The Triumphal Entry

LESSON 35

Unit 10: Jesus, the Savior

Lesson Aim

Students will be encouraged to honor Jesus as King of kings and Lord of lords

Scripture

Zechariah 9:9; Matthew 21:1-11 (The prophecy of the Messiah; Jesus enters Jerusalem)

Experience It

(5-10 minutes)

Purpose
Discuss how we honor guests

Prepare It

Prepare a list of words for a password game. Use words that are associated with honoring important people. Examples are: banquet; food; cleaning; parade; banner; invitation; speech; crowd; balloon.

Do It

Pair up early arrivals. Whisper a word to one partner in each team. They will then give their partners one-word clues to help them guess the secret word. When a secret word is guessed, give them another. Have partners take turns giving clues and guessing answers.

After several minutes of play, guide the conversation to center upon honoring important guests. Use questions such as: What does your family do when company is coming? If the company will be staying overnight, what extra things might be done? What part do you have in these preparations? Have you ever been present when an important person comes to visit your city or town? How did people feel about the guest? What did the city do to honor the guest?

In the days when Jesus lived on the earth He was honored by many people.

Study It

(10 minutes)

Purpose
Read and discuss how people honored Jesus

Materials
Bibles

Do It

Ask for volunteers to look up these passages and be ready to read them: Luke 5:29; Luke 19:5, 6; John 12:1, 2; John 12:3; Mark 14:3.

Read Luke 5:29. **How did Levi** (Matthew) **honor Jesus?** (Gave a banquet in His honor, invited his friends to the banquet for Jesus.) Read Luke 19:5, 6. **How did Zacchaeus honor Jesus?** (Took Him into his house as a guest, welcomed Him gladly.)

Read John 12:1, 2. **This family was very close to Jesus. What did they do for their special guest?** (Gave a dinner in His honor.) **Check**

out verse 9. What made this an unusual meal? (Lazarus was there with them, he had been raised from the dead by Jesus.) Sometime earlier, Lazarus had died and Jesus had brought him forth alive from the tomb four days after he had been buried. Crowds came to the home of Lazarus that day, not only to see Jesus, but to see the man who had been brought back to life.

Read John 12:3. **How did Mary honor Jesus?** (Poured expensive perfume on His feet and wiped them with her hair.) One of Jesus' disciples, Judas, the treasurer of the group, was very critical of what Mary had done. He asked why the perfume wasn't sold and the money given to the poor. Jesus explained to Judas that Mary had honored Him in this way to show her love.

The next day, Jesus and His disciples left Bethany and went into the city of Jerusalem. Let's find out what happened that day.

Express It

(20 minutes)

Purpose
Learn about Jesus' triumphal entry into Jerusalem

Materials
Bibles
"Great Expectations" Activity Sheet

Prepare It

Photocopy activity sheet—one per student

Do It

Hand out copies of the "Great Expectations" activity sheet. You will need two students to read the parts of the host and Enos. **The rest of you can follow along on the activity sheet and listen carefully so you can help us talk about it afterwards.**

Who was Zechariah? (A prophet.) **What does "prophet" mean?** (A spokesman or messenger from God.) Have students turn to Matthew 21:2-22.

Why did Enos say both the donkey and the colt were borrowed? (Because the colt had never been ridden before and the donkey wanted to stay near her baby.) In Old Testament times important people often rode donkeys. But when Jesus lived on Earth, the donkey was a symbol of labor and peace. It was the beast of burden for ordinary people.

What did the great crowd of people want to do for Jesus? (Honor Him as king.) When you honor a person, it means you show respect to someone who is worthy. Jesus had been teaching and healing during His three years of ministry among the people. He was loved by thousands of them as a teacher, friend, and helper. Now He was being honored as the king for whom God's people had waited hundreds of years.

How did they show their honor? (Spread their cloaks on the road, waved palm branches, shouted blessings on Jesus.)

Look back through this Scripture passage. What names are used for Jesus? (Lord, king, Son of David, prophet.) **Jesus was a prophet, but He was more than that. Lord means "master." King means "ruler of all."**

"Son of David" was the name given to God's promised Messiah. Jesus was called Son of David because he was descended from the line of David. **Many Jews believed that God's Messiah would be the kind of king who would overthrow Rome's control and set up a Jewish kingdom.**

In the skit, why did Enos think Jesus chose to ride on his donkey rather than a horse or in a chariot? (To show the people He wasn't

going to be that kind of king.) **Instead of setting up an earthly kingdom, Jesus came to set up an everlasting spiritual one by conquering sin.**

In the skit, what did the host think could happen if Jesus set up that kind of kingdom? (People would cause trouble for Jesus.) Because they were looking for a military leader, the people paid no attention to the real meaning of Jesus' fulfillment of prophecy.

What was the quote Enos gave from Jesus at the end of the skit? (I came to serve and give my life for others) Because Jesus came to be a suffering servant who would pay the penalty for all sin, the Jews turned against Him and urged His death.

Jesus' triumphal entry into Jerusalem is remembered and celebrated each year as Palm Sunday. God wants people to offer genuine praise and heartfelt worship, not only on this day, but on all days. No doubt Jesus is more pleased with those who honor Him by the things they do and say every day, not just on special days set aside for worship.

When we realize how great Jesus really is, we will give Him all honor and praise. Let's make way for the King in our hearts and find ways we can honor Him.

Live It

(15-20 minutes)

Purpose
Find ways you can show honor to God

Materials
"Make Way for the King" Activity Sheet
Scissors

Prepare It

Photocopy activity sheet—one per student

Do It

Pass out copies of the "Make Way for the King" activity sheets. Ask someone to read the instructions aloud. Have students work in the same teams they did during the password game in Experience It.

After about half the time allowed, discuss the ways we can honor God.

It is important to put God first in your life. A good rule to go by is every time you begin to do or say something, think to yourself, "Will this bring honor or dishonor to Jesus?"

Keeping Sunday as a day to think about and worship God is a good way to honor the Lord. But going to church or Bible class on the first day of the week does not make up for dishonoring Jesus on other days of the week.

You need to be honest in all things. If you are dishonest in even the smallest things, people will learn not to trust you in bigger ones.

It is very easy to ask God to give us things or help us in times of trouble, but we often forget to thank Him for answers to our prayers or tell others how He helped us.

Which do you think people pay more attention to, your words or your actions? (Actions.) That is why it is important that words and actions are consistent with each other. Saying you love Jesus and then hating somebody for whom He died is contradictory.

Setting aside money and material gifts for God is important. Printing Bibles in other languages or feeding starving people in another land require, money.

Using God's name respectfully means more than not swearing. Jokes made about God are as bad as swearing. Respectful use includes praising and worshiping Him.

We need to clear out false pride and be humble servants of God.

We should not take any glory for ourselves. **What does it mean to be humble?** (Meek, gentle, submissive.) **To be humble is to put others ahead of yourself. It is not bragging or boasting about who you are, the possessions you have, or your accomplishments.** The opposite of humility is pride. It is all right to "take pride" in your work and do your very best. But taking all the credit for yourself means thinking too highly of yourself and not giving Jesus the praise He deserves. **We can't wave palm branches or spread our coats in Jesus' way today, but we can give Him praise and honor and glory.**

Prayer/Praise

Close with a circle prayer. Go around the circle, having each student add one "praise-phrase" to a prayer to God. They are to ask nothing for themselves but simply offer praise to God. For example: I love You and will use my talents to praise You; thank You for each day; praise You for sending Jesus to die for my sin.

WELCOMING THE KING

Art by Dan Foote

Host: Let's welcome our next guest, Enos the donkey trainer. Enos, would you tell our audience what happened today?

Enos: This morning I was thinking about how people said that Jesus, the great prophet, was coming to Jerusalem for the Passover. While I was doing my chores, two men came and asked to borrow my donkey and her colt.

Host: Did they say why they wanted them?

Enos: They just said the Lord needed them and would send them back right away.

Host: Did you know who they meant by the Lord?

Enos: I figured it had to be Jesus because the next thing that came to mind was the prophecy Zechariah made five hundred years ago about the Messiah. You know the one, "See, your king comes to you, gentle and riding on a donkey, on a colt, the foal of a donkey." I'm sure God sent these men to me.

Host: What did you do then?

Enos: I untied the animals and went with the men to see what would happen. We walked until we got to a crowd of people surrounding Jesus. They put their cloaks on the colt. It was really exciting.

