

Victory for Us

Lesson 7a — Miracle of the Loaves and Fishes

Lesson 7b — Triumphal Entry

Lesson 7c — The Lord's Supper

Lesson 7d — The Crucifixion

Lesson 7e — The Resurrection of Jesus

The life and death and resurrection of Jesus Christ can bring victory in the life of each one, and this thought is the thrust of this unit of lessons. Primaries do not find it hard to believe that Jesus rose from the dead. For the most part they will accept this just as they accept other miracles involving Jesus.

Harder for them to grasp is the importance of the Resurrection as the basis of Christian faith. In this unit, you will want to lead your class beyond a review of the Easter events to consider the meaning of what took place.

Your students need to see that the Resurrection confirms Jesus' promise of eternal life with God for all believers. Because Jesus died and rose again, they have a sure foundation for their hope of eternal life.

This unit offers an excellent opportunity to go over the plan of salvation. Your lesson plans should include the thought that we need to avail ourselves of the victory offered through Jesus' death and resurrection, and a review of how this can be done.

GAMES FOR REVIEW

Make a cross from cardboard and cover it with paper. Cut a horizontal slit across the crossarm. Attach the cross to a shoe box that has a crosswise slit in the top of the lid behind the cross. Inside the box have a roll of paper with questions for the month's lessons. Next to each question, depending on the difficulty of the question, indicate the number of points to be awarded for the correct answer. Bring the roll of questions through the slit in the box and the slit in the cross. Let each child cut off a question from the roll. If he can't answer the question, then somebody else may.

Scramble the lessons and events, then have class match together and place in order of sequence.

For the Crucifixion lesson make a miniature jigsaw puzzle of the cross. Number the pieces and talk about Jesus' death as you put each piece in place.

Purchase plastic eggs that open. Inside each egg put a review question and a jelly bean. Arrange the eggs in a basket. One at a time, let children pick an egg and try to answer the question inside. If the child is able to answer correctly, he may eat the jelly bean and the plastic egg is put aside. If he cannot answer, the jelly bean

and question are put back into the plastic egg and replaced in the basket. As a variation — or contest — divide your group into teams and have two baskets. The team which empties its basket first wins.

CONTEST IDEAS

For the bulletin board or for each class make a target with a different colored circle for each week. Make a paper arrow for each child. The arrow is moved in one ring toward the center for each of the following: attendance, brings Bible, knows memory verse. Arriving at the center is VICTORY. This denotes that we have victory in Jesus and win new life and a home in Heaven through Him.

Lord's Supper lesson — Have the students name all who were present at the supper.

BULLETIN BOARDS

Do a departmental or class mural depicting the unit theme "Victory for Us." On the first Sunday divide the board into four sections and explain what is to be done on the remaining Sundays. On each of the next four weeks, pin up and discuss the portion of the mural related to that Sunday's lesson.

God Has Given Us Eternal Life! (Tearful eye with cross over iris) Create this bulletin board using a brown or medium blue background. By using the overhead projector, enlarge the tearful eyeball after you run a transparency. Make the cross from brown paper; then mount the iris on top of the cross. The eyelashes and eyebrows can be added to the eyeball to make the final touch complete (see Patterns). You could have the students write or draw what Easter means to them. Have them include how Christ showed His love and suffered for each of them. Use I John 5:11-13 for the Scripture passage to display along with the graphic.

Do a study of Christian Gospel songs that develop this theme. Bring in some records to play and even memorize some of them to sing throughout the rest of the school year.

UNIT SONGS

"V" Is for Victory"

"Victory in Jesus"

"Wounded for Me"

"The ABC Song" — Salvation Songs No. 4

UNIT PROJECTS

Reproduce for each student the stained-glass cathedral window with various objects hidden in the design (see Patterns). Use the following instructions and questions in conjunction with the activity in order to review at the end of the unit. The clues below will tell you what to find hidden in the picture. Shade or color in the things as you find them.

Find something that reminds you of how Jesus died.

Find something that was put in Jesus' hands and feet.

Find something that reminds you of Jesus' Blood.

Find something that reminds you of Jesus' broken body.

Why did Jesus have to die?

Why is it important for you to know about His death?

What can help you remember His death?

At the beginning of the unit, reproduce and cut out five copies of a disciple's face without expression, for each student (see Patterns). Each week have the students fill in on one of the faces what they feel would be an appropriate expression as the disciples observed the events of that week's text. Mount the faces on a sheet of construction paper, which has been titled across the

top "The disciple looked like this . . ." Under each picture complete the sentence by adding the appropriate ending for each Sunday.

. . . when he saw the miracle of the loaves and fishes.

. . . when he watched Jesus ride into Jerusalem.

. . . when he sat at the table with Jesus during the Lord's Supper.

. . . when he watched them crucify Jesus.

. . . when he looked into the empty tomb.

For each student make a copy of the picture of figures kneeling by the cross (see Patterns). Mark the cross off into sections equivalent to the number of points a student could earn over the course of the entire unit. Let each student color all of the picture except the cross. On each Sunday allow them to color in on the cross a section for each point they have earned.

CHART IDEAS

Give each child a piece of construction paper with the words "Victory in Jesus" across the top. In the center place a small picture of Jesus. On the five Sundays of the unit, give each student who is present the symbol for that week (see Patterns). Have them write the memory verse for that week on the symbol. As an alternative, group the symbols around a large "V" cut from contrasting paper. In the center of the "V" print "'V' is for Victory! Sing it out, 'tis a glorious word." Make a chart for the lessons on the Crucifixion and Resurrection combined. On the first Sunday have students paste a hill cut from green construction paper on a light blue background. Add three crosses on the hill. On the following Sunday add a tomb from gray construction paper on the lower right-hand corner. With a brad attach a second piece of gray paper for the stone, which can then be "rolled" away.

UNIT SUPPORT MATERIAL

Tapes — Your Story Hour, Inc.

Crucifixion and Resurrection — Pict-o-graph, Standard Publishing. Includes Palm Sunday, The Lord's Supper, Crucifixion and Resurrection.

The Joy of Easter — Bible mural — eight panels for a 2' x 3' mural, suitable for a bulletin board, Concordia.

The Life of Jesus — by Ruth Odor. Flip-A-Bible-Story Book, Standard Publishing. Includes feeding 5000, Resurrection, and six other stories.

Miracle of the Loaves and Fishes

TEXT John 6:1-13

OBJECTIVE The students will be able to describe how Christ fed the 5,000 and will recognize that He promises to supply all our needs.

