

Lesson 5 / January 4, 2026

Jesus—He's the Real Deal

By RLD Editorial Team

for use as
STEP 1 **Lesson 5****Focus:**

We can be confident
that Jesus is God.

Lesson 5**Bible Basis:**

Hebrews 1:1–10

Lesson 5**Memory Verse:**

But about the Son he says, "Your throne, O God, will last for ever and ever; a scepter of justice will be the scepter of your kingdom."—Hebrews 1:8.

ECHOES MEMORY VERSE: For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities, all things were created by him and for him. —Colossians 1:16

Students will watch a video featuring an expert sharing about real versus fake diamonds as they explore the difference between real and counterfeit.

Materials:

Internet access

Can you tell the difference between a real diamond and a fake one? The chemical makeup of a diamond requires high temperatures, pressure, and a lot of time! They are hard to mine—and good quality diamonds are quite rare. Lab-created fake gemstones can appear beautiful on the outside, but they aren't the same as real diamonds. Let's take a look at some tips from an expert for spotting the difference between real and synthetic diamonds.

Watch the following video with your class and then discuss the questions that follow [3:31; stop at 1:55]:

How to Spot a Real Diamond vs. a Fake | Who Knew?! | ANTIQUES ROADSHOW
<https://www.youtube.com/watch?v=zraymWhhxrs>

Some jewelry, often called “costume jewelry” is created to look like real gemstones and precious metals for a very affordable price. While costume jewelry admits to not being the real thing, there are also many cases of counterfeit jewelry in which people sell fake or knockoff items as though they were the real thing.

➤ **Counterfeiting has been going on for centuries. What kinds of things do people try to counterfeit?** (Money, jewelry, tickets, certificates, designer clothes/shoes, labels and tags, etc. are all often counterfeited.)

➤ **Would you be able to tell the difference between a real diamond and fake one?**
(Answers will vary.)

➤ **Counterfeiting wouldn't exist if everything was valued equally. Why don't people try to counterfeit cheap things?** (The more expensive an item is, the more likely people will try to duplicate it on the cheap. For example, people don't bother to counterfeit one-dollar bills.)

➤ **Why do super rare items become more valuable in our eyes?** (The less common an item, the more it is perceived as valuable. Certain types of gemstones, historical documents, a specific type of currency, a vintage automobile, etc. have increased worth.)

It might be a crime to swap out a real diamond with a fake one, but trading one *god* for another is serious business. How can we know that the God we worship is the real deal? It's an important question! Let's dive in a little deeper.

(Continue on to Steps 2 and 3 in your teacher's guide; your Step 4 appears below.)

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—Colossians 1:16

Materials:

- Whiteboard and marker (or screenshared document)
- Optional: List of books and resources on apologetics approved by your church

As teens get older, their questions increase in difficulty and complexity. It is important that teachers don't brush off serious intellectual concerns about faith or try to fit every answer into the space of one Sunday school lesson. Let your students know that today's topic involves a combination of faith and study. It is a journey toward understanding the truth of Jesus' role as God's Son—a complete and trustworthy Savior.

More than ever before, we read and listen to claims that may or may not be true. What are some things people might hear or read online that masquerade as truth? Let's write some down.

Let students help you think of things that are presented as truth. Examples might be a political story, a scandal or piece of gossip about a celebrity, a sales pitch by a company trying to sell a cheap product, a so-called fact about an event taking place around the world. Write down these examples in one column on a whiteboard (or screenshared document).

When you finish, prompt them to help you make a new list.

Okay, so if these things are presented as truth, how could a person go about verifying its authenticity or accuracy? Students might suggest things like finding an eyewitness, investigating the claims in person, finding corroborative evidence, testing/using a product to see if the claims are true in practice, conducting scientific tests, or any other fact-checking methods. Write down these examples in a second column on a whiteboard (or screenshared document).

When you are finished, discuss these questions together:

- **Which is easier—just believing what someone said or testing it out yourself? What are the benefits of investigating something fully?** (It's always difficult to do investigative work, but having confidence in something's authenticity is totally worth it.)
- **Is it wrong to “test” the claims of Jesus? Are we supposed to blindly follow what others say to us?** (We can trust our parents and leaders, but it's wise to know the reasons behind our faith. God has given us an intellectual capacity as well as a faith capacity; his claims are trustworthy.)
- **Look at the list we wrote. Do you think we could use these same methods to verify the truth of Jesus and His claims?** (Eyewitnesses, historical evidence, personal experience, biblical study, etc. can all lead us to a confident understanding of Jesus Christ.)

When you are finished, encourage your students to take this week to write in a personal journal about their own faith journey. Reassure them that having good questions is not sinful or unholy. Some may want to take a step toward one-on-one discipleship with a Christian mentor or perhaps engage in deeper reading in apologetics. (Note: it may be helpful to ask your leadership to supply a list of books and resources that may be helpful).

Close in prayer.

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