

Mary Anoints Jesus; His Triumphant Entrance into Jerusalem

John 12:1-15



New Testament 5
Part 2: Jesus' Last Week

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 12:1-15; Matthew 21:4-11; 26:1-13; Mark 11:7-10; 14:1-9; Luke 19:35-38

MEMORY WORK:

YOUNGER CHILDREN: "I will love You, O Lord, my strength" (Psalm 18:1b).

OLDER CHILDREN: "I will love You, O Lord, my strength. I will call upon the Lord, who is worthy to be praised" (Psalm 18:1b,3a).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["O How I Love Jesus"](#)
- ["Children, Do You Love Jesus?"](#)
- ["They Cut Branches"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)

PERSONAL APPLICATION:

I can show Jesus I love Him in the ways that I worship Him.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What are some things you do for people who are special to you? If Jesus were here now, what would you do to show Him that He's special to you? In today's story, one woman and a great crowd did something very special for Jesus.

INTRODUCTION: (OLDER CHILDREN)

What are some things you do for people who are special to you? If Jesus were here now, what would you do to show Him that He's special to you? In our lesson today, we will learn how a very good friend of Jesus and a great crowd of people showed their love for Jesus in special ways.

POINTS TO EMPHASIZE:

1. On the Sunday before His death, Jesus rode into Jerusalem on a donkey colt. This was not only a sign of humility, but also a fulfillment of a well-known Messianic prophecy (Zechariah 9:9). Crowds of people, in the city for the Passover, came out to see Jesus. They spread their garments on the road, which was one way to express respect to Jesus. They waved palm branches which "they had cut from the fields" (Mark 11:8) on the road from Bethany to Jerusalem, as if they were greeting a king returning from a triumphant battle. The crowd cried out, "**Hosanna!** Blessed is He who comes in the name of the Lord, even the King of Israel," which is a quote from Psalm 118:26.



"**Hosanna**" means "Save now." The reference to "the son of David" or "the king of Israel" (from Psalm 118) makes it clear that the crowd believed Jesus was the long-awaited Messiah.



RECOMMENDED READING FOR TEACHERS: For relevant articles to this story, see "**Hosanna!**" by Dave Miller, and "**A Donkey and Her Colt**" and "**Did Jesus 'Find' a Donkey on Which to Ride?**" by Eric Lyons on the Apologetics Press Web site for a discussion about.

2. Imagine that a news network has just announced that the president is coming to your town. What would he be wearing? How would he be traveling? How would the crowds meet him? As Jesus came into Jerusalem, what do you think He was wearing? How did He travel? How did the crowds greet Him?
3. If Jesus came to your town would you want to go see Him? What if He came to visit you at your house? Would you find some way to tell Him that you love Him? That's what Mary did with her expensive gift and that's what the crowd did with their palm branches and praise. What are some ways that we can show Jesus that we love Him? [We show Jesus that we love Him by obeying Him in everything we do (John 14:15)—by worshipping Him correctly, helping others, trying not to sin, etc.]

PRESCHOOL TEACHERS: Teach the lesson to this point on Sunday and the remainder of the lesson on Wednesday night.

4. After Jesus raised Lazarus from the dead, the Jews who hated Him became even more determined to kill Him. He went to the small town of Ephraim for awhile with His disciples (John 11:54). When the time for **Passover** came, Jesus started toward Jerusalem. Knowing that He did not have much time left before His death, Jesus continued to teach and help the sick and needy, often repeating things He had taught before.



Passover: the time when the Jews remembered God’s deliverance of the Israelites from Egyptian slavery (when God passed over the doors of the Israelites). It was a feast that lasted seven days.

5. A few days before Passover was to begin, Jesus and His disciples went to the nearby village of Bethany, the hometown of His special friends, Mary, Martha, and Lazarus. A man known as **Simon the leper** provided a special supper (or banquet) for Jesus and the apostles. It was not uncommon for special religious teachers to be invited into someone’s home for a banquet in their honor. Lazarus was reclining at the table with the other men and Martha was busy serving, as was her habit (Luke 10:38-42).