MEMORY VERSE My God shall supply all your need according to his riches in glory by Christ Jesus. — Philippians 4:19

MEMORY VERSE SONG

My God shall sup-ply all your need, my God shall sup-ply
all your need ac-cord-ing to his rich-es in glo-ry
by Christ Je-sus.

MEMORY VERSE IN ACTION

MY GOD — Both hands up, look up.

SHALL SUPPLY — Hands in front of you, fingertips closed move hands away from body opening fingers.

ALL YOUR NEED — Make large circle with right hand into left hand in front of you palm up, move across body.

ACCORDING TO HIS RICHES — Left palm up, right hand touching palm, fingers closed, move up opening fingers.

IN GLORY — Left palm up, right fingers touching, move up wiggling fingers.

BY CHRIST JESUS — Right middle finger to left palm, left middle finger to right palm.

MEMORY VERSE VISUALIZED

Cut apart into sections the basket containing the loaves and fish. (See Pattern at end of lesson.) Put the puzzle together a section at a time as your students learn their memory verse.

BIBLE LESSON OUTLINE

Introduction: Bring a small basket with five little loaves and two fishes. (You may wish to cut the fish shape from cardboard.) Also bring a picture of a crowd of people. Ask your students: Can this much food feed this many people?

Progression of Events:

1. A great multitude followed Jesus when He went into the mountains with His disciples.
2. He asked Philip how the people should be fed, though He already knew what He would do.
3. Andrew came with word that a lad present had five loaves and two fishes.
4. Jesus blessed the food and gave it to the disciples to distribute to the people.

Climax: There was enough food for all, with 12 baskets remaining.

Conclusion: Jesus' miraculous power provided for the needs of the people, and will do the same today for those who trust Him.

Response: Your students will be able to retell the event of the miracle, and will be able to enumerate ways God provides for our needs.

BACKGROUND INFORMATION

Jesus had been intensely involved in healing, teaching, instructing His disciples and defending His ministry when this incident took place. As Mark 6:31 states, "There were many coming and going, and they had no leisure so much as to eat." Jesus' plan was to take the disciples the four miles by boat to the far side of the Sea of Galilee for some much needed rest and private instruction. The people, however, saw them leaving and hurried on foot the ten miles around the lake and met Him on the other side.

His reaction was not one of frustration or anger, but compassion as He saw the crowd as "sheep not having a shepherd" (Mark 6:34).

Jesus used this occasion to teach the people and especially His disciples who He was. The people were hungry for bread but He came to satisfy the deeper longings of their spirits. "And Jesus said unto them, I am the bread of life: he that cometh to me shall never hunger; and he that believeth on me shall never thirst" (John 6:35).

This miracle must have made a deep impression on His disciples because it is the only miracle recorded in all four Gospel accounts.

IN-CLASS ACTIVITIES

Have someone give a testimony of how God provided for him/her.

Make paper loaves and fishes (see Patterns) and write questions about the lesson on each.

Bring a sack lunch or basket lunch to class. Bring fruit that can be cut or broken into sections. Pray over the lunch and tell the class about how Jesus prayed over the boy's lunch, and then start dividing your lunch with the class. Show the apples and crackers and say, "It really isn't enough for our whole class, but we prayed over it and Jesus will bless it and there will be enough for all."

Cut several fish from heavy paper. Print one word of the memory verse on the back of each fish until each word is used. Put all the fish in a basket, have the children "go fishing" and then put the verse together.

Make a wheel and divide it into five pie-shaped sections. Have a picture in each section — 5 loaves, 2 fishes, 12 baskets, 1 boy, Jesus. Put a spinner in the

center. Ask each child to spin the spinner. When the spinner stops tell what the picture had to do with the lesson. As an alternative, the five pictures could be placed on a stationary wheel and a second wheel with an opening cut in it placed on top. Fasten with a thumbtack so the children could spin it.

Bring bread or fish crackers and sardines for children to taste so that they can imagine what food in Bible times was like.

Divide a small biscuit among the class members. Ask if they got full on that. Explain that Jesus divided the lunch and it fed all with food left over.

Use miniature loaves of bread in a big basket with plastic fish that come apart (H.K.Ltd. has them). Or you could use Swedish gumdrop fish.

QUESTIONS

What did the little boy have to give to Jesus?

How many people were there?

How many baskets were left over after everyone was through eating?

Can you tell how Jesus has provided for you?

Who has promised to supply all our needs?

What question did Jesus ask Philip and why?

What might Jesus have been trying to teach the disciples by this incident?

What are some ways in which people today are tested regarding their faith and trust in Jesus?

PRE-SCHOOL SUGGESTIONS

Cut several fish out of heavy paper. Write one word or part of the memory verse on the back of each fish. Put all the fish in a basket and have the children "go fishing." Then put the verse together.

Bring pictures of a big dinner and a picture of five loaves and two small fishes. Ask the children, "Which of these did Jesus use to feed the 5,000 people?"

Bring two fish and five small rolls to class to help the children understand how small the lunch was that the boy shared.

Use Pepperidge Farm fish crackers as a lesson illustration which will double as a snack for your class.

REVIEW IDEAS

Have students sit in groups (maybe on the floor). Pass around the fish crackers as an example of the loaves and fishes. This can be done while a flannelgraph story is being presented.

Show a miniature fishing pole, net, boat, toy oven, loaf

of wrapped bread. "Did Jesus catch the fish?" No, Jesus prayed to God and God answered prayer.

Have a contest. Write questions on construction-paper fish and put into a net. Have students draw out a fish and answer the question.

