening verses? Why do you think that is?

b. If you were one of Luke's first readers, what would this detail mean to you?

c. If Luke was making up this detail, what was it putting him at risk of?

EXPLORING

1] BIBLE INVESTIGATION: WHAT DOES THE BIBLE SAY ABOUT JESUS' DEATH?

i) Read John 19:16-38

ii) Make note of the observations John made that fit in the following categories (a separate piece of paper can be used for this):

- The Romans were experts in Crucifixion.
- Jesus' death was public.
- Observations about what happened when Jesus died.
- Other observations which might show why Christians believe that Jesus died on the cross (and wasn't just faking it!).

John 19:16-38 (NIV)

Finally Pilate handed him over to them to be crucified. So the soldiers took charge of Jesus. Carrying his own cross, he went out to the place of the Skull (which in Aramaic is called Golgotha). There they crucified him, and with him two others—one on each side and Jesus in the middle. Pilate had a notice prepared and fastened to the cross. It read: Jesus of Nazareth, the king of the Jews. Many of the Jews read this sign, for the place where Jesus was crucified was near the city, and the sign was written in Aramaic, Latin and Greek. The chief priests of the Jews protested to Pilate, "Do not write 'The King of the Jews,' but that this man claimed to be king of the Jews." Pilate answered, "What I have written, I have written." When the soldiers crucified Jesus, they took his clothes, dividing them into four shares, one for each of them, with the undergarment remaining. This garment was seamless, woven in one piece from top to bottom. "Let's not tear it," they said to one another. "Let's decide by lot who will get it." This happened that the scripture might be fulfilled that said, "They divided my clothes among them and cast lots for my garment."

So this is what the soldiers did.

Near the cross of Jesus stood his mother, his mother's sister, Mary the wife of Clopas, and Mary Magdalene. When Jesus saw his mother there, and the disciple whom he loved standing nearby, he said to her, "Woman, here is your son," and to the disciple, "Here is your mother." From that time on, this disciple took her into his home.

Later, knowing that everything had now been finished, and so that Scripture would be fulfilled, Jesus said, "I am thirsty." A jar of wine vinegar was there, so they soaked a sponge in it, put the sponge on a stalk of the hyssop plant, and lifted it to Jesus' lips. When he had received the drink, Jesus said, "It is finished." With that, he bowed his head and gave up his spirit.

Now it was the day of Preparation, and the next day was to be a special Sabbath. Because the Jewish leaders did not want the bodies left on the crosses during the Sabbath, they asked Pilate to have the legs broken and the bodies taken down. The soldiers therefore came and broke the legs of the first man who had been crucified with Jesus, and then those of the other. But when they came to Jesus and found that he was already dead, they did not break his legs. Instead, one of the soldiers pierced Jesus' side with a spear, bringing a sudden flow of blood and water. The man who saw it has given testimony, and his testimony is true. He knows that he tells the truth, and he testifies so that you also may believe. These things happened so that the scripture would be fulfilled: "Not one of his bones will be broken," and, as another scripture says, "They will look on the one they have pierced."

Later, Joseph of Arimathea asked Pilate for the body of Jesus. Now Joseph was a disciple of Jesus, but secretly because he feared the Jewish leaders. With Pilate's permission, he came and took the body away.

2] BIBLE INVESTIGATION: OTHER REASONS CHRISTIANS BELIEVE IN THE RESURRECTION.

Discuss: Why do Christians believe these verses provide evidence for Jesus' Resurrection?

Jesus predicted his resurrection

Mark 8:31-32 (NIV)

He then began to teach them that the Son of Man must suffer many things and be rejected by the elders, the chief priests and the teachers of the law, and that he must be killed and after three days rise again. He spoke plainly about this, and Peter took him aside and began to rebuke him.

was Mary Magdalene, Joanna, Mary the mother of James, and the others with them who told this to the apostles. But they did not believe the women, because their words seemed to them like nonsense. Peter, however, got up and ran to the tomb. Bending over, he saw the strips of linen lying by themselves, and he went away, wondering to himself what had happened.