Host: Tell us about it.

Enos: People were lined up all along the way. Some spread their cloaks on the road, while others cut branches from the trees and spread them on the road. They were all shouting, "Hosanna to the Son of David! Blessed is He who comes in the name of the Lord!"

Host: It sounds as if they believe Jesus is the Messiah God promised to send. Jesus could be our national leader who will overthrow the Romans and restore Israel to its former glory. What do you think about that, Enos?

Enos: Somehow I don't think that's what Jesus meant. If He were going to be that kind of king, He wouldn't have borrowed my donkeys. He would have ridden a horse or in a chariot. Donkeys are a sign of work and peace. They belong to ordinary people.

Host: Then what was the purpose of today's demonstration?

Enos: I'm not educated like the priests and scribes, but I think Jesus decided that today, with all the people gathered in Jerusalem, was the perfect time and place to announce that He was going to be a different kind of king with a different kind of kingdom.

Host: The people won't like that and might even cause trouble for Jesus. Thank you for sharing your story with us. Do you have any closing words for us?

Enos: Jesus said, "I came to serve and give my life for others" and that makes me want to follow Him from now on.

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Make Way for the King

Cut the cards apart. Match all of the phrase cards with their reference cards.

Reference Cards | **Phrase Cards**

"I will praise you, O Lord my God, with all my heart; I will glorify your name forever" Psalm 86:12.	Put God first in your life.
"Give thanks to the Lord, for he is good; his love endures forever. Let the redeemed of the Lord say this" Psalm 107:1, 2.	Keep the Lord's day as a day of rest from everyday jobs. Instead, worship God and think about His blessings to you.
"Honor the Lord with your wealth, with the firstfruits of all your crops" Proverbs 3:9.	Be honest in all things.
"A truthful witness give honest testimony" Proverbs 12:17.	Thank God for all the good things He does for you and tell others about them.
"O Lord, our God, other lords besides you have ruled over us, but your name alone do we honor" Isaiah 26:13.	Hear and obey God's Word. Make sure your actions are the same as your words.
"'Call the Sabbath a delight and the Lord's holy day honorable . . . honor it by not going your own way'" Isaiah 58:13.	Set aside money and possessions for God's work in spreading the good news about Jesus and helping the needy.
"Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment" Romans 12:3.	Use God's name respectfully.
"Dear children, let us not love with words or tongue but with actions and in truth" 1 John 3:18.	Clear out false pride and be a humble servant of God.

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The Last Supper

LESSON 36

Unit 10: Jesus, the Savior

Lesson Aim

Students will understand the events of the night Jesus was betrayed

Scripture

Matthew 26:20-30, 36-42; Mark 14:15-26, 44, 45; Luke 22:14, 15, 19, 20; John 13:30-15; 18:12; 1 Corinthians 11:23-25 (The events of the night Jesus was betrayed)

Experience It

(5-10 minutes)

Purpose
Become familiar with words identified with the Lord's Supper

Materials
3" x 5" cards for concentration game
Scissors

Preparation

Make cards for the concentration game by cutting 3" x 5" cards in half and writing the following words on them, thus making two cards of each word: Communion, Eucharist, Last Supper, Lord's Supper, Passover, cup, bread, betray, remembrance, sacrifice, worship, salvation, prayer, disciples.

Do It

As students arrive, give a set of the concentration cards to every two to four students. Have them shuffle the cards and place them facedown on the table. Players take turns turning over two cards and reading the words printed on them. If they match, players keep them and take another turn. If not, players turn them face down and the next player takes a turn. Continue playing until all cards have been matched. Players with the most cards are the winners.

Take out the cards "Communion," "Eucharist," "Last Supper," and "Lord's Supper" and lay them face up on the table. **What do these words have in common?** (They are all names for the same sacrament.)

The term Lord's Supper signifies that Jesus began this observance.

The term Last Supper refers to the fact that the Passover meal Jesus ate with His disciples was His last meal on earth.

"Eucharist" is a Greek word meaning "gratitude" or "thanksgiving." It is used because by partaking of the sacrament we thank God for Jesus' sacrifice for us.

"Communion" means sharing in the Lord's Supper because through it we commune or have fellowship with God and other believers.

Each of these terms helps us think about Jesus' perfect sacrifice as He took the punishment for all the sins of all people. That sacrifice came at the end of a very busy week in Jesus' earthly life.

Purpose
Learn the order of the events of the day Jesus was betrayed

Materials
Bibles
Dry erase board
"A Day in Time" activity sheet
Scissors
Tape

Study It

(10 minutes)

Preparation

Photocopy activity sheet—one per student
Compile a list of phrases that will be used in the time line activity.
On the dry erase board write the following phrases:
Soldiers arrest Jesus
"One shall betray me"
Prayer in Gethsemane
In remembrance of Jesus
Passover meal
Jesus washes feet
Judas betrays Jesus
Last Supper ceremony
Be sure that students can easily see the list.

Do It

On the first day of the week Jesus was honored by great crowds as He entered Jerusalem. The next day Jesus went into the temple and drove out the moneychangers. He said that God's house was a house of prayer. Jesus continued to teach the people and answer their questions. He told them that He would be going to Heaven soon, but that someday He would return.

All during this week the enemies of Jesus plotted against Him. They were afraid to capture Him because He was so popular with the crowds. Then one of His own close followers gave in to the devil's tempting and offered to lead the soldiers to Jesus in a place where no crowds would be gathered. He was paid thirty pieces of silver (the price of a slave) in advance for this terrible deed. All he had to do was to wait for the right moment to betray the Son of God.

In the meantime Jesus and the others were making preparations for the yearly Passover feast. Jesus told them to go into the city of Jerusalem and follow a man carrying a pitcher of water. "Ask the owner of the house where the guest chamber is in which the Master will eat the Passover with His disciples. The man will show you a large, upstairs room."

The apostles followed Jesus' instructions. The meal that they prepared included a lamb, killed and roasted according to strict regulations; unleavened bread; herbs; and wine. The feast was held each year to remember God's goodness in delivering the Jews from slavery in Egypt.

Pass out copies of the "A Day in Time" activity sheet. Do this exercise together. Have volunteers look up the passages and read them aloud. Students can then choose the phrase that best describes the picture and action and write it on the line at the top of each section of the time line. Correct answers are:
LAST SUPPER CEREMONY
JUDAS BETRAYS JESUS
PASSOVER MEAL
JESUS WASHES FEET
SOLDIERS ARREST JESUS
"ONE SHALL BETRAY ME"
PRAYER IN GETHSEMANE
IN REMEMBRANCE OF JESUS
Students can cut the time line out and tape it together in the correct

order or simply number their pictures.

Let's take a closer look at the events of that night.

Express It

(20 minutes)

Purpose
Discuss the details of the Last Supper

Materials
Bibles
"The Last Supper" Activity Sheet
Photocopy activity sheet—one per student

Do It

Have the group turn to Mark 14 and take turns reading verses 17-26. Jesus and His disciples dipped their fingers in a common bowl, because eating customs in Bible times were different from ours. A large bowl of meat was passed from person to person. Each one cut off a piece of meat with a sharp knife, then ate it with his fingers. Pieces of bread were broken from a loaf and dipped into the broth. Then the moistened bread was eaten with their fingers.

Jesus was very sad as He told His friends, "One of you is going to betray me." Check out John 13:26. Who did Jesus say would do this terrible deed? (Judas) When Jesus gave Judas this piece of bread dipped in the broth, He was repeating a Jewish custom of singling out an honored guest at a meal. It was as though Jesus was giving Judas one last chance to turn back from his betrayal, confess his sin, and accept Jesus' forgiveness.

Two of the foods on the table used at every Passover feast were flat cakes of unleavened bread and cups of wine. At the end of the meal Jesus took the bread and the cup and blessed them and gave them to His disciples. From that time on these two items were to have a very special meaning to the followers of Jesus.

Bread is an important food that is eaten in every land. Grapes may be grown in nearly every climate and the juice of grapes or wine is drunk in some countries in place of water. Jesus said that the bread represented His body and the liquid in the cup represented His blood. Each time His followers eat unleavened bread and drink the wine they remember His sacrifice.

Distribute copies of the "The Last Supper" activity sheet. Students can work on this individually. Answers are: TWELVE, HYMN, BETRAY, BLOOD, PASSOVER, DISCIPLES, COVENANT, SIN, JUDAS, CUP, UPPER, OLIVES, BREAD.