NOTE: Regarding Simon the leper (mentioned in Matthew 26:6), Jesus may have healed Simon of his leprosy earlier. He obviously was not a leper at the time of this meal, or he would not have been allowed in his home, surrounded by people. [Simon was a very common name, so the label (“the leper”) was added to this one’s name to indicate exactly which Simon ate with Jesus.]

6. Martha’s sister Mary had prepared a special gift for Jesus. Perhaps Mary understood better than even the disciples the torture and death that awaited Jesus in Jerusalem. (Jesus was crucified as if He were a criminal, with criminals. The bodies of convicted and executed criminals were often buried without any preparation or anointing.) She came into the room where the men were eating, stooped down at Jesus’ feet, broke a very expensive alabaster jar of perfume (**spikenard**), and poured it over His feet and head. Mary sat at Jesus’ feet, in a room full of men. She let down her hair and wiped His feet with it.



“Nard” (or spikenard): an expensive, rare perfume made from the head of an East Indian plant. A “pound” probably cost a year’s wages!

Mark and Matthew say that Mary anointed “his head,” while John says it was “his feet.” Apparently Mary anointed both Jesus’ head and feet, as is indicated in two reliable manuscripts of the book of John.

7. While some of the apostles grumbled about what a waste this was, the one who objected the most was Judas, who was to betray Jesus—and who had already been stealing from the apostles’ treasury bag. Jesus praised Mary and told the disciples to leave her alone; she was doing what she could to prepare His body for His death. There would always be poor people to help, He told them, but He would not be with them much longer. Mary’s gift and her actions were her way of worshipping Jesus and showing Him her love.



RECOMMENDED READING FOR TEACHERS: See the article “[Veils, Footwashing, and the Holy Kiss](#)” by Dave Miller on the Apologetics Press Web site for a discussion about whether Christians are commanded to engage in those practices, which are mentioned in Scripture.



NOTE: Mary’s special gift is mentioned in Mark, Matthew, and John. The woman who made a similar gift, as recorded in Luke 7:37-39, is not the same woman, though there are some similarities.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Mary Anoints Jesus Coloring Sheet”](#) (provided in activity sheets)
- Cut a 9” x 12” piece of green construction paper in half lengthwise. Cut shapes of palm branches and help children “fringe” each branch with scissors. Write along the edge of the branches: “I can show Jesus that I love Him.” Let one child ride a stick horse (donkey) while the other children wave palm branches.
- 2- through 4-year-olds: Cut a coloring page about this story into the shape of a leaf (or glue a coloring page onto a leaf shape). Provide one for each child in the class. Cut each leaf into puzzle pieces; let the children put their puzzles together. Provide baggies for the children to take their puzzles home. (“[Palm Branch Cutout](#)” provided in the activity sheets)
- 5-year-olds: Write the memory verse on large leaves cut from green card stock (one for each child). Cut each leaf into puzzle pieces; let the children put their puzzles together, then say the verse. Provide baggies for children to take their puzzles home. (“[Palm Branch Cutout](#)” provided in the activity sheets)
- Make 8-10 “donkey” and “Jesus” cutouts. Write review questions about the lesson on the donkeys and answers to the questions on the “Jesus” cutouts. Read the questions to the children and help them match each “Jesus” figure to the correct donkey. (“[Donkey Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)
- On a wall or board in the classroom, have a large picture of “Jesus.” Above the picture, write the words, “I can show Jesus that I love Him.” Make enough heart cutouts for each child in the class. Let the children tell you things they can do to show Jesus they love Him (include things we do in worship). Write them on the hearts and tape them around the picture of Jesus. (“[Heart Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)

1st-2nd Graders:

- Play “Hang Man” with clues from the lesson.
- [“Mary Anoints Jesus Word Search”](#) (provided in activity sheets)
- Make 8-10 “donkey” and “Jesus” cutouts. Write review questions about the lesson on the donkeys and answers to the questions on the “Jesus” cutouts. Read the questions to the children and help them match each “Jesus” figure to the correct donkey. (“[Donkey Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)
- On a wall or board in the classroom, have a large picture of “Jesus.” Above the picture, write

the words, “I can show Jesus that I love Him.” Make enough heart cutouts for each child in the class. Divide the class into two or three groups. Let the groups discuss things they can do to show Jesus they love Him (include things we do in worship). Write them on the hearts and tape them around the picture of Jesus. (“[Heart Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)

3rd-4th Graders:

- Play “Hang Man” with clues from lesson.
- “[Mary Anoints Jesus Word Search](#)” (provided in activity sheets)
- Make 8-10 “donkey” and “Jesus” cutouts. Write review questions about the lesson on the donkeys and answers to the questions on the “Jesus” cutouts. Read the questions to the children and help them match each “Jesus” figure to the correct donkey. (“[Donkey Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)
- On a wall or board in the classroom, have a large picture of “Jesus.” Above the picture, write the words, “I can show Jesus that I love Him.” Make enough heart cutouts for each child in the class. Divide the class into two or three groups. Let the groups discuss things they can do to show Jesus they love Him (include things we do in worship). Write them on the hearts and tape them around the picture of Jesus. (“[Heart Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)
- Have the children read the following:
 - Mark 11, as well as John 12, Matthew 21 and 26, Mark 14, and Luke 19 if they did not do so in year 1 or 2 of the curriculum.
 - *Jesus Enters Jerusalem*, by Jane L. Fryar, Arch books (DISCLAIMERS: skip the note to parents)
 - *If Jesus Came to My House*, by Joan G. Thomas, Harper Collins Publishers (DISCLAIMER: Skip two pages depicting worship. You could tape them together.)
 - *The Most Wonderful King*, by Dave Hill, Arch books (DISCLAIMER: skip the note to parents)
 - *Jesus Does Miracles and Heals People*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMER: skip pp. 40-41, or read Matthew 16:13-19 from a better translation while showing the children the pictures)

SONGS:

“CHILDREN, DO YOU LOVE JESUS?” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

(This song can be combined with the Chorus to “O How I Love Jesus” or sung alone.)

VERSE 1:

Teacher and boys: Girls, do you love Jesus?

Girls: Oh, yes we love Jesus.

Teacher and boys: Are you sure you love Jesus?

Girls: Yes, we’re sure we love Jesus.

Teacher and boys: Tell us why you love Jesus.

Girls: This is why we love Jesus,

All: Because He first loved me.

CHORUS:

Oh, how I love Jesus; (3X)

Because He first loved me.

VERSE 2:

Teacher and girls: Boys, do you love Jesus?

Boys: Oh, yes we love Jesus.

Teacher and girls: Are you sure you love Jesus?

Boys: Yes, we're sure we love Jesus.

Teacher and girls: Tell us why you love Jesus.

Boys: This is why we love Jesus,

All: Because He first loved me.

(CHORUS)

VERSE 3:

Teacher: Children, do you love Jesus?

Children: Oh, yes we love Jesus.

Teacher: Are you sure you love Jesus?

Children: Yes, we're sure we love Jesus.

Teacher: Tell me why you love Jesus.

Children: This is why we love Jesus,

All: Because He first loved me.

(CHORUS)

“THEY CUT BRANCHES” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mulberry Bush”)

They cut the branches from the trees, from the trees, from the trees.
They cut the branches from the trees, and spread them on the road.
They cut the branches from the trees, from the trees, from the trees.
They cut the branches from the trees. Mark eleven and verse eight.

“O HOW I LOVE JESUS” ([Click to Hear](#))

Author: Frederick Whitfield

(Tune: See church song book)

VERSE 1:

There is a name I love to hear,

I love to sing its worth.

It sounds like music in mine ear,

the sweetest name on Earth.