The Old Testament predicted Jesus' resurrection

Luke 24:25-27 (NIV)

He said to them, "How foolish you are, and how slow to believe all that the prophets have spoken! Did not the Messiah have to suffer these things and then enter his glory?" And beginning with Moses and all the Prophets, he explained to them what was said in all the Scriptures concerning himself.

Women discovered the empty tomb

Luke 24:1-6 (NIV)

On the first day of the week, very early in the morning, the women took the spices they had prepared and went to the tomb. They found the stone rolled away from the tomb, but when they entered, they did not find the body of the Lord Jesus. While they were wondering about this, suddenly two men in clothes that gleamed like lightning stood beside them. In their fright the women bowed down with their faces to the ground, but the men said to them, "Why do you look for the living among the dead? He is not here; he has risen! Remember how he told you, while he was still with you in Galilee.

Jesus' tomb was empty

Luke 24:8-12 (NIV)

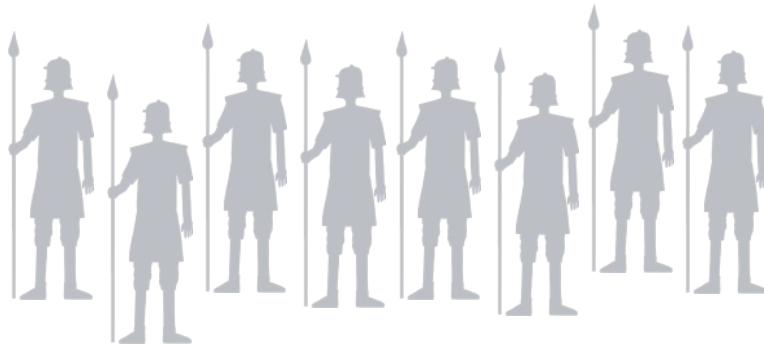
Then they remembered his words. When they came back from the tomb, they told all these things to the Eleven and to all the others. It



For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that he was buried, that he was raised on the third day according to the Scriptures, and that he appeared to Cephas, and then to the Twelve. After that, he appeared to more than five hundred of the brothers and sisters at the same time, most of whom are still living, though some have fallen asleep. Then he appeared to James, then to all the apostles, and last of all he appeared to me also, as to one abnormally born.

Now Thomas (also known as Didymus), one of the Twelve, was not with the disciples when Jesus came. So the other disciples told him, "We have seen the Lord!" But he said to them, "Unless I see the nail marks in his hands and put my finger where the nails were, and put my hand into his side, I will not believe." A week later his disciples were in the

On that day a great persecution broke out against the church in Jerusalem, and all except the apostles were scattered throughout Judea and Samaria. Godly men buried Stephen and mourned deeply for him. But Saul began to destroy the church. Going from house to house, he dragged off both men and women and put them in prison. Those who had been scattered preached the word wherever they went.



Think of the psychological absurdity of picturing a little band of defeated cowards cowering in an upper room one day and a few days later transformed into a company that no persecution could silence—and then attempting to attribute this dramatic change to nothing more convincing than a miserable fabrication they were trying to foist upon the world.”
--Taken from More Than a Carpenter ©2009 Josh McDowell Ministry and Sean McDowell, Chapter 7

Use this space to draw or write any questions or thoughts you have?

EXPLORING

1] BIBLE INVESTIGATION : JESUS' CLAIMS AND TRUTHS

i) Read John 5:1–23 (NIV)

ii) Answer the following questions:

Setting the scene: Where does this take place?

Cast of characters: Who are the main people in the passage?

Complication 1: What is the first problem in the passage and how does Jesus address it?

Complication 2: What is the second problem in the passage? Who raises it?

John 5:1–23 (NIV)

Some time later, Jesus went up to Jerusalem for one of the Jewish festivals. Now there is in Jerusalem near the Sheep Gate a pool, which in Aramaic is called Bethesda and which is surrounded by five covered colonnades. Here a great number of disabled people used to lie—the blind, the lame, the paralyzed. One who was there had been an invalid for thirty-eight years. When Jesus saw him lying there and learned that he had been in this condition for a long time, he asked him, “Do you want to get well?”

“Sir,” the invalid replied, “I have no one to help me into the pool when the water is stirred. While I am trying to get in, someone else goes down ahead of me.”