After their last supper together, Jesus and His friends sang a hymn and went out to the Mount of Olives. The sacrifice of which Jesus had spoken would soon take place.

Ask a volunteer to read aloud Matthew 26:36-38. **What kind of mood was Jesus in?** (Sad, sorrowful, troubled.) Have another volunteer read verses 39 and 42. **What did Jesus ask God to do for Him?** (Take the suffering away from Him, but do His will in Jesus' life.) The "cup" that Jesus mentions here is the portion of agony He would shortly suffer as He was separated from His heavenly Father by taking the punishment for all the sins of all the people. Although He was sinless, Jesus willingly chose God's plan even though it included this terrible grief.

Suddenly the quiet scene changed! A band of soldiers and other men invaded the peaceful garden! In the lead was Judas. His face may have looked hard and cruel in the light of the torches and lanterns carried by the armed men. Their weapons flashed as beams of light flickered over them. Judas stepped up and identified Jesus to the mob by kissing Him.

The apostles looked to Jesus, possibly expecting Him to strike these wicked people dead. But Jesus stood there quietly. He was bound and led away captive in the darkness. He went willingly to give His life.

Purpose
Learn to focus on Jesus during Communion

Materials
Two 3" x 5" cards for situations

Live It

(15-20 minutes)

Preparation

Write these situations on two 3" x 5" cards.

#1: Chad is a Christian. He wants to remember Jesus' death during Communion. Sometimes when Chad is trying to think about Jesus, other thoughts come into his mind. What can Chad do about this?

#2: Sara is a Christian who partakes of the Lord's Supper. But instead of spending time in silent prayer and meditation, she often whispers to the girls with whom she is sitting. What should she be doing during this time?

Do It

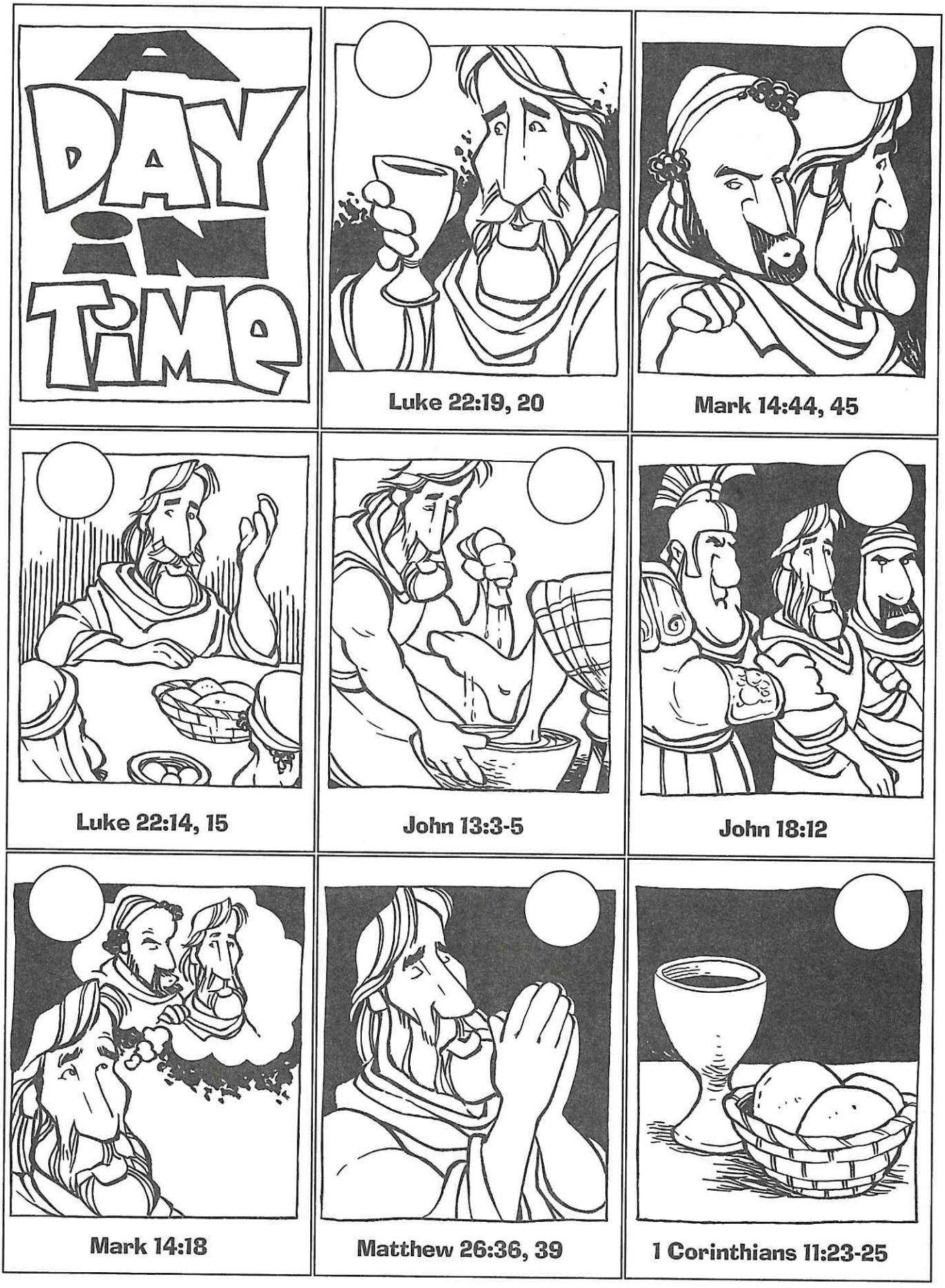
Jesus asked His followers to eat the bread and drink the fruit of the vine in remembrance of Him. When Christians meet together to worship in the Lord's Supper, the most important part of the service is communing with Jesus, their Lord and Savior. This part of worship should never become just a routine, but prompt us to draw closer to Jesus each time we meet around His table.

Divide the class into two teams. Have each team discuss one of the situation cards and share their thoughts with the whole group.

Every time we partake of the bread and the cup we should be thankful for the salvation that Jesus provides.

Prayer/Praise

Close with a prayer thanking Jesus for His sacrifice for us. Ask Him to help you remember His sacrifice whenever you partake of the Lord's Supper.