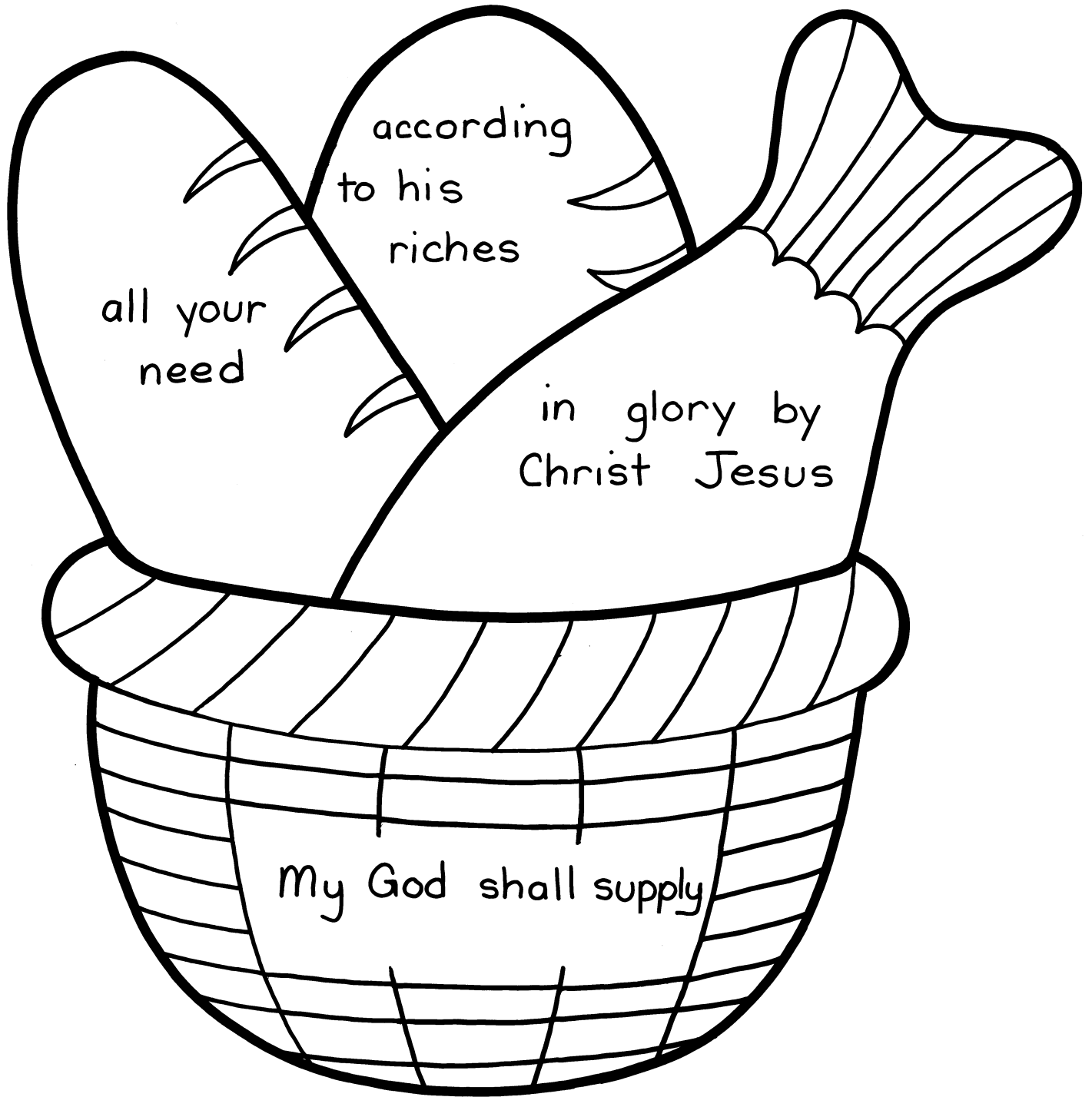
COORDINATING SONGS

- "I Believe in Miracles" in Singspiration
- "Five Loaves and Two Fishes" in Zondervan's Sunbeam Songs for Boys and Girls
- "What's a Miracle?" in Zondervan's Sunbeam Songs for Boys and Girls

SUPPORT MATERIAL

- A Boy's Amazing Lunch — A Story Tape #142, Series 10, Your Story Hour, Inc.
- Feeding the 5000 — Visual Graph, Scripture Press
- Jesus Feeds 5000 — Magic Picture Story, David C. Cook
- Jesus Gives the People Food — Lion Story Book, Lion Publishing
- Jesus Feeds Five Thousand — Tell-a-Bible-Story Book, Standard Publishing
- Five Loaves and Two Fish — Palm Tree Bible Series Book, Concordia

NOTES



Triumphal Entry

TEXT Matthew 21:1-11

OBJECTIVE The students will be able to relate the events that occurred at the time of Jesus' triumphal entry into Jerusalem and will relate these events to the Christian's desire to praise and honor God.

MEMORY VERSE Hosanna: Blessed is the King of Israel that cometh in the name of the Lord. — John 12:13

MEMORY VERSE SONG

Ho - san - na; Ho - san - na Bles - sed is the
 King! The King of Is - rael that, com - eth
 in the name of the Lord. Ho - san - na; Ho - san - na
 Bles - sed is the King!

MEMORY VERSE IN ACTION

HOSANNA — Left palm up, touch with two fingers of the right hand, move up wiggling fingers.

BLESSED — Fists closed, thumbs at mouth, move hands down and away from body, opening fingers.

IS THE KING — Hold crown above head.

THE KING OF ISRAEL — Keep holding crown above head.

THAT COMETH — Right hand out, palm up, bring toward body, beckoning.

IN THE NAME — First two fingers on both hands tapping at right angles.

OF THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to the left shoulder, bring across in front of body touching right waist.

MEMORY VERSE VISUALIZED

Cut out the two banners and the crown, on which have

been printed portions of the verse. (See pattern at end of lesson.) Put together with the points of the crown extending into the top banner, and put the bottom banner directly beneath, placing each section as the students learn that part of the verse.

BIBLE LESSON OUTLINE

Introduction: Wear a crown into class, made from gold foil or construction paper. Describe the honor paid to kings in those times. (See Background Information.) Ask the class what type of processional they would plan for Jesus if He were to arrive in our city today.

Progression of events:

1. Today we will learn about one special time when Jesus did come into the city of Jerusalem.
2. He instructed His disciples to go to a certain place and bring Him a donkey.
3. The multitudes spread their garments before Him, and cut down branches.

4. The multitudes praised Jesus as He rode through the streets.

Climax: The people of that day wanted to praise and honor Jesus, and they chose this way to show it.

Conclusion: We want to praise and honor Him too.

Response: Your students will be able to describe the events surrounding Christ's triumphal entry into Jerusalem. They will also be able to tell ways we can show Him praise and honor in our day.

BACKGROUND INFORMATION

The triumphal entry of Christ into Jerusalem was a little in keeping with the honor paid, in Roman times, to returning kings or victorious generals. This constituted a magnificent procession in the king's honor, the honored one riding in a chariot preceded by the senate, magistrates, musicians, the spoils of war, and followed by their captives in chains. But Jesus, the King of kings, arrived riding a lowly donkey as was foretold by the Prophet Zechariah (Zechariah 9:9).