Then Jesus said to him, “Get up! Pick up your mat and walk.” At once the man was cured; he picked up his mat



and walked. The day on which this took place was a Sabbath, and so the Jewish leaders said to the man who had been healed, “It is the Sabbath; the law forbids you to carry your mat.”

Claim 1: Who does Jesus say his father is?

Claim 2: What does Jesus say his father thinks of him?

Claim 3: What power does Jesus say he has?

Claim 4: What does Jesus say about how people respond to him?

Ponder: What proof has Jesus provided for these claims?

But he replied, “The man who made me well said to me, ‘Pick up your mat and walk.’”

So they asked him, “Who is this fellow who told you to pick it up and walk?”

The man who was healed had no idea who it was, for Jesus had slipped away into the crowd that was there. Later Jesus found him at the temple and said to him, “See, you are well again. Stop sinning or something worse may happen to you.” The man went away and told the Jewish leaders that it was Jesus who had made him well.

So, because Jesus was doing these things on the Sabbath, the Jewish leaders began to persecute him. In his defense Jesus said to them, “My Father is always at his work to this very day, and I too am working.” For this reason they tried all the more to kill him; not only was he breaking the Sabbath, but he was even calling God his own Father, making himself equal with God.

Jesus gave them this answer: “Very truly I tell you, the Son can do nothing by himself; he can do only what he sees his Father doing, because whatever the Father does the Son also does. For the Father loves the Son and shows him all he does. Yes, and he will show him even greater works than these, so that you will be amazed. For just as the Father raises the dead and gives them life, even so the Son gives life to whom he is pleased to give it. Moreover, the Father judges no one, but has entrusted all judgment to the Son, that all may honor the Son just as they honor the Father. Whoever does not honor the Son does not honor the Father, who sent him.

2] ACTIVITY: MORE PEOPLE WITH STORIES TO TELL

IVAN'S STORY

‘I started reading the Bible from the book of Genesis, and later on I was starting to go to church to hear the sermon explaining what the Bible is. And there was this Christianity Explored course, so I decided to go and join the course.

‘It was amazing actually because, me being from the Middle East, we always have a suspicious mind; we always think there’s something not true in what people say. So it was funny because I tried to ask all the questions to find out if the leaders on my table would tell me the truth or if they would try to manipulate me, or try to twist things or soften things up so I would think, “Actually it’s not so bad”. ‘I discovered that no, they were just plainly explaining what the Bible was saying.

‘And also I just started to realise who the person of Jesus Christ really was. I had had all sorts of ideas about him before; but I started reading his words, I started hearing the stories he said, I started understanding what he did—and he blew me away. I thought: “This is the person

I always wanted to be like in my life. I never thought there was anyone who can be like this!” I was totally blown away by his integrity, and the things he did and the things he said. ‘It was when I went on the weekend away, which is part of the course, that I just came to the conclusion that I could not keep denying the truth about Christ and who he is. And I just said: “That’s it—I don’t know what this is going to do to me, but I trust you and I’m ready to follow you whatever and wherever you take me”. And that was it. ‘Life now has no meaning without Jesus Christ. It’s like a journey I am on with him, with the one person who we were created for. I can go walking all my life knowing that in the highs and the lows, in the sorrows and the joys, he is standing there with me, never leaving me or abandoning me.

‘Not just that: this relationship doesn’t end with my death; actually it carries on forever. And that’s what I can look forward to—that’s what life is all about, not just now but also forever. I will enjoy that loving relationship with Jesus Christ forever.’

What jumps out at you from Ivan's story?	What impact did Jesus have on Ivan's life?	Why do you think Jesus had such an impact?
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AARTHI'S STORY

'I expect it surprised people who knew me when I told them I had become a Christian, as in their eyes I probably already was one.

'I'd been brought up in a Christian home, I'd been christened as a baby, I had gone to Sunday school and been confirmed as a teenager. I went to church when my parents told me to go to church. I had never really read the Bible at all myself, although I'd had the Bible read to me when I was much younger. Interestingly, though, I had read the lesson at friends' weddings, or been asked to.

'But I can't ever remember anything that I personally had read from the Bible before I became a Christian.