Art by Dan Foote

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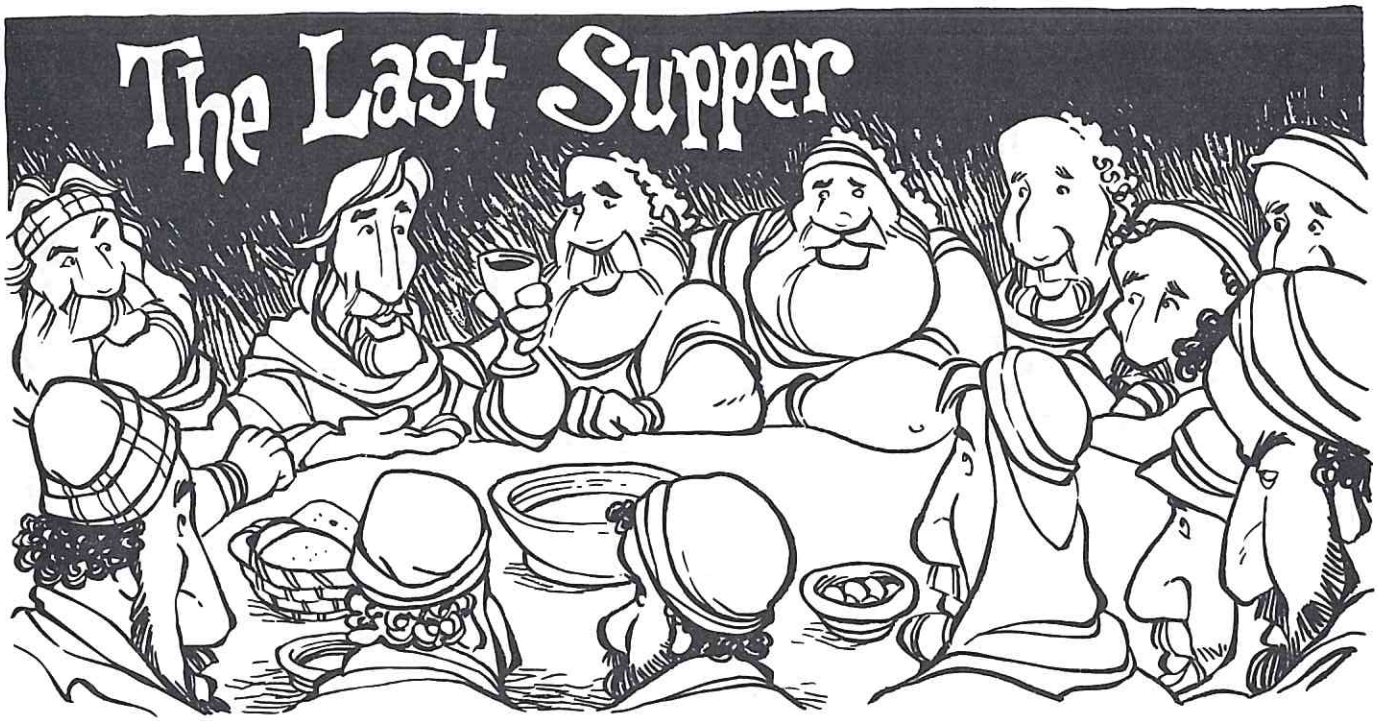
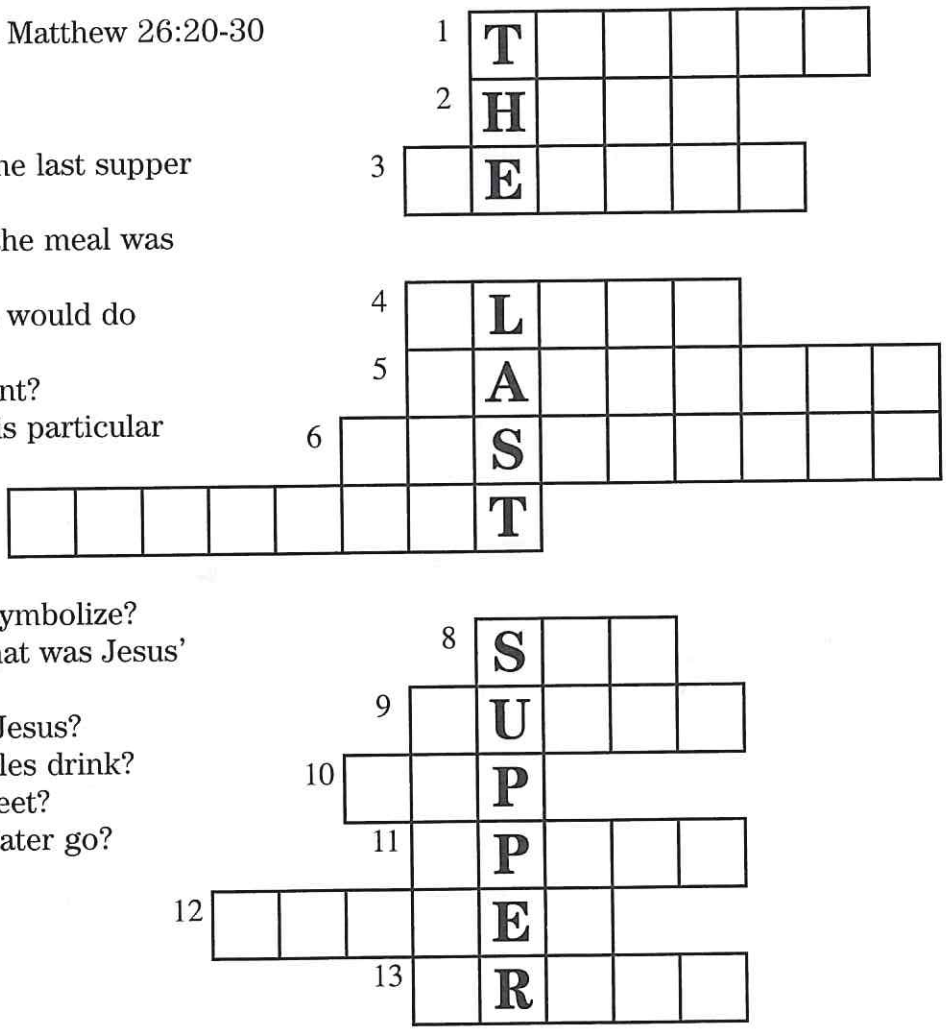


Art by Dan Foole

Check out Mark 14:15-26 and Matthew 26:20-30 to find the answers.

1. How many disciples ate the last supper with Jesus?
2. What did they sing after the meal was finished?
3. What did Jesus say Judas would do to Him?
4. What did the cup represent?
5. What was the name of this particular feast?
6. By what name were the twelve men often called?
7. What does Jesus' blood symbolize?
8. For the forgiveness of what was Jesus' blood shed?
9. Which disciple betrayed Jesus?
10. From what did the disciples drink?
11. In what room did they meet?
12. To what mount did they later go?
13. What represented Jesus' broken body?



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Jesus Is Condemned to Die

LESSON 37

Unit 10: Jesus, the Savior

Lesson Aim

Students will realize that each person must accept or reject Jesus as savior

Scripture

Deuteronomy 22:23; Mark 14:53, 55-65; 15:1-15; Luke 20:22-25; John 3:16; 18:36; 19:12; James 4:17 (Jesus, the sinless Son of God, is condemned to death.)

Experience It

(5-10 minutes)

Preparation

Divide the dry erase board into two columns.

Use the captions "Terms" and "Definitions" to head these columns. Under "Terms" write these words: judge; trial; jury; witness; defendant; evidence; sentence; charges; lawyer; supreme court. In the second column write the following definitions: person trained in law who represents someone in a trial, person who saw or heard something, formal examination of the facts of a case, decision or punishment, highest court, group of people who hear evidence and decide the outcome, public official who hears and decides cases, something which applies to a point in question, accused person, accusations against a prisoner. Be sure to mix up the definitions.

Purpose
Learn about terms used for trials by playing a matching game

Materials
3 x 5 cards for concentration game
Scissors

Do It

As the group gathers, have students help you match the terms and definitions. Students can come forward and draw lines that connect each correct pair.

Have you ever been in a courtroom or witnessed a trial scene on television? Let them share briefly. **Trials were held in Bible times, too.**

Study It

(10 minutes)

Do It

As you talk about the court procedures and prominent people in the trials of Jesus, write the underlined words on the dry erase board.

When Jesus lived on earth, the highest Jewish court in the land met in Jerusalem and was called the Sanhedrin. The Sanhedrin had seventy-one members including the high priest, who was its presiding officer. The court normally met inside the temple's outer walls. On special occasions it met in the high priest's palace.

Purpose
Discuss the prominent people instead of Jesus' trials

Materials
Dry erase board

The Jewish high priest was named Caiaphas. Annas, his father-in-law, had been high priest until the Romans removed him from the office and put Caiaphas in his place. For this reason the Jewish people considered both men as high priests. Jesus was first brought to Annas and then taken to the section of the palace where Caiaphas lived. Because the chief priests, elders, and scribes were determined to get rid of this leader who had taken away their followers, they hoped to discover a quick way to find Jesus guilty and sentence Him to death.

The Jews were under Roman rule. When the council passed the death sentence, the members could not carry it out without the permission of the Roman governor, Pilate. When Pilate learned that Jesus was from Galilee, he sent Him to Herod because Herod ruled the region of Galilee for Rome. However, Herod sent Jesus back to Pilate for sentencing.

Jesus was actually tried six times before His death on the cross: at night before Annas in the high priest's palace; a small group of Jewish leaders with Caiaphas later that same night; in front of the whole Sanhedrin at dawn; early in the morning before Pilate in his home; later by Herod at his palace; lastly, by Pilate at the judgment hall.

Let's investigate this trial more closely.

Purpose
Discuss the trials of Jesus

Materials
Dry erase board
"On Trial" activity sheet

Express It

(20 minutes)

Preparation

Photocopy activity sheet—one per student

Do It

Hand out copies of the "On Trial" activity sheet. Students can work on this exercise in pairs. Answers are: ANSWER, SILENT, NO, ANSWER, CHRIST, SON, BLESSED, ONE, I , AM, MIGHTY ONE, CLOTHES, WITNESSES, BLASPHEMY, DEATH SPIT, STRUCK, FISTS, PROPHECY, (Mark 15:1-15) BOUND, LED, HANDED, KING, JEWS, YES, CHIEF, PRIESTS, ANSWER, ACCUSING, AMAZED, BARABBAS, MURDER, PILATE, RELEASE, KING, JEWS, CHIEF, PRIESTS, CROWD, BARABBAS, KING, JEWS, CROWD, BARABBAS, KING JEWS, CRUCIFY, CRIME, COMMITTED, CRUCIFY SATISFY RELEASED, FLOGGED CRUCIFIED.

