Introduction: *Generate interest with an intuitive question.*

Present the following questions to your group: “The desert and the beach both contain large amounts of sand. Why do people tend to flock to the latter rather than the former? What is the major difference between the two locations?”

After allowing time for 2-3 responses, raise a follow-up question: “Why do we associate life with water (i.e., beach) and death with dry, barren locations (i.e., desert)?”

This discussion should give you a natural bridge into the session’s content about the prophet Ezekiel’s vision of the valley of dry bones and why such imagery is appropriate for talking about the ideas of restoration and resurrection.

**Point 1: Engage using the “Think-Pair-Share” technique.**

Show your group the clip “Risen From the Dead” (2 minutes, 21 seconds) from the movie *The Hurricane*: [https://www.wingclips.com/movie-clips/the-hurricane/risen-from-the-dead](https://www.wingclips.com/movie-clips/the-hurricane/risen-from-the-dead)

Instruct your group members in the *Think-Pair-Share* technique: “Think for thirty seconds on the meaning on the statement ‘Hate put me in prison. Love’s going to bust me out.’” How does this compare to the gospel? Discuss this in **pairs** with a person on your left or right who is not your spouse. Pause for sixty seconds, and call on 3-4 pairs to **share** one idea.

**Point 2: Help your group members connect with the major theme.**

Enlist a volunteer to read aloud the following brief article to the group:

> For 3 weeks every fall season, our city becomes an art gallery. Nearly 2,000 artists from around the world display their creations in galleries, museums, hotels, parks, city streets, parking lots, restaurants, churches, and even in the river.
Among my favorite entries are mosaics made from small pieces of colored glass. The winning entry in 2011 was a 9 x 13-foot stained-glass mosaic of the crucifixion by artist Mia Tavonatti. While viewing the artwork, I heard the artist discuss how many times she had cut herself while shaping the pieces of glass for her mosaic.

As I gazed at the beautiful rendition of what was a horrific event, I saw more than a representation of the crucifixion—I saw a picture of the church, the body of Christ. In each piece of glass I saw an individual believer, beautifully shaped by Christ to fit together into the whole (Eph. 2:16,21). In the artist’s story, I recognized the shedding of Jesus’ blood so that this unity could take place. And in the finished artwork, I saw the act of love required to complete the project despite pain and sacrifice.

We who believe in Christ are a work of art created by God to show the greatness of a Savior who makes something beautiful out of the broken pieces of our lives.

Ask for 2-3 group members to share some comments about the article. The purpose of this exercise is to get the class thinking about two things: 1) the church is a body; and 2) Christ purchased this body at a great cost. Help your group connect these two concepts with Point 2 of the session, which discusses the promise of God’s bringing unity to His once divided people.


**Point 3: Check for understanding using New Testament passages.**

Divide into two groups. Instruct one group to look up John 1:14 and the other Galatians 2:20. Then ask each group to discuss how each verse speaks to God’s dwelling among us in view of the incarnation. After a couple of minutes, allow each group share a few of their insights.
**Conclusion: Challenge group members to live out the session.**

Raise the following question to group members: “We have learned that God raises the dead (spiritually and physically), unifies them, and dwells in them. How should these truths affect us practically?”

After they have expressed their opinions, challenge group members to implement their suggestions during the coming week. Next week, follow up with them and ask how implementing these practices has changed their perception of God and His involvement with their lives.

**Teaching Tip of the Week**

The imagination is crucial when communicating with students. Too many times our lessons are packed with Bible facts that students can regurgitate but never seem to be able to apply in their lives. Warren Wiersbe writes:

> While the responsibility for their disobedience is totally their own, the responsibility for making the proclamation of God’s truth exciting and personal rests with those of us who preach. The “hearers of the Word” can’t easily become “doers” if their “hearing” doesn’t become “seeing.”

Seek to engage your students’ “seeing” through the use of stories and metaphors that stimulate their heads and hearts.