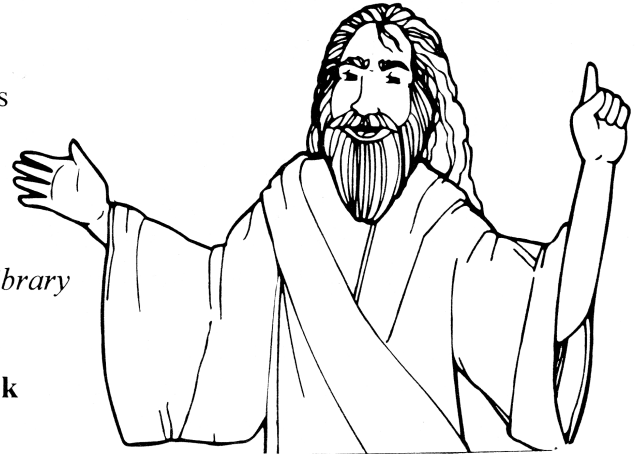


FOR TEENS: What makes Jesus Different?

This lesson works best when students have access to reference books so arrange to have a set of encyclopedias available. If this is not possible, use the information in the *Basic Messages* box to create handouts.



1. **What's My Line?**—(Supplies: Bibles, note pads, pens, and library books, encyclopedias, or the *Basic Messages* box.)

Ask: **If you randomly asked ten people, "Who do you think Jesus was?" what answers would you most likely hear?**

Write students' answers on blackboard. Then ask: **Which of these answers are true?** Go through the answers, circling those that students say are true.

Say: **Many people think Jesus was a great teacher, but they don't see him as much different from other great teachers, such as Buddha, Confucius, or Mohammed. Let's compare these great men.**

Form three groups. Give each group a note pad, Bible, pen, and the following Scripture references on a slip of paper: *Matthew 1:18-23; 28:2-7; Luke 18:31-33; 22:70; and John 3:13; 6:38-40; 10:36-38; 12:44-45; 14:7-11; 16:13-16,28.*

Have each group investigate one leader of a world religion—Buddha, Confucius, or Mohammed. Ask them each to appoint a leader, a recorder, and a presenter (you might have to combine jobs). The leader should direct the group's work. The recorder should take notes on what the group discovers. The presenter is responsible for telling the whole class about his or her group's discoveries.

Say: **Your group has a simple challenge. In the next 30 minutes, answer this question: What makes your assigned person different from Jesus? Use the resources you've been given to prepare a three-minute presentation for the whole class.**

After 30 minutes, gather the class together and ask the three presenters to each give a three-minute overview of their findings. Then say: **Based on what we've heard, are any of the answers I circled on the blackboard earlier incorrect? Why or why not? Why do so many people see Jesus as just another "good teacher?" Why is it important for us to understand the differences between Jesus and other religious leaders?**

2. **Who Am I?**—(Supplies: *Who Am I?* handouts.)

Give each student a *Who Am I?* handout. Say: **In Jesus' day, just as today, people had many different ideas about who he was. That's why it's so important for us to know him. Is he a prophet? Is he simply an unusually good man or extraordinary teacher? Or is he the Son of God, come to give eternal life to all who believe in him? In silence, read your handout and spend a few minutes thinking about what *you* believe.**

After five minutes or so, say quietly: **Imagine that Jesus is standing before you, just as he stood before his disciples so long ago. He looks at you and asks: "Who do you say that I am?" Take a few moments to answer him . . .**

Close with a prayer.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5800 S. DICKINSON DRIVE
CHICAGO, ILLINOIS 60637
TEL: (773) 835-3100
FAX: (773) 835-3101
WWW: WWW.CHEM.UCHICAGO.EDU
E-MAIL: CHEM@UCHICAGO.EDU

CHICAGO, ILLINOIS
MAY 15, 2000

DR. J. K. STILLE
1000 UNIVERSITY AVENUE
ANN ARBOR, MICHIGAN 48106
TEL: (734) 763-1234
FAX: (734) 763-1235
WWW: WWW.CHEM.UCHICAGO.EDU

RE: [REDACTED]

Dear Dr. Stille:

I am pleased to inform you that your application for a postdoctoral fellowship at the University of Chicago has been reviewed and approved. We are pleased to offer you a position in the Department of Chemistry for the period of [REDACTED] to [REDACTED].

The position is for a full-time postdoctoral fellow. Your salary will be \$30,000 per year, plus a stipend of \$10,000 per year. You will also receive a health insurance benefit and a retirement plan. Your appointment will be for a period of [REDACTED] years, with an option to renew for an additional [REDACTED] years.

We are pleased to offer you this position and we hope that you will accept our offer. Please contact me at [REDACTED] if you have any questions or if you need any further information.

Sincerely,
[REDACTED]