Optional: If you have a longer time period, read and/or act out this play. You will need students to read the parts of the narrator, high priest, Jesus, and Pilate. The rest of the group can be the crowd. A few simple costumes such as robes or pieces of cloth for shawls, head coverings, and belts will add to the feeling of reality.

In their haste to find Jesus guilty, the Sanhedrin tried to find men who were willing to tell lies about Jesus at the trial. The problem was that none of these liars could agree on their stories! They finally found two men who similarly testified that Jesus said He would destroy the temple of God and build it again in three days. Jesus had not been talking about the temple building, but about His death and resurrection. The temple He referred to was His body.

Why do you think Jesus refused to answer the high priest's question about that statement? (It was too hard to explain; it was a foolish accusation; the high priest didn't care about an answer but wanted only to convict Jesus.)

When Jesus answered "I am" to the question about being the Christ, the Son of God, He used a term that was very familiar to the Jews. God told Moses to tell the Hebrew slaves in Egypt that "I Am" had sent him. Jesus used it to declare His godly, royal nature. To the Jews this declaration was blasphemy—declaring to be equal with God. It was a crime punishable by death. However, because He really was the only Son of God, what Jesus said was true. Only Pilate, the local head of the Roman government, could put Jesus to death. And the Jews knew Pilate would not consider this religious "crime" grounds for crucifixion.

The Jews were very anxious to have Jesus die by Roman crucifixion for several reasons. It would mean that Jesus was a rebel and a criminal, not a king. The people would blame the Romans, not the Sanhedrin, for His death. **Check out Deuteronomy 22:23. What does it say about someone hanging on a tree (cross)?** (They are under God's curse.) In this form of death the Jewish religious leaders thought they could convince the people that God cursed, not blessed, Jesus.

The Jewish leaders had to make up some reasons for Pilate to condemn Jesus to death by crucifixion. They at last decided on three accusations against Jesus: 1) He claimed to be a king; 2) He encouraged the people not to pay taxes to Rome; 3) He started riots against the government.

Let's check out these false accusations and find out the truth. Read John 18:36. What did Jesus say about being a king? (His kingdom was not of this world; His kingdom was from another place.)

What did He say about riots in that same verse? (If His kingdom were of this world, then His servants would fight to help Him.) But since Jesus was not a worldly king, there would be no riots against Rome.

Read Luke 20:22-25. **What did Jesus say about paying taxes to Rome?** (Pay to Caesar [the Roman ruler] what belongs to him.) Jesus even had Peter go fishing to obtain money to pay His and Peter's taxes! [See Matthew 17:27.]

Pilate became convinced that Jesus was innocent of all crime and had been brought to trial only because the Jewish religious leaders hated Him. Still Pilate turned Jesus over for death by crucifixion. Check out John 19:12 to find out why Pilate did this. (They told Pilate that if he let Jesus go, he was not a friend of Caesar.) This threat to his political career was what caused Pilate to give in to the Jewish crowd. He would rather save himself from trouble with the government than save the sinless, innocent, Son of God from death.

How do people feel when others make fun of them because they believe in Jesus? (Sad; afraid; like giving up following Jesus.) It is often easier to yield to the pressure of those who don't love Jesus than to stand up for what we know is right. **Check out James 4:17. What does God say about a person who knows what is good and doesn't do it?** (The person sins.)

Pilate was not the only person who had to decide about Jesus. Everyone has to make a decision about how to respond to Jesus.

Purpose
Make a personal decision about Jesus

Materials
Bibles
"How Will You Respond?" Activity Sheet

Live It

(15-20 minutes)

Preparation

Photocopy activity sheet—one per student

Do It

Distribute copies of the "How Will You Respond?" activity sheet. Have students work on this exercise individually.

All the people listed in the first part of this activity made choices about Jesus. What did they all choose? (To reject Him.)

Make sure that all of your students realize that they have to make a choice. Help them see that their decision is not only a choice for now; it has eternal results. Because this is such a strong personal judgment, allow students more privacy by letting them move to a more secluded area of the room if they desire. Be sensitive to students who may be confused about this activity. Be prepared to help them, whether it be to explain the way a person becomes a Christian or to pray with them as they make their decisions.

Prayer/Praise

Have a volunteer read aloud or recite John 3:16. Close with a moment of silent prayer and meditation. Students can repeat the above verse silently, inserting their names instead of "the world" and "whoever." For example, "For God so loved Kevin that he gave his one and only Son, that Kevin who believes in him shall not perish but have eternal life." Use this tie to let the group reflect on Jesus' love and sacrifice for them.

On Trial

Complete this play about the trial of Jesus. The first line is done as an example.

Mark 14:53-65

Palace, the home of the High Priest

Narrator: The chief priests and the whole Sanhedrin were looking for evidence against Jesus so they could put Him to death, but they did not find any. Many testified **falsely** against Him, but their statements **did not agree**. (v. 56)

High Priest: Are you not going to _____ ? (v. 60)

Narrator: But Jesus remained _____ and gave ____ _____ (v. 61)

High Priest: Are you the _____ , the _____ of the _____ _____ ? (v. 61)

♚ **Jesus:** __ ____ , and you will see the Son of Man sitting at the right hand of the _____ _____ and coming on the clouds of Heaven. (v. 62)

Narrator: The high priest tore his _____ . (v. 63)

High Priest: Why do we need any more _____ ? (v. 63) You have heard the _____ . (v. 64) What do you think?

Sanhedrin: He is worthy of _____ . (v. 64)

Narrator: Then some began to _____ at Him; they blindfolded Him, _____ Him with their _____ and said, " _____ !" And the guards took Him. (v. 65)

Mark 15:1-15

Home of Pilate, Roman Governor

Narrator: Very early in the morning, the chief priests, elders, teachers of the law, and the whole Sanhedrin _____ Jesus, _____ Him away and _____ Him over to Pilate. (v. 1)

Pilate: Are you the _____ of the _____ ? (v. 2)

♚ **Jesus:** ____ , it is as you say. (v. 2)

Narrator: The _____ _____ accused Him of many things. (v. 3)

Pilate: Aren't you going to _____ ? See how many things they are _____ you of. (v. 4)

Narrator: But Jesus still made no reply, and Pilate was _____ . (v. 5) It was the custom at the Feast to release a prisoner whom the people requested. A man called _____ was in prison with the rebels and had committed _____ in a riot. (v. 7) The crowd came up and asked _____ to do for them what he usually did. (v. 8)

Pilate: Do you want me to _____ to you the _____ of the _____ ? (v. 9)

Narrator: But the _____ _____ stirred up the _____ to have Pilate release _____ instead. (v. 11)

Pilate: What shall I do, then, with the one you call the _____ of the _____ ? (v. 12)

Crowd: _____ Him! (v. 13)

Pilate: Why? What _____ has He _____ ? (v. 14)

Crowd: (louder) _____ Him! (v. 14)

Narrator: Wanting to _____ the crowd, Pilate _____ Barabbas to them. He had Jesus _____ , and handed Him over to be _____ . (v. 15)

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How Will You Respond?

Each person must make a decision about Jesus. Read each passage and then determine how the person or group of people responded to Jesus. Complete the first blank in each sentence by deciding whether or not the person or group of people accepted or rejected Jesus. Then fill in the missing words from the Scripture and complete the sentence by telling how you will respond to Jesus.

Herod (Luke 23:11)

Herod and his soldiers (accepted/rejected) Jesus when they _____ and _____ Him, but I will show that I accept Jesus when I _____

_____

_____

_____.

Sanhedrin

(Matthew 26:66)

The Sanhedrin (accepted/rejected) Jesus when they claimed He was worthy of _____, but I will accept Jesus because He is worthy of _____

_____

_____

Chief Priests

(Matthew 27:20)

The chief priests (accepted/rejected) Jesus when they chose _____ over Jesus, but I will accept Jesus and will choose _____

_____

over Jesus.