'When I was 18, I went to medical school and I left home for the first time. I worked hard, and I thought I deserved to play hard. I was, in fact, living my life without reference to God, and I turned my back against God and everything that is good.

'I felt that God must really hate me, and he must be so disappointed in me. I just buried my head in the sand and I felt myself just saying:

"Well there's no point in praying or going to church or reading the Bible ever again because that's it—I've blown my chance". I really wanted to wipe that slate clean, and periodically I wished that I could, but I never really knew of

a way that I could do that.

'But I know that I had a real longing to come back to God; and I felt an amazing peace as if a massive weight had been taken off my shoulders, and I just felt an amazing joy. I didn't know why, but I just remember that moments before that I'd been feeling so sad and so alone; yet I had this amazing peace and incredible joy.

'I know that God had been there all the time, longing for me to come back to him. Even though I'd turned my back on him, he hadn't given up on me. I finally understood the amazing gift that God had given me—that gift of Jesus dying on the cross for me. I didn't deserve this; there was nothing I'd done to deserve it, there was nothing I could do to deserve it. It was a loving, selfless gift, and all I could do was accept that gift.

'My life is about Jesus now. He is my Lord, my Saviour—he is the centre of my life. I can't even imagine what my life would be like without knowing God. Even though life may throw anything at me—there've been ups and downs—I know that I'm never alone. I know that God is always with me, and that he's the one in control. He's the one who has a plan, and he's an amazing, good, loving God—and I can look forward to being with him in eternity in his perfect kingdom.'

What jumps out at you from Aarthi's story?	What impact did Jesus have on Aarthi's life?	Why do you think Jesus had such an impact?
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FORMING

3] REFLECTION

Use this space to draw or write any questions or thoughts you have?

EXPLORING

1] BIBLE INVESTIGATION: JESUS AND THE RULE-BREAKERS

- i) Read Mark 2:1-12 This story is full of unexpected moments. See how many you can find and underline them.
- ii) Answer the questions

Mark 2:1-12 (NIV)

A few days later, when Jesus again entered Capernaum, the people heard that he had come home. They gathered in such large numbers that there was no room left, not even outside the door, and he preached the word to them. Some men came, bringing to him a paralyzed man, carried by four of them. Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus by digging through it and then lowered the mat the man was lying on. When Jesus saw their faith, he said to the paralyzed man, "Son, your sins are forgiven." Now some teachers of the law were sitting there, thinking to themselves, "Why does this fellow talk like that? He's

blaspheming! Who can forgive sins but God alone?" Immediately Jesus knew in his spirit that this was what they were thinking in their hearts, and he said to them, "Why are you thinking these things? Which is easier: to say to this paralyzed man, 'Your sins are forgiven,' or to say, 'Get up, take your mat and walk'? But I want you to know that the Son of Man has authority on earth to forgive sins." So he said to the man, "I tell you, get up, take your mat and go home." He got up, took his mat and walked out in full view of them all. This amazed everyone and they praised God, saying, "We have never seen anything like this!"

What did the paralysed man's friends think his greatest need was?

How did they show this?

What did Jesus think the paralysed man's greatest need was?

How did they show this?

What did Jesus think the teachers of the law's greatest need was?

How did they show this?

2] BIBLE INVESTIGATION: LAW-BREAKING AND FORGIVENESS

- i) According to these verses, what does God think about law-breakers?

For all who rely on the works of the law are under a curse, as it is written: "Cursed is everyone who does not continue to do everything written in the Book of the Law." Clearly no one who relies on the law is justified before God, because "the righteous will live by faith."

Galatians 3:10–11 (NIV)

Now we know that whatever the law says, it says to those who are under the law, so that every mouth may be silenced and the whole world held accountable to God. Therefore no one will be declared righteous in God's sight by the works of the law; rather, through the law we become conscious of our sin.

But now apart from the law the righteousness of God has been made known, to which the Law and the Prophets testify. This righteousness is given through faith in Jesus Christ to all who believe. There is no difference between Jew and Gentile.

Romans 3:19–22 (NIV)

And be found in him, not having a righteousness of my own that comes from the law, but that which is through faith in Christ—the righteousness that comes from God on the basis of faith.