In the Old Testament the eight Hebrew words meaning *triumph* all refer to God, in prayer and praise to God or in discussion referring to God. The word of praise, *Hosanna*, was originally a prayer, "Save now," but it became an exclamation of praise as used in today's lesson. However, it did not lose its connection with the thought of prayer for salvation as is evidenced by the quotation from Psalm 118:25,26. In its application to God the Father and to Jesus, Hosanna was concerned with Messianic salvation.

IN-CLASS ACTIVITIES

Cut out a palm branch for each of your students (see Patterns). As you talk about things you would like to praise Jesus for, help them print the words on their palm branch. You might wish to conclude your class time by singing together (have a pre-taped background accompaniment if desired) a couple of "praise" songs, having the children wave their branches as they sing.

Help your class make a "Praise" acrostic. Across your chalkboard or a large posterboard, write the words PRAISE GOD. Together think of things for which you wish to thank God, and use your ideas to fill in one word for each letter of the acrostic.

Reproduce the picture of the crowd on Jerusalem street for each child (see Patterns). Let the children cut out the figure of Jesus on the donkey. Make it into a finger puppet, or mount it on a popsicle stick. They can insert

the figure through the marked slit on the picture and move Jesus along in front of the crowd.

QUESTIONS

Why were the people so happy to see Jesus?

Was everyone happy that day? Why or why not?

Why did the people put palm branches and their coats in the path of the donkey?

What would you have done if you had been there?

Why did Jesus ride on the donkey?

How can we praise and honor Jesus today?

God has prepared a way for Jesus to come into our hearts. How did He do it?

PRE-SCHOOL SUGGESTIONS

Bring artificial palm branches for the children to wave.

Teach the memory verse song, Hosanna. Tell how clapping hands can be praise to Jesus.

Skit — Use the donkey from the Christmas story and have children make a path on which Jesus can travel and on which they can lay their branches and sweaters.

As you tell the story, tell all the children to smile like the children who were happy to see Jesus.

Show a crown (see Patterns). The people thought Jesus would be a king. We crown Him King of our heart. Make big hearts with sticker of Jesus in the center.

REVIEW IDEAS

As a skit, use the donkey from the Christmas program and have the children act out the parts of the story.

Prepare a large background, then have some children pin a donkey, Jesus, children, palm branches and pieces of clothing (see Patterns) in the proper places.

COORDINATING SONGS

"Praise Him, Praise Him All Ye Little Children"

"Let's Just Praise the Lord"

"Alleluia"

"Praise Him, Praise Him"

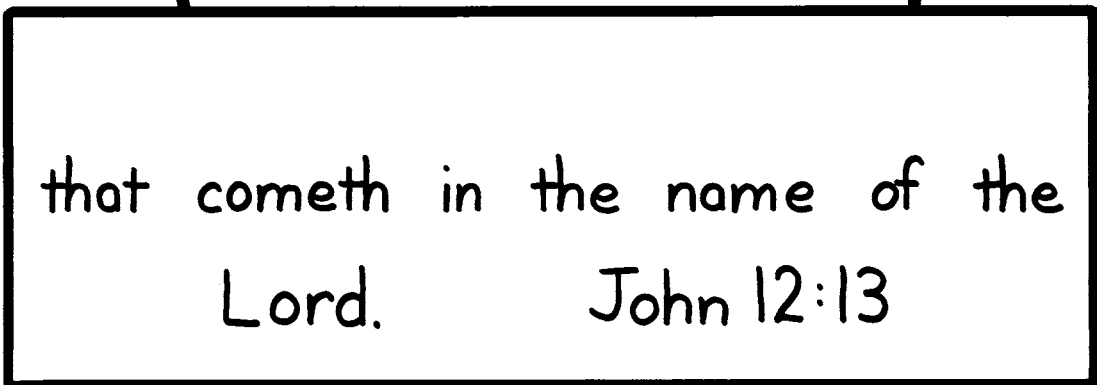
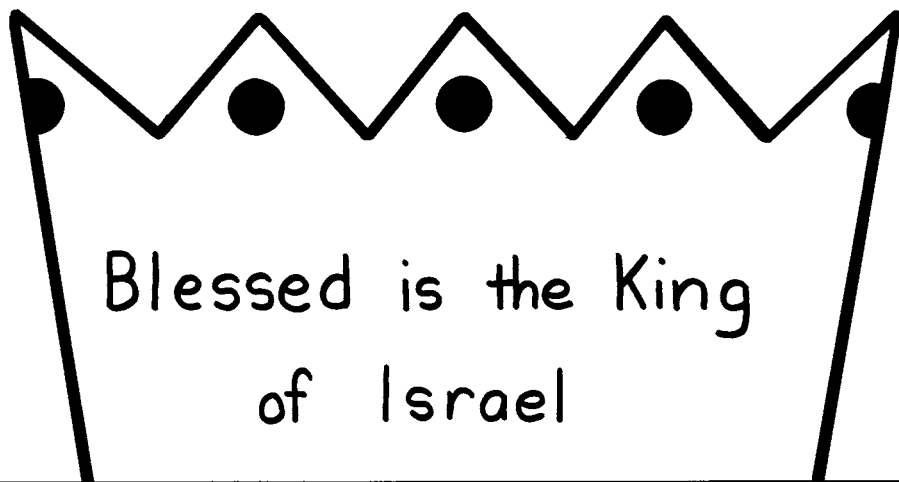
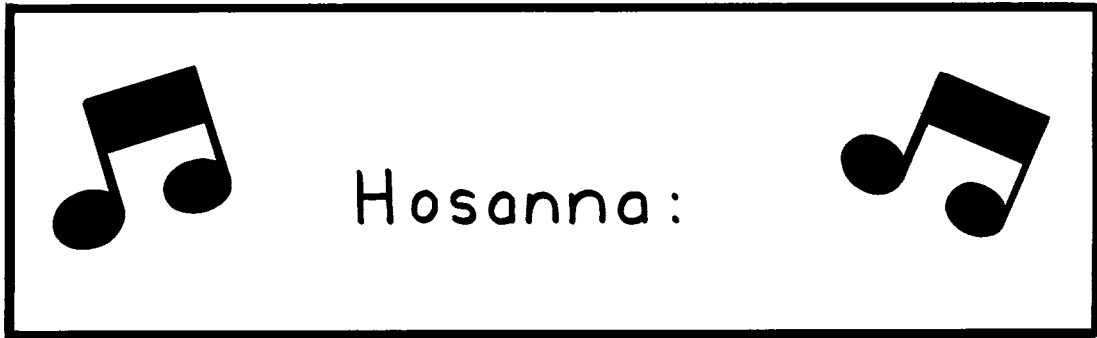
"I Will Praise Him"

"Lord, We Praise You"

"Jesus Is Lord of All"

SUPPORT MATERIAL

See Support Material for Unit 7



The Lord's Supper

TEXT I Corinthians 11:23-31

SUPPLEMENTAL SCRIPTURES Matthew 26:14-30

OBJECTIVE The students will be able to relate what occurred at the first Lord's Supper and will be able to explain why we should follow this example.