Pilate (John 19:15, 16)

Pilate (accepted/rejected) Jesus when he handed Jesus over to the _____ _____ to be _____, but I will accept Jesus by

_____

_____

_____

Jews (John 19:14, 15)

The Jews (accepted/rejected) Jesus when they shouted for _____ to crucify Him, but I will show that I accept Jesus by _____

_____

_____

_____.

Art by Dan Foote

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Jesus' Death and Resurrection

LESSON 38

Unit 10: Jesus, the Savior

Lesson Aim

Students will see that Jesus' death on the cross fulfilled God's promise of salvation

Scripture

Matthew 27:28-31, 46-54; 28:1-8; 1 John 5:11; 1 Corinthians 6:14; 15:3, 4 (Jesus dies and is raised to life again)

Experience It

(5-10 minutes)

Purpose
Learn more about places mentioned in the biblical account of Jesus' death and resurrection

Materials
Optional: a map or pictures of Jerusalem, Golgotha, and the garden tomb

Preparation

Place reference materials where students can see them easily as they gather for class.

Do It

In recent years, many thousands of people have visited the land where Jesus lived. Perhaps you know someone who has made such a trip and has taken pictures. Photos and descriptions help us picture in our minds the way things may have looked. Let students look at this material.

Optional: If it is impossible to find a map or pictures, simply share the descriptions of these locations with your class.

When Jesus was brought to Pilate by the Jewish leaders, He was kept in the Roman soldiers' barracks called Antonia Fortress next to the temple. It stood on a cliff nearly 75 feet high. Huge towers, between 75 and 100 feet tall, stood at each of its four corners. Some scholars think that Jesus was tried before Pilate on the pavement here. If so, it was here that the soldiers made a crown of thorns and put it on Jesus' head. They put a reed in His hand and bowed before Him saying, "Hail, King of the Jews!" Then they spit on Him and hit Him on the head.

After that He was led through the streets of Jerusalem by soldiers. The city streets were very narrow and not streets as we often think of them. They were paved with stones and went up and down stairs frequently. **The path that Jesus took is often referred to as the "Via Dolorosa" or "Way of Sorrow."** Jesus was forced to carry His cross on His shoulders. Because He was weak from the beatings He had received, He had difficulty carrying it. The soldiers forced a man named Simon, visiting from the North African city of Cyrene, to carry the cross for Jesus.

Golgotha was a hill outside the city of Jerusalem. There are two theories of why this site was called the "Place of the Skull." Because people were executed here, skulls might have lain around. Or the hill itself may have been shaped like a skull. The location was near the public highway so that everyone could see the criminals put to death. Jesus was crucified here between two thieves.

The hillsides around Jerusalem are made of limestone. Joseph of Arimathea, a member of the Sanhedrin and a secret follower of Jesus, owned a burial place that was cut into the limestone. He gave up his tomb so that Jesus could have a proper burial.

Purpose
Match up words or phrases and meanings associated with the Scripture lesson

Materials
"Crucifixion Definitions" activity sheet

Study It

(10 minutes)

Preparation

Photocopy activity sheet—one per student

Do It

Distribute copies of the "Meet Your Match" activity sheet. Students can work on this activity individually. Discuss the answers with your students and make sure that they understand each of the definitions. Answers are: A3; B5; C8; D6; E1; F10; G9; H12; I11; J2; K4; L7.

What do you think it would have been like to have been in Jerusalem when all these things were going on?

Purpose
Study the details of Jesus' death and resurrection

Materials
Bibles
"Detail Discovery" Activity Sheet

Express It

(20 minutes)

Preparation

Photocopy activity sheet—one per student

Do It

Today we are going to conduct a "Detail Discovery." Divide the group into four teams. Team one will present the facts of Jesus' crucifixion and death. Team two will write up "interviews" with witnesses who were there. Team three will report on the Jewish and Roman leaders' comments and reactions to Jesus' death. Team four will write a follow-up-report on His resurrection.

Hand out copies of the "Detail Discovery" activity sheet. Ask a volunteer to read aloud the directions at the top of the page. To avoid overlap, stress that each team is to do only the specific task it is assigned based on the Scripture portion given. Have each team choose one person to be a secretary and write down the findings of the team. These notes can be written on the back of one of the activity sheets.

Optional: The two longest portions of this activity will probably be the first and last. Because they are the most difficult you may choose to place more proficient students on these teams. This will allow other students to take care of the easier and shorter sections of the report.

Allow about ten minutes for writing the reports. Then split the remaining time between presentations and discussions. One person can be the "reporter" from each team. Discuss the facts presented.

Crucifixion was a horrible way to die. The upright part of the cross was a pole with the top tapered to a point. It was permanently set in the execution area. A wooden crossbar fit over the tip of this pole. It weighed about 125 pounds and was carried to the death site by the criminal. The person was then nailed to the cross at his wrists and feet.

Roman soldiers who were hardened to these horrible scenes of

death were placed in charge to certify that the criminals were executed according to law. It was an everyday task for them and often a long, boring one. They made the time go faster by dividing up the prisoners' clothes among themselves by casting lots to determine who got to keep them.

Crowds lined the streets of the city to watch the criminals carry their crosses to the death sites. They followed and stood around Golgotha watching the people die and making comments. Some, like the Jewish leaders, made fun of Jesus. Others, like the Roman centurion and one of the men crucified with Him, recognized that Jesus was no ordinary man, but the Son of God just as He claimed.

Several unusual things happened at Jesus' death. A great darkness covered the land for the three hours He was on the cross. A great earthquake occurred at the moment of His death. At the cemetery many dead people came back to life and then entered the city and appeared to many people.

The huge cloth curtain that divided the Holy Place and the Holy of Holies in the temple was split from top to bottom. Only the priests could enter the Holy Place. The high priest alone could enter the Holy of Holies and then only once a year. Jesus' death opened it to all who wanted to worship God.

This darkest day in the history of the world was not the ending. Instead it was the beginning for Jesus' followers then and throughout the years. One of the wonderful things that happened that day was that Joseph of Arimathea openly admitted he loved and obeyed Jesus. Joseph asked Pilate's permission to bury Jesus' body. Lovingly he wrapped it in a new linen cloth and spices for burial and placed it in his own new tomb in a beautiful garden near Golgotha.

The Jewish leaders forced Pilate to send Roman soldiers to watch the tomb where Jesus was buried. They thought this would prevent the disciples from removing Jesus' body from the tomb and claiming He had risen from the dead. Little did they know that a great miracle was about to take place.

Several of the women who followed Jesus hurried to the tomb very early on the first day of the week. They were bringing spices to anoint Jesus' body. There they found the huge stone covering the entrance to the burial chamber rolled aside. The stone was rolled away from the tomb; not to let Jesus out, but to let His followers in. The women were met by angels, an empty tomb, folded wrappings from the body, and the wonderful news that Jesus was alive and wanted to meet with His disciples!

Jesus met with many of His followers after His victory over death and the grave. They talked with Him, walked with Him, and even ate with Him. His resurrection made possible eternal life for all who would follow Him.

Purpose
Express what Jesus' resurrection means to you

Materials
Paper—one sheet for each student, pencils
Optional: Copies of the song, "He Lives"

Live It

(15-20 minutes)

Do It

If Jesus had not conquered death, we would have no hope. If we have no hope of eternal life, life on this earth would have no real purpose or meaning. But because of Jesus' victory over death, we can face hard times and many problems while living on this earth. What are some things that Jesus' death and resurrection mean for His followers? Have students help make a list on the dry erase board.

Some examples are: the certain hope of never-ending life with God for His followers; Jesus kept His promise about rising to life so we can trust Him to keep all His promises; because Jesus rose from the dead, we will live after death too; Jesus' death and resurrection prove that God accepted His sacrifice to pay for our sins; because Jesus was a real part of history, our world's end doesn't need to be tragedy but joyous redemption.

What does Jesus' resurrection from death mean to you? Hand out sheets of paper to the group and allow them time to answer this question. Encourage your students to make their answers as personal and specific as possible. For example: "I have leukemia. Now I don't need to be afraid of what will happen to me after I die. I know Jesus will take me to live with Him in Heaven forever where I won't hurt or cry anymore."

Optional: If you have time, ask volunteers to share their answers with the class.