Philippians 3:9

But when the kindness and love of God our Savior appeared, he saved us, not because of righteous things we had done, but because of his mercy. He saved us through the washing of rebirth and renewal by the Holy Spirit

Titus 3:4-5

For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God— not by works, so that no one can boast.

Ephesians 2:8–9



EXPLORING

1] ACTIVITY: JESUS EXPERIENCED SUFFERING

i) Read Hebrews 4:14-16

ii) Answer the following questions:

- Make a note of what it was like for Jesus to live in this world.
- Make a note of how Jesus' suffering helps Christians.
- Ponder: Does it change your view of God to think that his Son chose to live in our world in order to help us? Why/Why not?

Therefore, since we have a great high priest who has ascended into heaven, Jesus the Son of God, let us hold firmly to the faith we profess. For we do not have a high priest who is unable to empathize with our weaknesses, but we have one who has been tempted in every way, just as we are—yet he did not sin. Let us then approach God's throne of grace with confidence, so that we may receive mercy and find grace to help us in our time of need.

Hebrews 4:14-16 (NIV)

* This term refers to a priest in the Old Testament who would approach God and make sacrifices and prayers so that people could be forgiven. Christians believe Jesus now does this, mediating between them and God.

iii) Read Philippians 2:5-8

iv) Answer the following questions:

- Make a note of what Jesus gave up.
- Make a note of the suffering Jesus faced.
- Ponder: How might Jesus have felt about all of this?

In your relationships with one another, have the same mindset as Christ Jesus:

Who, being in very nature God, did not consider equality with God something to be used to his own advantage; rather, he made himself nothing by taking the very nature of a servant, being made in human likeness.

And being found in appearance as a man, he humbled himself by becoming obedient to death—even death on a cross!

Philippians 2:5-8 (NIV)

Christians believe that Jesus has existed eternally with God (see John 1:1), and that when he was born, Jesus took on mortality to enter into our world as a human. Christians call this the 'incarnation'.

2] BIBLE INVESTIGATION: JESUS EXPERIENCED LOSS AND GRIEF

i) Read John 11:32-44 below

ii) Answer the following questions:

- Where does this scene take place? What has happened?
- Who are the main people in the passage?
- How did Jesus' react? Why do you think he reacted that way?
- Think about what hope does this passage give for Christians in the face of suffering?

John 11:32-44 (NIV)

When Mary reached the place where Jesus was and saw him, she fell at his feet and said, "Lord, if you had been here, my brother would not have died."

When Jesus saw her weeping, and the Jews who had come along with her also weeping, he was deeply moved in spirit and troubled. "Where have you laid him?" he asked. "Come and see, Lord," they replied. Jesus wept.

Then the Jews said, "See how he loved him!"

But some of them said, "Could not he who opened the eyes of the blind man have kept this man from dying?"

Jesus Raises Lazarus From the Dead

Jesus, once more deeply moved, came to the tomb. It was a cave with a stone laid across the entrance. "Take away the stone," he said.

"But, Lord," said Martha, the sister of the dead man, "by this time there is a bad odor, for he has been there four days." Then Jesus said, "Did I not tell you that if you believe, you will see the glory of God?"

So they took away the stone. Then Jesus looked up and said, "Father, I thank you that you have heard me. I knew that you always hear me, but I said this for the benefit of the people standing here, that they may believe that you sent me."

When he had said this, Jesus called in a loud voice, "Lazarus, come out!" The dead man came out, his hands and feet wrapped with strips of linen, and a cloth around his face. Jesus said to them, "Take off the grave clothes and let him go."

FORMING

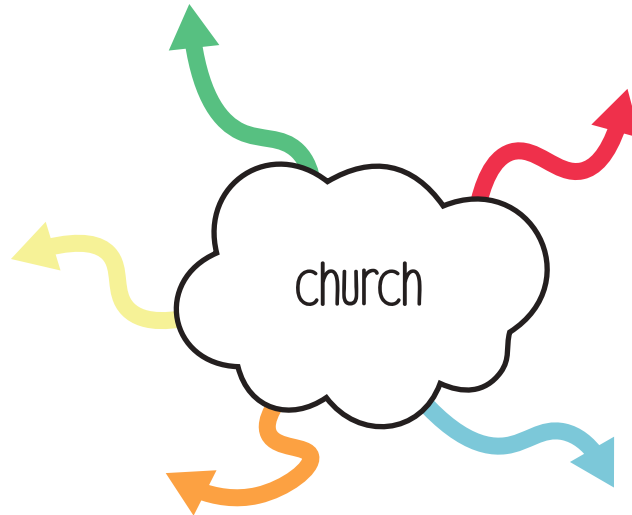
3] REFLECTION

Use this space to draw or write any questions or thoughts you have?