CHORUS:

O how I love Jesus, (3X)

Because He first loved me.

VERSE 2:

It tells me of a Savior's love,

Who died to set me free;

It tells me of His precious blood,
The sinner's perfect plea.

(CHORUS)

VERSE 3:

It tells of One whose loving heart,
Can feel my deepest woe;
Who in each sorrow bears a part,
That none can bear below.

(CHORUS)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



Mary Anoints Jesus; His Triumphant Entrance into Jerusalem

John 12:1-15



New Testament 5
Part 2: Jesus' Last Week

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 12:1-15; Matthew 21:4-11; 26:1-13; Mark 11:7-10; 14:1-9; Luke 19:35-38

MEMORY WORK:

YOUNGER CHILDREN: "I will love You, O Lord, my strength" (Psalm 18:1b).

OLDER CHILDREN: "I will love You, O Lord, my strength. I will call upon the Lord, who is worthy to be praised" (Psalm 18:1b,3a).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["O, How I Love Jesus"](#)
- ["Children, Do You Love Jesus?"](#)
- ["They Cut Branches"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)

PERSONAL APPLICATION:

I can show Jesus I love Him in the ways that I worship Him.



INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Last Supper/ the Lord's Supper

Matthew 26:17-29



New Testament 5
Part 2: Jesus' Last Week

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 26:17-29; Mark 14:12-17,22-25; Luke 22:7-20; 1 Corinthians 11:23-26

MEMORY WORK:

YOUNGER CHILDREN: "Do this in remembrance of Me" (1 Corinthians 11:24b).

OLDER CHILDREN: "And when He had given thanks, He broke it and said, 'Take, eat; this is My body which is broken for you; do this in remembrance of Me'" (1 Corinthians 11:24).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Jesus Loves Me"](#)
- ["Make Me A Servant"](#)
- ["Tis Set, The Feast Divine"](#)
- ["Thus Remember Me"](#)
- ["Why Did My Savior Come to Earth?"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)
- Pictures of national memorials (Washington Monument, Lincoln Memorial, etc.)



PERSONAL APPLICATION:

When the Lord's Supper is served, I will be respectful and quiet, and think about Jesus.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week's lesson.

When something special happens that we want to remember, we take pictures and talk about it so we don't forget it (e.g., when your mom and dad got married, when you were born, a special trip you took, etc.). Jesus was about to do something very important, and He wanted His disciples (and us) to remember Him every week.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Show pictures of different national memorials, discussing what they mean and why they were built. People have used memorials for thousands of years so they would not forget important events/people. God even commanded His people in the Old Testament to build memorials. Jesus knew it would be very important for His Church (Christians) to remember His sacrifice—so He started a memorial to help us remember.

POINTS TO EMPHASIZE:

1. On Thursday during Jesus' final week on Earth, He sent Peter and John into Jerusalem to prepare for the Passover meal, which would begin at sunset that day. Jesus wanted to spend the last precious hours of His life with those closest to Him—His apostles. Jesus told them that when they went into town, they would see a man carrying a water pitcher and that he would show them to an upstairs room. When the meal was ready that evening, Jesus went to the upper room with the Twelve. [Note His sorrowful statement in Luke 22:15-16.]

HISTORICAL NOTES: A **man** carrying a water pitcher would have been very noticeable since it was normally the job of **women** to get and carry water.

The Passover meal was eaten on the evening of the 14th day of the first month of the Jewish religious calendar (a lunar calendar), followed by the Feast of Unleavened Bread, which lasted for seven days. On our calendar, Passover falls in late March and early April. By New Testament times, these feasts were not only religious celebrations; they had turned into a big spring festival.

RECOMMENDED READING FOR TEACHERS: See the article "[Does the Bible Contradict Itself Regarding the Day of the Crucifixion?](#)" by Jeff Miller on the Apologetics Press Web site for a discussion about an alleged biblical contradiction regarding when the Last Supper took place in comparison to the crucifixion.