MEMORY VERSE If ye know these things, happy are ye if ye do them.
— John 13:17

MEMORY VERSE SONG



If ye know these things, if ye know these things, hap-py are
ye if ye do them. If ye know these things, if ye know these
things, hap-py are ye if ye do them.

MEMORY VERSE IN ACTION

IF YE KNOW — Tap index finger on temple.

THESE THINGS — Move hand in front of body, left to right, palm up.

HAPPY ARE YE — Clap hands three times (smile).

IF YE DO — Cup hands, palms down, move side to side.

THEM — Point with index finger left to right.

MEMORY VERSE VISUALIZED

Cut apart into sections the little boy reading the Bible. (See pattern at end of lesson.) Put the puzzle back together a portion at a time as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Use the idea suggesting that you bring a family photo album to class. Discuss what a *remembrance* is.

Progression of events:

1. Jesus gave His disciples bread, in remembrance of His broken body.

2. He took the cup, and gave to the disciples to drink in remembrance of His Blood.

3. He explained that this bread and the cup should only be taken by those who are right with God.

4. We are instructed to examine our own life to be sure we are worthy to have part in this.

Climax: Jesus established this custom with the thought that it would be repeated in memory of Him until He returns.

Conclusion: This is a special and important part of our Christian life.

Response: Your class should be able to retell what occurred at the first Lord's Supper, and explain why it is important for Christians to follow His example.

BACKGROUND INFORMATION

Jesus instituted the communion service on the eve of His death while He and His disciples were observing the Jewish feast of Passover.

God had commanded the Jews to observe the Passover each year to commemorate their deliverance from

Egyptian bondage (Exodus 12:1-28). Jesus took the customs of the Passover and applied them to Himself, the true Passover Lamb, which takes away the sin of the world (John 1:29).

On the eve of their exodus from Egypt, the Jews were commanded to kill a lamb and sprinkle its blood on the door posts of their homes because the firstborn of every household was to die where no blood was found. Those who believed were allowed to substitute the life of a lamb for the life of their firstborn. After 430 years in Egypt, the whole nation of Israel was delivered in one day because of this great work of God (Exodus 12:40-42). Some 1400 years later on the anniversary of that night, Christ took the unleavened bread, broke it and said, "This is my body." He took the cup and said, "This is my blood of the new testament, which is shed for many for the remission of sins" (Matthew 26:26-28). Through the death of Christ on the cross, which this last supper represents, a much greater and eternal deliverance was given to us by God.

IN-CLASS ACTIVITIES

Bring some pictures of your family and of you when you were a baby. Tell the children that you take pictures to remember someone or some occasion. That is why we observe the Lord's Supper — so we will remember what Jesus did for us.

Bring grape juice and unleavened bread to class just to show to the class. Explain what happened when the Lord served the disciples. Describe how our Lord's Supper service is like it.

A picture of the Lord's Supper will help to set the scene. Ask the children if they can name the disciples. You could use this part for a statement and explanation, or question and answer time, using for example: Jesus took bread, gave thanks for it and broke it. Note that prayer was given, even by Jesus. Ask if anyone knows what the bread represents. Do the same with the cup. Explain that Jesus used this time to set an example for the disciples and us to follow. Be sure to mention the warning about being unworthy and the need for being saved before partaking of the Lord's Supper.

Draw a large table on chalkboard or place on flannel board. Cut an equal number of loaves of bread and goblets from construction paper (see Patterns). Write questions on the loaves and answers on the goblets. Cut magnetic strips and place in appropriate places on the table. Also place a magnetic strip on the back of each of the loaves and goblets. To play the game, the child matches the items by placing the goblet with its corresponding loaf of bread. The people whose names appear in this game took part in the last days of Jesus'

life on earth, but they were not all at the last supper with Him.

Draw a large outline of the figure of Christ on a sheet of butcher paper. Let the students fill in the shape with large block letters spelling things that they remember about Jesus.

QUESTIONS

Why did Jesus call His disciples together?
What holiday were Jesus and His disciples celebrating?
Which disciple betrayed Jesus?
Did Jesus know that one would betray Him? If so, why?
What did the bread symbolize?
What did the cup of juice symbolize?
What did Jesus say Peter would do?
What are we to do in remembrance, and why should we partake of the Lord's Supper?
Who said, "If ye know these things, happy are ye if ye do them"?

PRE-SCHOOL SUGGESTIONS

Last Supper — Have a tablecloth and nice plates, cups, silverware, napkins, centerpiece (candles). This is to show that this was a special dinner for someone special (Jesus) who was going away. We give people who are going away something to remember us by. Jesus gave us the emblems as symbols of Himself. We would give our love, such as a kiss or a hug. It might be well to stress prayer before eating — "Thank You, Jesus."