Prayer/Praise

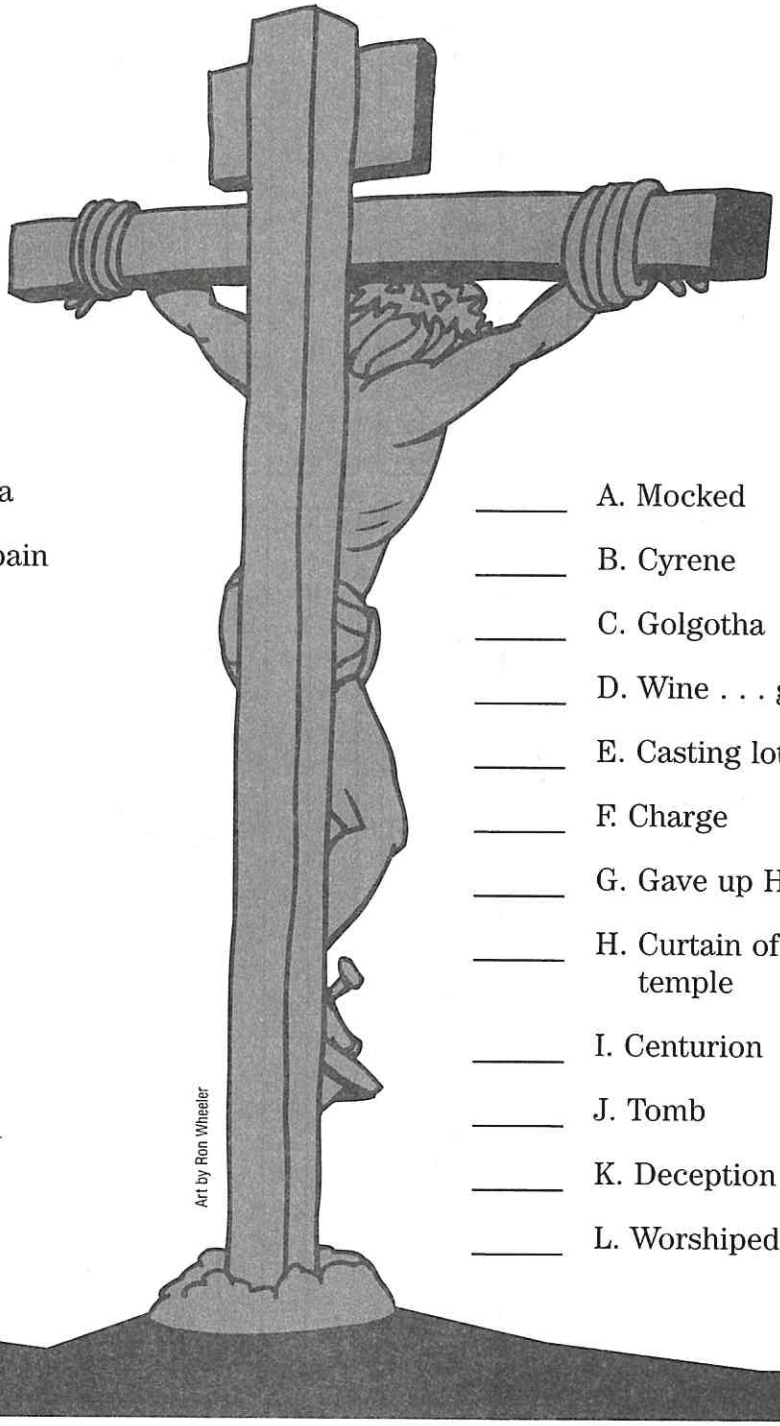
Close by having everyone read 1 Corinthians 6:14 in unison.

Optional: Sing the song "He Lives" as a praise song to Jesus.

Crucifixion Definitions

Write the number of the definition in Column 1 by its match in Column 2.

1. like "throwing dice" to decide something
2. place where dead person's body was buried
3. made fun of
4. lie
5. city in North Africa
6. medicine to ease pain
7. praised and honored God
8. "Skull," place of crucifixion
9. died
10. accusation against a criminal
11. leader of one hundred soldiers
12. cloth dividing the Holy of Holies and the Holy Place in the temple



Art by Ron Wheeler

_____ A. Mocked

_____ B. Cyrene

_____ C. Golgotha

_____ D. Wine . . . gall

_____ E. Casting lots

_____ F. Charge

_____ G. Gave up His spirit

_____ H. Curtain of the temple

_____ I. Centurion

_____ J. Tomb

_____ K. Deception

_____ L. Worshiped

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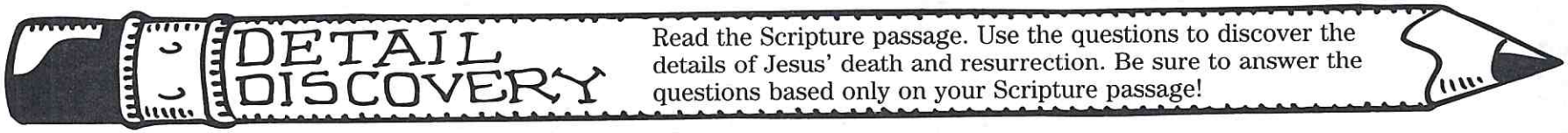

Read the Scripture passage. Use the questions to discover the details of Jesus' death and resurrection. Be sure to answer the questions based only on your Scripture passage!

Art by Corbin Hillam

The Crucifixion

Matthew 27:32-60

- What was done?
- How was it done?
- Where was it done?
- Who was involved?
- What happened to the body?
- Immediate results of the crucifixion:
  - In nature
  - At the cemetery
  - At the temple

Follow-up on Resurrection

Matthew 28:1-10

- What happened?
- Where did it happen?
- When did it happen?
- How was it done?
- Who was involved?
- What was said?(use quotes)

Interview with Eyewitnesses

(excluding Jewish leaders and Pilate) Luke 23:36-49

- Who were the eyewitnesses?
- What did they do?
- How did they feel?
- What did the say? (use quotes)

Interviews with Jewish and Roman Leaders

Matthew 27:41-43

- Who were the leaders?
- What did they do?
- How did they feel?
- What did they say? (use quotes)

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The Great Commission

LESSON 39

Unit 10: Jesus, the Savior

Lesson Aim

Students will act on the Great Commission

Scripture

Matthew 28:8-10; 18-20; Mark 6:7-13; 16:9, 10, 15, 16; Luke 24:13-25, 33-42; John 20:24-29; 21:1-6; Acts 1:1-12; 1 Corinthians 15:6, 7 (Jesus appears after His resurrection, gives His followers the Great Commission, and ascends into Heaven)

Experience It

(5-10 minutes)

Purpose
Discuss the meaning of commission

Materials
3 x 5 cards—one for each student

Prepare It

Use 3" x 5" cards to make a secret word card for each student. On each card write the following:

Code: B=A; D=C

Secret Word: D P N N J T T J P O

Do It

Have students work on the secret word cards as they arrive. The secret word is commission. **What do you think this word means?** (Don't know; earnings given to salesman; government committee in charge of something; order.) **When Jesus was ready to return to His Father in Heaven, He gave His twelve apostles a special order or command.** This is called the Great Commission. Have someone read Mark 16:15, 16 aloud.

Can you identify a familiar word in the word "commission?" (Mission.) **A mission is a special task given to a person by an authority. What are the people who go on a "mission" for Jesus called?** (Missionaries.) **How much do you know about the special missionaries our church supports?**

Study It

(10 minutes)

Purpose
Discuss missionaries supported by your church

Materials
Optional: pictures, maps, or other information about missionaries supported by your church

Do It

If you have pictures, maps, or other information about these missionaries, let the group look at them as you discuss the missionaries. Talk about individuals. Have you ever met them? Where do they work? What type of work do they do? Do their children go to English-speaking schools or attend national schools with the citizens of the country? What type of food do you think they eat? What might they do for fun?

Optional: If you have time, pray for each one of them by name,

mentioning their particular needs. Remind your students to pray for these missionaries each day.

Optional: Use pictures of these people and maps of the countries where they work to make a room bulletin board to encourage student participation.

Optional: Get a list of the names and ages of the missionary's children and start a class project. Allow each student to choose a missionary child as a pen pal. You'll need to provide addresses and perhaps special instructions for postage and international mailing.

Have you ever been excited over getting to see someone—a favorite relative, a good friend from camp, or a neighbor who moved away—someone you thought you would never see again, or at least not for a long time? Let your group respond briefly. **If so, then you know how Jesus' friends must have felt when they saw Him die on the cross and heard that He was alive again.**

Express It

(20 minutes)

Purpose
Find out to whom Jesus appeared after His resurrection

Materials
Bibles
"By All Appearances" Activity Sheet

Prepare It

Photocopy activity sheet—one per student

Do It

In that dark hour when Jesus was crucified, the apostles and other followers were very sad. They did not realize Jesus would be raised from the dead. They feared that the enemies of Jesus would be after them, too, and so they shut themselves in a room in Jerusalem. At that time they had no hope.