2. During the supper (Passover meal), Jesus taught His apostles about the importance of having a servant attitude, rather than an attitude that “lords” over others. He rose, took a towel and a basin of water, and began to wash the apostles’ feet. (Taking off His outer garment/cloak was an additional sign that He was a servant.)



RECOMMENDED READING FOR TEACHERS: See the article “[Veils, Footwashing, and the Holy Kiss](#)” by Dave Miller on the Apologetics Press Web site for a discussion about whether Christians are commanded to engage in those practices, which are mentioned in Scripture.

3. He then taught them a special lesson using the unleavened bread and the “fruit of the vine” that were part of the Passover meal. He said they should take these same things as part of a memorial to Him when He was no longer with them, i.e., after He died. Jesus broke the bread as He said that His own body would be broken. He said the “fruit of the vine” (or “the cup”) was a symbol of His blood, which would soon be shed so that all people could be forgiven of their sins. [It was also to be shed to begin a new covenant, or agreement, between God and His chosen people (i.e., the New Testament).] He told the apostles, “Do this [eat the unleavened bread and drink the “fruit of the vine”] in remembrance of Me.”



HISTORICAL NOTE: The Christians in Corinth abused this special time of worship, stuffing themselves with food and drink as if they were having a real meal instead of remembering Jesus’ death. In 2 Corinthians 11, Paul scolded the Corinthian Christians for their disrespect and dishonor toward Jesus.



RECOMMENDED READING FOR TEACHERS: See the articles “[Sunday and the Lord’s Supper](#)” by Dave Miller and “[What is the ‘Fruit of the Vine’?](#)” and “[What Kind of Bread did Jesus Use to Institute the Last Supper?](#)” by Kyle Butt on the Apologetics Press Web site for discussions about important elements of the Last Supper and the Lord’s Supper.

4. The Bible tells us that every first day of the week—Sunday—Christians are to copy what Jesus did at this “last supper” (Acts 20:7). The Lord’s Supper is a very important part of our worship to God each Sunday. As Christians take the bread and the fruit of the vine, we are to remember Jesus’ unselfish death on the cross that allows us to be forgiven of our sins (Matthew 20:28). [If children ask why they cannot take the Lord’s Supper, explain that it is only for those who have been baptized, who understand why Jesus died and what it means to them, etc.]



RECOMMENDED READING FOR TEACHERS: See the articles “[Did Paul want Christians to Come Together on Saturday or Sunday?](#)” and “[‘Breaking Bread’ on the ‘First Day’ of the Week](#)” by Eric Lyons on the Apologetics Press Web site for discussions about the phrase “breaking bread” and why we take the Lord’s Supper each Sunday.

5. The Lord's Supper is meant to **remind** us every week of Christ's sacrifice—what God did to give us forgiveness of sins and allow us to go to heaven.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- [“The Last Supper Coloring Sheet”](#) (provided in activity sheets)
- Bring a plastic dishpan and towel to show how Jesus washed the apostles' feet.
- Bring items that “bring back memories” to share with the class. As you show these items, talk about what they help you remember. Discuss how Jesus wants Christians to remember what He did for us by taking the Lord's Supper each week.
- Sit in a circle with the children. Say the first book of the New Testament. Ask the child on your right to say the second book, the next child say the third, and so on until all the New Testament books have been said. **Or** roll a ball to each child, one at a time, and have him/her say the next book.
- For two and three year olds: On an 8½ x 11 inch piece of paper, use dots to make the outline of a cross so that the children can trace the outline (connect the dots). Make a copy on cardstock or construction paper for each child. Write the memory verse on each cross. Help the children cut out their crosses. Glue a small magnetic piece (or use magnetic tape) to the backs of the crosses. ([“Connect the Dot Cross Activity”](#) provided in activity sheets)
- For four and five year olds: On an 8½ x 11 inch piece of paper, use dots to make the outline of the words in the memory verse so that the children can trace the words (connect the dots). Make a copy on cardstock or construction paper for each child.