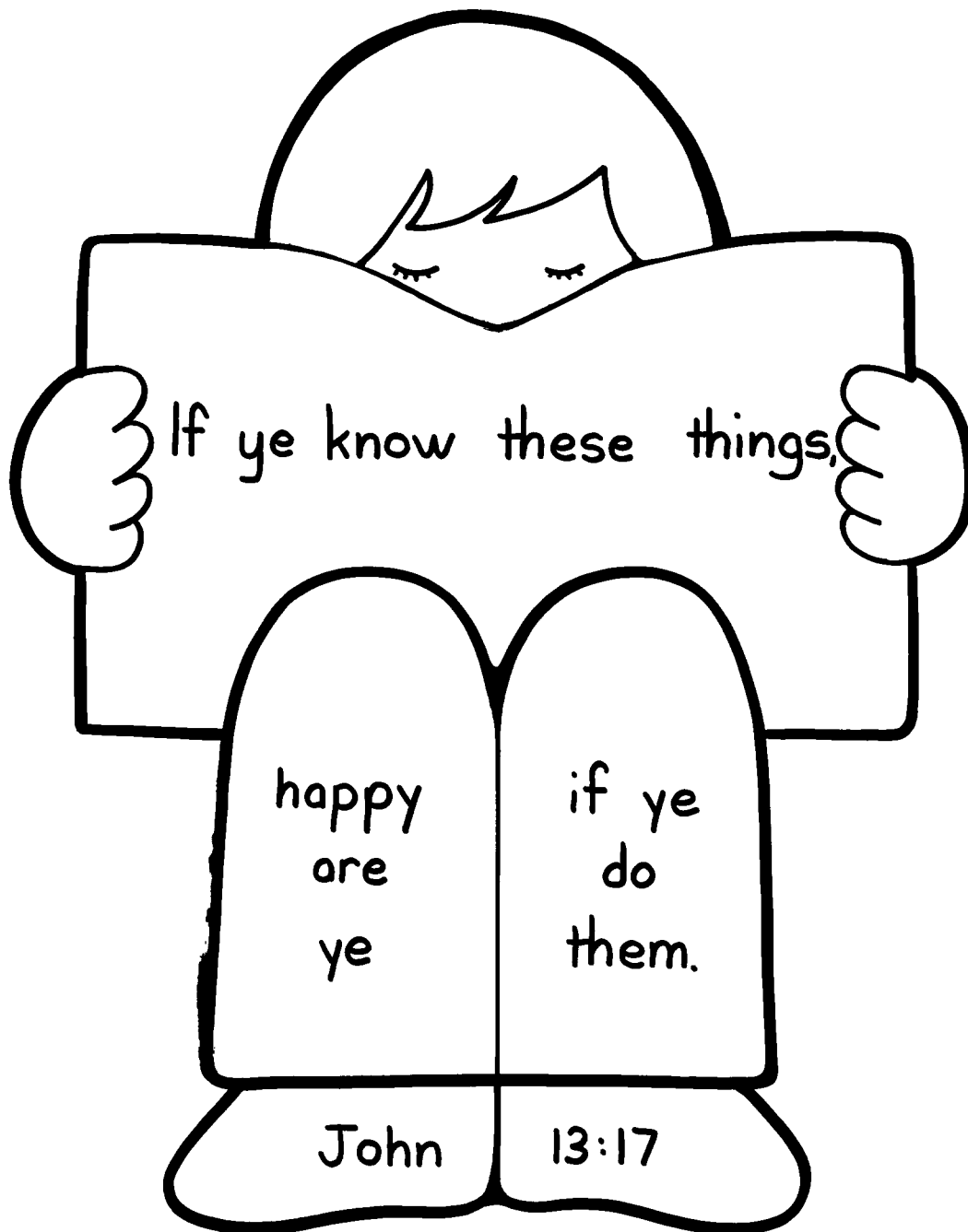
REVIEW IDEAS

Have a puppet show comparing the first Lord's Supper with how we observe it now.

Adapt the in-class activity using the places at the table for a departmental quiz, enlarging the background to an appropriate size.

Present an object lesson using a letter in an envelope. Discuss how, when we go away to camp or to visit someone, mother will say, "Don't forget to write!" You will write her because you love her and miss her. When Jesus went to Heaven, He asked His disciples to remember Him, not by writing letters but by observing the Lord's Supper together. We do it because we love Him and like to remember Him.

On a large flannel board, make a tic-tack-toe grid from felt strips. From felt scraps of two colors, cut five each of the goblet and loaf of bread shapes (see Patterns). Divide your group into two teams and give each group one set of markers. Take turns asking questions of each team. If the team is able to answer correctly, they may put one of their markers in the square of their choice. If they cannot answer, they miss that turn. Con-



The Crucifixion

TEXT Matthew 27:27-38

SUPPLEMENTAL SCRIPTURES Matthew 27:1-26; 39-66

OBJECTIVE The students will be able to explain how Jesus died on the cross and why His death was necessary.

MEMORY VERSE Then said Jesus, Father, forgive them; for they know not what they do. — Luke 23:34

MEMORY VERSE SONG

Then said Je-sus, Fa-ther, for-give them; for they know not
what they do. Then said Je-sus, Fa-ther, For-give them;
for they know not what they do.

MEMORY VERSE IN ACTION

THEN SAID — Touch lips, move hands away from face.

JESUS — Right middle finger touches left palm, left middle finger touches right palm.

FATHER — Both hands up, look up.

FORGIVE THEM — Fingertips brush off palm, right off left.

FOR THEY KNOW NOT — Shake head “no,” touch index finger to temple.

WHAT THEY DO — Cup hands, palms down, move side to side.

MEMORY VERSE VISUALIZED

Cut apart the cross into sections. (See pattern at end of lesson.) Assemble the cross piece by piece as the students learn each portion of the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a cross or some object with a cross on it. Explain how this symbol has become well known around the world, and that it stands for an event which changed the course of history.

Progression of events:

1. Establish why it was necessary for Christ to die (see Background Information).
2. They put a scarlet robe and a crown of thorns on Him, and a reed in His hand.
3. They mocked Him and struck Him.
4. They led Him away to be crucified, and compelled Simon to help bear His cross.

Climax: On Calvary’s hill, Jesus was crucified between two thieves.

Conclusion: Jesus died bearing our sins so that we could be free from the judgment of God.

Response: Let your students pretend they are explaining Christ’s death to someone who has never heard about it before. They should be able to describe how it occurred and why it was necessary.

BACKGROUND INFORMATION

Jesus was not martyred for some good cause. His death was not an accident of history. He was delivered over to death by “the determinate counsel and foreknowledge of God.” His death had been predicted in the Old Testament many times (Psalm 22, Isaiah 53) and referred to in Luke 24:25-27.

But why did this sinless One, this One full of grace and truth, this holy Son of God have to suffer so? Why was He allowed to be arrested by greedy, self-seeking priests, unjustly tried, lied about by false witnesses, flogged by heartless soldiers and stripped of His clothes? Why did God allow His Son to suffer the agonizing pain of crucifixion, listen to the cruel taunts of the crowd and finally be forsaken?

“For he hath made him to be sin for us, who knew no sin; that we might be made the righteousness of God in Him” (II Corinthians 5:21).

“Who his own self bare our sins in his own body on the tree, that we, being dead to sins, should live unto righteousness” (I Peter 2:24).

“He appeared to put away sin by the sacrifice of himself . . . So Christ was once offered to bear the sins of many” (Hebrews 9:26,28).