Distribute copies of the "By All Appearances" activity sheet. Have students form pairs and work together to complete this exercise. **When you are done, we will talk about the people together.**

Answers are: MAGDALENE, WOMEN, CLEOPAS, SIMON, DISCIPLES, THOMAS, FRIENDS, DISCIPLES, FIVE HUNDRED, JAMES, APOSTLES. You can share some of the following information with your class.

Mary Magdalene was a woman from whom Jesus had driven seven demons. She thought that someone had stolen Jesus' body. When she saw Jesus, she didn't recognize Him. She thought He was the gardener. How delighted she must have been when she realized it was Jesus who was talking to her!

The book of Mark tells us that the other women to whom Jesus appeared were Mary the mother of James, and Salome. After they met Jesus they joyfully hurried to tell His disciples that Jesus was alive and going ahead of them into Galilee, where they would see Him.

Cleopas and his friend were on their way home to Emmaus from Jerusalem. They were sad because of Jesus' death. They evidently knew about the empty tomb, but didn't believe that Jesus was alive and they didn't realize how important the resurrection was to their salvation. Jesus took the time to explain how the Scriptures applied to himself and the events surrounding His ministry, death, and resurrection. It was only at the end of their journey that they recognized Him. When they did, they rushed back to Jerusalem to tell the other disciples.

The Gospels don't tell us details about Peter meeting Jesus. Jesus was concerned about Peter after his denial and wanted to assure him he was forgiven.

When Jesus suddenly appeared among them in the locked room in Jerusalem, the ten disciples and His other followers were terrified. They thought Jesus was a ghost. They wavered between joy and doubt. To prove His reality, Jesus ate a piece of broiled fish while they watched.

Although Thomas was one of the twelve, he was not present when Jesus appeared to the others on the night of His resurrection. But when Jesus appeared and singled him out by showing Thomas the wounds in His hands and side, Thomas made a sincere declaration of faith, calling Jesus "My Lord and My God."

When Jesus first appeared to seven disciples fishing on the Sea of Galilee, they did not recognize Him. It was only after He told them how to miraculously fill their empty net to overflowing that they understood who He was. On this same occasion, Jesus had prepared breakfast for them on the beach. He spent special time with Peter and helped him repent of his sin of denying Jesus and reinstated him to full commitment to Jesus and His plan for mankind.

Jesus' resurrection brought a new command from Him to His disciples. He told them that He had been given all power and authority. They were to carry on His work on Earth now that He was going back to be with His Father. They were to go and make followers of all nations, baptizing them and teaching them to obey everything He had commanded them.

Later, Jesus appeared to five hundred followers at one time. This vast number of witnesses was reliable proof that He was alive.

The James mentioned in 1 Corinthians 15:7 is the half brother of Jesus. Although he had not believed in Jesus before the resurrection, now James not only joined the disciples but became and outstanding leader of the church in Jerusalem.

At last after forty days, Jesus left His followers to return to His Father in Heaven. Two angels promised that someday He would return visibly and physically to the earth and the people He had died to redeem.

Check out Acts 1:12. What did the followers of Jesus do after Jesus was taken into Heaven? (Returned to Jerusalem.) They went back to the upstairs room where they were staying to await the coming of the Holy Spirit, as God promised through Jesus.

Earlier in His ministry, Jesus had given His disciples a commission to go out by twos and preach and heal the people of Israel. They obeyed Him. Now they were being sent into all the world. Let's look more closely at what Jesus told them to do.

▼ Live It ▲

(15-20 minutes)

Purpose
Learn more about the Great Commission and how to live it

Materials
Bibles
"The Great Commission" Activity Sheet
Copies of the words of the hymn "We've a Story to Tell to the Nations"

Prepare It

Photocopy activity sheet—one per student

Do It

Have students turn to Matthew 28:18-20 and read it in unison. Hand out copies of the "The Great Commission" activity sheet. Answers are: 1. TALK, JESUS, INVITE 2. WORLD CHRISTIAN 3. LEARN, PEOPLE, COUNTRIES, NEEDS 4. MISSIONARIES, PRAY 5. MONEY, MISSION, EXPENSES

The work Jesus assigned His followers was to be done in a definite way. They were to begin where they were [Jerusalem and Judea], spread out to the mixed peoples around them [Samaria], and continue to

the non-Jewish people [the ends of the earth.]

Joyfully, the apostles obeyed Jesus' command. The book of Acts tells us of their active lives in the service of Christ. The apostles were hardworking, conscientious men, but they were only human. In their short lifetime they could not possibly have traveled around the entire world to preach and teach and baptize people into Christ. But the apostles certainly made a good start. The people they taught went out and taught their children, and their children taught the next generation. **What do you think would happen if one generation would fail to teach the next about Jesus?** (There would be no more Christians; people would die as sinners and be separated forever from God.)

World Christians are people who look at and love the world the same way God does. They believe that God made everyone and loves them all. They see all people equally in need of the salvation Jesus provides and desire to have the good news about Him told to everyone.

World Christians obey Jesus' last command by learning about other people and countries in their world. They find out where the countries are and what the special needs of the people are.

World Christians don't just pray for God to "bless the missionaries," but learn about the individuals their church supports. They also pray for them regularly being specific in their requests and thanks. And even if they can't go to other countries to tell others about Jesus, they give money to help those who do.

You don't have to wait until you're a grown-up to do what Jesus wants you to do. Begin now to spread the good news. Then perhaps when you are older, you'll prepare to carry out the Lord's Word in another land.

Prayer/Praise

Close by reading or singing the words of the hymn, "We've a Story to Tell to the Nations."

By All Appearances

In each blank space write the name of the people to whom Jesus appeared.

The first by whom the living Lord was seen
was a woman named Mary _____ .
(Mark 16:9)

Mary Magdalene

Other _____ too, the risen Christ did meet;
They worshiped at their Master's feet.
(Matthew 28:8-10)

_____ and a friend, along the way
Met Jesus on His resurrection day.
(Luke 24:13-25)

Then _____ saw the risen Savior too;
His Master's promise had come true.
(Luke 24:34)

To the _____ Jesus showed His face,
And at their table found a welcome place.
(Luke 24:33-42)

Jesus

To help _____ understand
Jesus showed His nail-print hand.
(John 20:24-28)

James

Seven _____ fishing by Him were told
How to get all their net would hold.
(John 21:1-6)

On a mountain where they could see Him well
To his _____ , Jesus said, "Go and tell."
(Matthew 28:18-20)

_____ _____ of the brothers saw, as Jesus said,
That He was risen from the dead.
(1 Corinthians 15:6)

No doubt _____ felt joy and fear
When he saw the risen Lord so near.
(1 Corinthians 15:7)

The _____ who saw the Lord rise to the sky
Knew that Jesus' followers need never die.
(Acts 1:1-11)

Thomas

Art by Ron Wheeler

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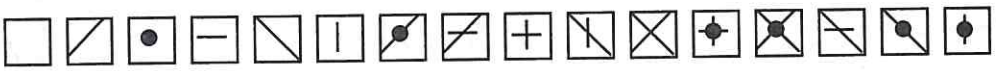
THE GREAT COMMISSION

• Jesus gave His followers a command before He returned to Heaven. It is found in Matthew 28:18-20.

• Use this code to discover ways you can carry out this Great Commission. Write the words on the lines above the code.



C K P V D L R W H M S X J N T Y

1. ___ A ___ ___ to my friends and relatives about ___ E ___ U ___ and

   I ___ ___ I ___ E ___ them to study and worship with my church.

2. Become a ___ O ___ ___ ___ ___ ___ ___ I ___ ___ I A ___ .

3. ___ E A ___ ___ about other world ___ E O ___ ___ E ___ and their

   ___ O U ___ ___ ___ I E ___ . Find out where they are and what their special

   ___ E E ___ ___ are.

4. Learn about individual ___ I ___ ___ I O ___ A ___ I E ___ and

   ___ ___ A ___ for them regularly.

5. Give ___ O ___ E ___ to help with ___ I ___ ___ I O ___

   E ___ ___ E ___ ___ E ___ .

Art by Dan Foote

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