1st-2nd Graders:

- Divide the class into two teams and play “Tic-Tac-Toe” with clues from this and last week's lessons.
- Bring items that “bring back memories” to share with the class. As you show these items, talk about what they help you remember. Discuss how Jesus wants Christians to remember what He did for us by taking the Lord's Supper each week.
- Memory Verse Review: Write the words from this week's and last week's memory verses on index cards, one or two words per card. Make several sets. Separate the verses in separate plastic bags. Have children work in groups to put the words in the correct order. ([“Lesson 7 Memory Verse Cutouts”](#) and [“Lesson 8 Memory Verse Cutouts”](#) provided in activity sheets)
- Give each child a piece of cardstock/construction paper that has the outline of a cross printed on it. Ask the children to write, “Do this in remembrance of Me” on their crosses. Ask the children to cut out their crosses and glue a magnetic piece to the backs of their crosses. ([“Connect the Dot Cross Activity”](#) provided in activity sheets)

3rd-4th Graders:

- Divide the class into two teams and play “Tic-Tac-Toe” with clues from this and last week's lessons.
- Bring items that “bring back memories” to share with the class. As you show these items, talk about what they help you remember. Discuss how Jesus wants Christians to remember what

He did for us by taking the Lord's Supper each week.

- Memory Verse Review: Write the words from this week's and last week's memory verses on index cards, one or two words per card. Make several sets. Separate the verses in separate plastic bags. Have children work in groups to put the words in the correct order. ("[Lesson 7 Memory Verse Cutouts](#)" and "[Lesson 8 Memory Verse Cutouts](#)" provided in activity sheets)
- Give each child a piece of cardstock/construction paper that has the outline of a cross printed on it. Ask the children to write, "Do this in remembrance of Me" on their crosses. Ask the children to cut out their crosses and glue a magnetic piece to the backs of their crosses. ("[Connect the Dot Cross Activity](#)" provided in activity sheets)
- Have the children read the following:
 - 1 Corinthians 11
 - "The Lord's Supper" article from the [August, 2013](#) issue of *Discovery Magazine*
 - "Food That Helps Us Remember" article from the [February, 2007](#) issue of *Discovery Magazine*
 - "Who Wants to Wash Feet?" article from the [August, 2002](#) issue of *Discovery Magazine*
 - *Bethany Learns About the Lord's Supper*, by Vicky Billings
 - *Jesus Is Risen*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: p. 15—change "wine" to "fruit of the vine"; p. 43—change "power" to "your kingdom" and change "wine" to "vinegar" in both places it occurs; p. 53—note that the holes would have been in Jesus' wrists)
 - *Jesus Washes Peter's Feet*, by Glynis Belec, Arch books

SONGS:

"JESUS LOVES ME" ([Click to Hear](#))

Author: Anna B. Warner

Jesus loves me this I know.
For the Bible tells me so.
Little ones to Him belong.
They are weak but He is strong.

CHORUS:

Yes Jesus loves me.
Yes Jesus loves me.
Yes Jesus loves me.
The Bible tells me so.

Jesus love me when I'm good.
When I do the things I should.
Jesus loves me when I'm bad,
Though it make Him very sad.

(CHORUS)

“MAKE ME A SERVANT” ([Click to Hear](#))

Author: Unknown*
(Tune: See Internet)

Make me a servant,
Lord, make me like you.
For you are a servant,
Make me one, too.

Make me a servant,
Do what you must do.
To make me a servant,
Make me like you.

“’TIS SET, THE FEAST DIVINE”

Author: Lloyd Sanderson
(Tune: See church song book)

[See Internet or church song book for lyrics]

“THUS REMEMBER ME”

Author: Lloyd Sanderson
(Tune: See church song book)

[See Internet or church song book for lyrics]

“WHY DID MY SAVIOR COME TO EARTH?” ([Click to Hear](#))

Author: James Dailey
(Tune: See church song book)

VERSE 1:

Why did my Savior come to Earth,
and to the humble go?
Why did He choose a lowly birth?
Because He loved me so.