CONNECTING

★ 1] ACTIVITY: DESIGN A CHURCH

How would you redesign the church? From the design of a meeting place, type of gatherings, activities, mission statement and reason for existence, write down your thoughts in this mind map...



EXPLORING

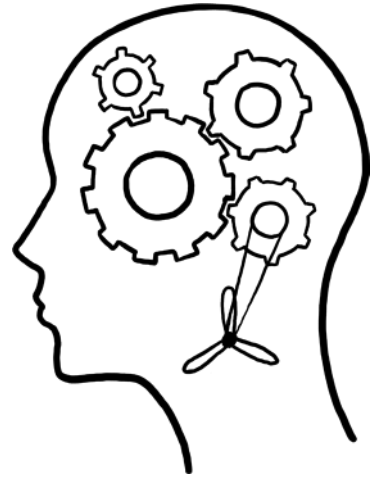
★ 2] ACTIVITY: THE FAITH OF A PRESIDENT

In the following quotes, from Abraham Lincoln's second inaugural presidential address, to what extent did Christian faith influence his decision to go to war to stop slavery?

- 'It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces.'
- 'If we shall suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war [in order to remove slavery] ...'
- 'Fondly do we hope—fervently do we pray—that this mighty scourge of war may speedily pass away.'

GALATIANS 5:22-23 (NIV)

4] REFLECTION



EXPLORING

1] BIBLE INVESTIGATION: IS THE STORY OF GENESIS STILL RELEVANT TODAY?

i) Highlight the answers to the questions in the verse.

When did God make the universe?
Who made the universe?
Which came first, the universe or God?

*In the beginning God created the heavens and the earth.
Now the earth was formless and empty, darkness was
over the surface of the deep, and the Spirit of God was
hovering over the waters.*
Genesis 1:1-2 (NIV)

ii) What questions about God and the world don't you have answers for?

iii) How do you feel about these unanswered questions?

iv) Read the verses and circle the statements you think are true.

God didn't give Adam much.
God gave Adam lots of fruit to choose from.
God limited Adam too much.
God made too many rules.
God wasn't clear about the consequences for Adam.
God didn't give Adam anything to do to stop him from being bored.

The Lord God took the man and put him in the Garden of Eden to work it and take care of it. And the Lord God commanded the man, "You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die."
Genesis 2:15-17 (NIV)

v) Why do you think the tree was called the 'tree of knowledge of good and evil'?



John 3:16 (NIV)

Matthew 20:28 (NIV)

Philippians 2:6–8 (NIV)

1 John 4:9-10 (NIV)

Luke 19:10 (NIV)

1 Timothy 1:15 (NIV)



3] REFLECTING ON THE FULL SERIES

This is a good opportunity to reflect on how this series has impacted your thoughts and faith journey.

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.

Lined area for notes.



NEW SERIES COMING SOON

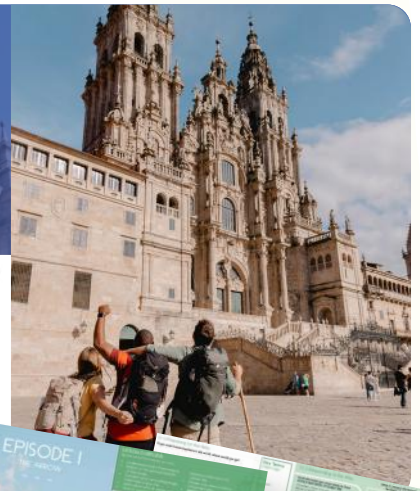
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Join our hosts on a journey exploring the feelings we face during a big change like this, the influences that shape us and the growth opportunities among the challenges.

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5th/6th Class & 1st Year)

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Approx 8mins Episodes
& Digital
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