“The wages of sin is death” (Romans 6:23) but God placed our sins on Christ, the perfect Man, and allowed Him to suffer the punishment for our sins so that we could be free from the judgment of God. When we trust in what God has done through Christ’s death on the cross, He forgives us and makes us righteous in His sight.

Only one who is as creative as our God could devise a plan that could use the injustice, cruelty, greed and hatred of mankind to bring about mankind’s salvation.

IN-CLASS ACTIVITIES

Make an Easter mobile of palm leaves, crosses, butterflies or lambs, etc., as a class decoration or one for each child to take home. Cut two pictures of each object to glue back to back. Cut pieces of string into different lengths. Hang from a hanger or plastic lid (see Patterns).

Cut out cross bookmarks.

Show the class a large nail, hammer, crown of thorns.

Prepare a flannelgraph (see Patterns for Unit 1, Lesson 1a, page 62) or chalktalk showing earth and Heaven with a gap between. To bridge the gap, Jesus died on the cross, creating a way by which we have access to Heaven. If drawn as a chalktalk, you may wish to have your students draw in the cross as a bridge. Explain that sin is on the earth and it separates us from Heaven. The only way to bridge the gap is by having the Blood of Jesus, shed on the cross, applied to our hearts. Close the gap with the cross.

The Unfolding of the Gospel — (see Patterns). To fold

up the cross so that it unfolds properly, start with the cross flat on a table just as it appears here. Fold “Coming” down, then “Living” over, “Risen” over, all of these down over “Dying,” all down again over “Wounded,” and down again over the blank. On the back of the blank is the title, “The Unfolding of the Gospel.” The unfolding should look like the steps shown in the diagrams.

See activities listed under Lesson 1C, Primary Pals Teacher’s Guide, Units 1,2,3.

QUESTIONS

What do you think sin is?

What was written above Jesus’ cross?

Why did Jesus willingly die for us?

Did Jesus love the men who nailed Him to the cross?

Why or why not?

Did Jesus have to die on the cross? Why or why not?

Do you think Jesus hurt more because of the nails in His hands and feet or because of our sins?

PRE-SCHOOL SUGGESTIONS

Twist thorny rose stems to form a crown.

See Pre-School Suggestions listed under Lesson 1C, Primary Pals Teacher’s Guide Units 1,2,3.

REVIEW IDEAS

Puppet show. Child Evangelism Fellowship has an excellent script.

Show a film of the Crucifixion published by Concordia.

Role-play with children acting out the parts.

Using the Wordless Book, explain the plan of salvation.

COORDINATING SONGS

“The Old Rugged Cross”

“Calvary Covers It All”

“At Calvary”

“Wounded for Me”

“All Because of Calvary”

“In the Garden”

“Lead Me to Calvary”

“Ivory Palaces”

“Jesus Paid It All”

SUPPORT MATERIAL

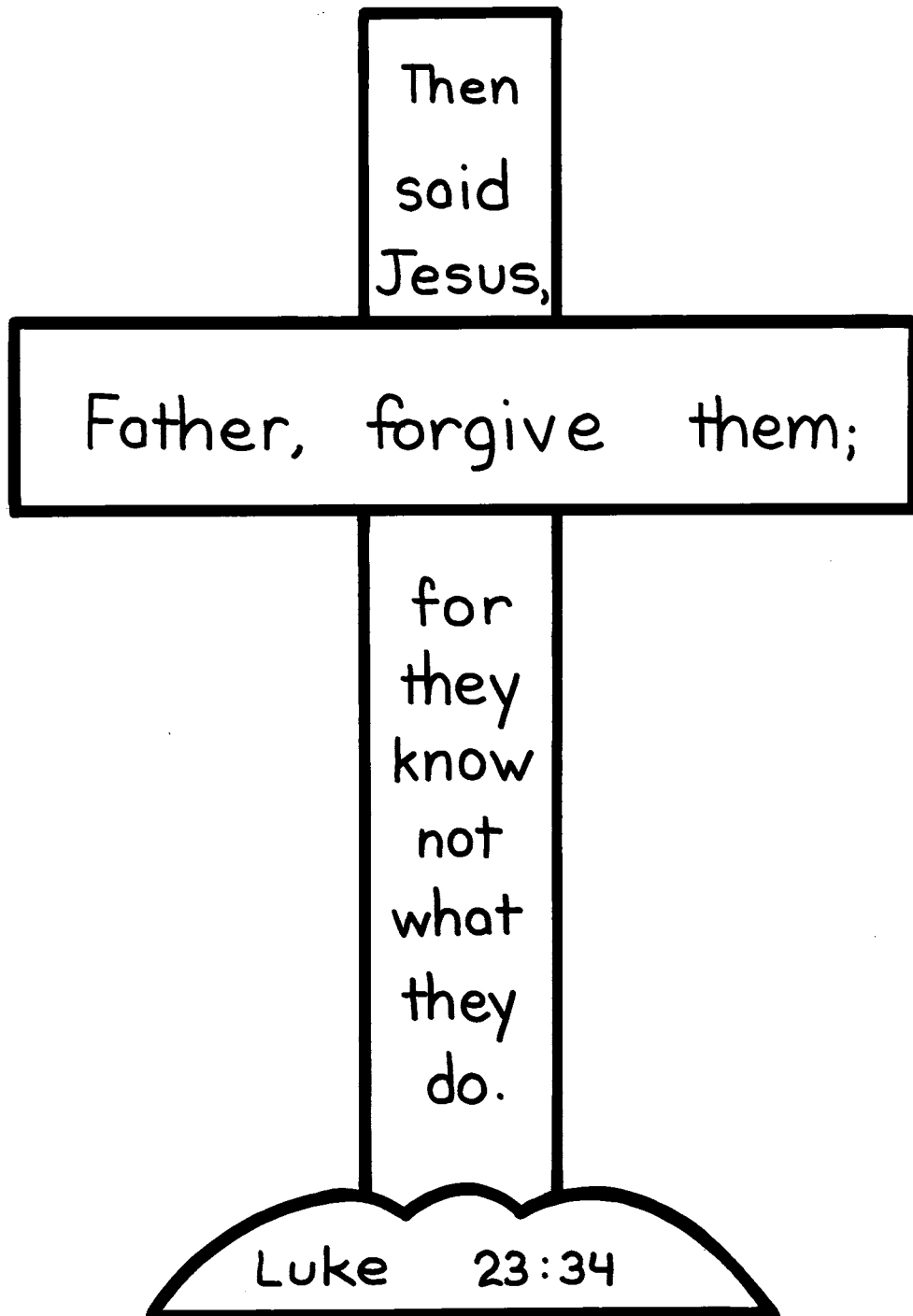
The Road to Skull Hill — Tape #148, Series 10, Your Story Hour, Inc.