CHORUS:

He loved me so!
He loved me so!
He gave His precious life for me, for me,
Because He loved me so!

VERSE 2:

Why did He drink the bitter cup,
Of sorrow, pain, and woe?

Why on the cross be lifted up?
Because He loved me so.

(CHORUS)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



The Last Supper/ The Lord's Supper

Matthew 26:17-29



New Testament 5
Part 2: Jesus' Last Week

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 26:17-29; Mark 14:12-17,22-25; Luke 22:7-20; 1 Corinthians 11:23-26

MEMORY WORK:

YOUNGER CHILDREN: "Do this in remembrance of Me" (1 Corinthians 11:24b).

OLDER CHILDREN: "And when He had given thanks, He broke it and said, 'Take, eat; this is My body which is broken for you; do this in remembrance of Me'" (1 Corinthians 11:24).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Jesus Loves Me"](#)
- ["Make Me A Servant"](#)
- ["Tis Set, The Feast Divine"](#)
- ["Thus Remember Me"](#)
- ["Why Did My Savior Come to Earth?"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)
- Pictures of national memorials (Washington Monument, Lincoln Memorial, etc.)



PERSONAL APPLICATION:

When the Lord's Supper is served, I will be respectful and quiet, and think about Jesus.

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under "N.T. 5 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday's lesson (see [N.T. 5 Review Questions](#) for example questions)

Spend most of the class time talking about Jesus washing the apostles' feet. He used His last



RECOMMENDED READING FOR TEACHERS: See the article "[Veils, Footwashing, and the Holy Kiss](#)" by Dave Miller on the Apologetics Press Web site for a discussion about whether Christians are expected to engage in those practices, which are mentioned in Scripture.

few hours with them to teach them a personal object lesson: "If I then, the Lord and the Teacher, washed your feet, you also ought to wash one another's feet. For I gave you an example that you also should do as I did to you." None of us is more important than the other. All of us should serve/help each another. Read and explain Mark 10:44-45 to the students.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning's lesson.

On a piece of construction paper or cardstock, print the words, "I can be a servant." Tape/glue a picture of each child on his/her paper and help them write (or let them write) ways they can serve others. [You will need to take each child's picture on Sunday (or contact the parents before Wednesday) so you can have the pictures printed and ready on Wednesday.]

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus Prays for His Disciples and for Himself

John 17



New Testament 5
Part 2: Jesus' Last Week

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 17; Matthew 26:36-44; Mark 14:32-42; Luke 22:39-46

MEMORY WORK:

YOUNGER CHILDREN: "Pray without ceasing" (1 Thessalonians 5:17).

OLDER CHILDREN: "Be anxious for nothing, but in everything by prayer and supplication, with thanksgiving, let your requests be made known to God" (Philippians 4:6).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["My God is So Big!"](#)
- ["Whisper a Prayer"](#)
- ["We Can Talk to God"](#)
- ["Time to Talk to God"](#)
- ["Jesus Taught Us How to Pray"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)
- Images from [freebibleimages.org](#) on Jesus' [prayer](#) in the Garden and [betrayal](#) by Judas



PERSONAL APPLICATION:

I can talk to God in prayer at any time, anywhere. Prayer is a very important part of my worship, but it should also be an important part of my life every day.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week's lesson.

Have you ever been very afraid or upset about something? What do you do to help you feel better? Jesus knew that He was getting ready to die on the cross. He needed help to get through this. What do you think He did? Let's listen and find out, because what He did is something we can and should do every day.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

What is prayer? Jesus spent a lot of time in prayer, and He prayed for many different things. He was about to face the hardest part of His life on this earth—dying on the cross—and He knew He needed God's help to get through it. Today we're going to talk about Jesus' prayer and see what we can learn from His example.