The Crucifixion and Resurrection — Panorama, Standard Publishing

Crucifixion and Resurrection — Pict-o-graph, Standard Publishing

NOTES

Lined area for notes with multiple horizontal lines.



The Resurrection of Jesus

TEXT Mark 16:1-11

OBJECTIVE The students will be able to describe what took place the day of the Resurrection and will understand that because Jesus arose from the dead they can live forever with Him in Heaven.

MEMORY VERSE Now is Christ risen from the dead. — I Corinthians 15:20

MEMORY VERSE SONG

Now is Christ ris - en, now is Christ ris - en, now is
Christ ris - en from the dead. Now is Christ ris - en,
now is Christ ris - en, now is Christ ris - en from the dead.

MEMORY VERSE IN ACTION

NOW IS CHRIST — Right middle finger to left palm, left middle finger to right palm.

RISEN — Hands in front of you, palms up, raise in rhythm.

FROM THE DEAD — Left palm up, right palm down, turn over to left palm down, right palm up.

MEMORY VERSE VISUALIZED

Cut apart the tomb and the cloud. (See pattern at end of lesson.) Place each section as that portion of the verse is learned by the students.

BIBLE LESSON OUTLINE

Introduction: Open your class session by presenting again the symbol of the cross with which you opened your session last week. Remind your class that last week you learned about Christ's death. But today's lesson is one of joy — the empty tomb brings the glad message, Christ is risen! Show an empty tomb from papier-maché or a picture (flannelgraph illustration) of a tomb.

Progression of events:

1. Review with your students the grief and despair the disciples must have felt after Jesus' death.
2. Jesus had foretold that He would rise again, but that message of hope seemingly failed to comfort His disciples.
3. The three women went to the tomb to anoint Jesus' body.
4. The stone had been rolled away and an angel was there.

Climax: The angel at the tomb makes the announcement — He is risen!

Conclusion: Jesus conquered death when He rose after three days. Because of this event, we, too, have the hope of eternal life.

Response: The students should be able to use the flannelgraph figures of the Easter lesson and retell the story. They should also be able to explain why this event is so vital to Christian faith today.

BACKGROUND INFORMATION

Even though Jesus had predicted His resurrection many times (Mark 8:31; 9:31; 10:34) it came as a com-

plete surprise to His disciples (Mark 16:3,11,13). The women went to the tomb to anoint His body, never expecting that He had risen! Had Jesus not conquered death we would never have heard of Him. The disciples believed it was a finished tragedy (Mark 16:11). In a few years the stories of Jesus would have been only vague memories.

However, when the fact of the literal resurrection of Jesus finally exploded into the hearts and minds of these fearful, disillusioned disciples they were so changed that their message was to affect all the world.

The fact of the Resurrection gives absolute authority to all that Jesus said. The resurrection of Christ is of necessity the central doctrine of the New Testament. "If Christ be not raised your faith is vain" (I Corinthians 15:17). Because of the Resurrection, Jesus is not a vague historical figure but the living Lord of the present. He is not a religious leader of the past to be talked about, but the living Christ to be met personally.

As we put our faith in Christ and He lives within us we also receive the power of the Resurrection. "But if the Spirit of him that raised up Jesus from the dead dwell in you, he that raised up Christ from the dead shall also quicken your mortal bodies by his Spirit that dwelleth in you" (Romans 8:11).

IN-CLASS ACTIVITIES

Use the Resurrection morning patterns provided (see Patterns) to depict the events of the first Easter. Cut the shapes from felt and use with a flannel board, or cut from paper and color, backing figures with flannel board paper (available at teacher supply centers and religious bookstores). As an alternative, back figures with magnetic tape for use with a metal cookie sheet. If you wish, copy the patterns for each student. Allow them to color their set and take it home to tell the Easter story to others in their family.

Make a papier-maché tomb so that the children may look inside.

Reproduce the framed motto designed for weaving for each student. Cut the slits as indicated. Let them cut out the strips which supply the missing letters, and then weave them into the slits in the motto (see Patterns).

For an Easter craft activity, gather and clean a number of smooth flat rocks about the size of a small fist. Preliminary to class time, paint each rock a solid color with acrylic or model paint. At class time, talk about how the stone's being rolled away signified that Jesus had risen. Given students acrylic paints, permanent marker

pens or scraps of felt and glue with which to decorate their rocks. Write an appropriate Scripture or Easter message such as, "He is Risen!" on each rock with a black marker pen. You might want to put a coat of varnish on the rocks, and glue felt to the bottoms. Use the rocks as paperweights or decorations.

QUESTIONS

How can we be sure we can see Jesus?
Why is the Resurrection important?

PRE-SCHOOL SUGGESTIONS

Make a papier-maché tomb with moveable door to use as you explain the lesson.

Let pre-schoolers act out the Resurrection with a tomb made by covering a folding table with a sheet or blanket, leaving an opening at the front.

REVIEW IDEAS

Skit — Have a teacher act as a discouraged person who is unhappy with his life (spiritually dead). A Christian (another teacher) comes and tells the story of Christ's resurrection and that by this we can have new life (salvation).

Skit — Role play of the soldiers guarding the tomb and then the women visiting the tomb.

Bring a bandage made by wrapping a finger or hand in newspaper and then taping it so that the whole thing will slip off easily. Remind your group that the Bible says that when Peter and John went to Christ's tomb that first Easter, one look was enough to convince them that the Lord was risen. Show your group why that look was so convincing. Demonstrate wrapping your finger in adhesive tape. When you want to take the tape off you have to unwrap it, because it won't slip off. When a person died in Bible times they wrapped the entire body in strips of cloth, and the Lord's body was wrapped that way after crucifixion. But when John looked into that tomb he saw the wrappings just as if they were still wrapped around the body. It was like this (hold up the prepared bandage which will be shaped like your finger or hand). Yards and yards of cloth were not strung out all over the tomb, like they would have been if someone had unwrapped the body.

COORDINATING SONGS

"Because He Lives"
"Christ Arose"
"He Lives"
"This Is Happy Easter"
"Jesus Rose on Easter Day"