POINTS TO EMPHASIZE:

1. After Jesus and the apostles ate their last supper together, Jesus had told them to remember Him by the special breaking of **unleavened** bread and drinking of the fruit of the vine. [Christians remember Jesus and His death every Sunday, eating unleavened bread and drinking the fruit of the vine (usually grape juice).] The apostles sang songs of praise to God and walked about 15 minutes toward the Garden of Gethsemane, near the Mount of Olives. As they walked, Jesus talked to the 11 apostles (Judas left during the meal) as recorded in John 14-16.



NOTE: “Unleavened” bread is flat bread, i.e., bread without yeast. After the Passover meal, it was traditional for Jews to sing psalms and hymns from Psalms 113-118, also known as the “Hallel.”

2. They crossed the Kidron Valley where a brook flowed during the rainy season (winter). [At that time of year, in March or April, the brook would most likely have been dry or nearly dry.] Just outside the Garden, Jesus took time to talk to His Father (John 17). He prayed:
 - That His apostles would continue His work after He died.
 - That His apostles would be strong and work together well (be unified).
 - That His apostles would love one another.
 - For those who would believe in Him because of His apostles, and for all Christians who would live in the future, i.e., the Church.
 - For Himself (John 17:1-5).

(Luke recorded more instances when Jesus prayed, but John 17 is the longest recorded prayer of Jesus.)



RECOMMENDED READING FOR TEACHERS: See the article “[Unity, Division, Doctrine, and Jesus’ Prayer](#)” by Dave Miller on the Apologetics Press Web site for a discussion about the biblical doctrine of unity.

3. Jesus and His apostles walked on to the Garden of **Gethsemane**—a place where they had been together many times before. They probably arrived there around 10:00 or 11:00 P.M.



NOTE: “Gethsemane” means “oil press”; the Garden probably included an olive grove. It was on the Mount of Olives, facing Jerusalem.

4. Jesus told eight of His apostles to stay at the entrance of the Garden and wait for Him. Then He took Peter, James, and John (His “inner circle,” i.e., the apostles closest to Him) a little farther into the Garden. He knew it would not be long until soldiers would come to take Him away and not long until He would be killed. Jesus was very sad (“My soul is exceedingly sorrowful”—Matthew 26:38). He asked Peter, James, and John to pray together while He went a little way off to pray by Himself. He wanted them to “stand watch,” like servants in charge of guarding the door of a house.
5. Jesus prayed the same thing three times: if it was possible, He asked God to take away the physical suffering He was expecting. But Jesus ended each prayer with “not My will but Yours be done.” He was not trying to avoid being killed, but He was dreading the physical suffering because Jesus was a man—just like the men around Him—and He felt the same things other people did (and still do). Jesus was in agony, praying fervently, with sweat “**like great drops of blood**” (Luke 22:44).



NOTE: “Sweat became like great drops of blood” could be a vivid word picture of how much He perspired, or it could refer to a real physical phenomenon. Under extreme stress, small capillaries under the skin can burst, resulting in actual bleeding. Whatever actually happened, it is impossible to adequately describe Jesus’ agony.



RECOMMENDED READING FOR TEACHERS: See the article “[Did Jesus Sweat Blood?](#)” by Dave Miller on the Apologetics Press Web site for a discussion about what Luke 22:44 could be referring to.

6. Instead of praying for strength, as Jesus had encouraged them to do, Peter, James, and John fell asleep. Luke 22:45 says they were “sleeping from sorrow.” Jesus came to them three times, after each of His prayers, and was very disappointed that they had fallen asleep each time. He knew that they needed prayer to help them be strong for the times when their faith would be tested. They did not give Jesus the support that He needed—support they had promised to give only a short time before. In fact, Peter had promised to die with Jesus!
7. Talking to His Father was very important to Jesus. He talked to God before and during every major event of His life (when He was baptized, after John the Baptist was killed, before He chose the 12, before He healed people, before He fed the multitudes, before His transfiguration, etc.). He prayed before daylight (Mark 1:35). He prayed alone in secluded places (wilderness—Luke 5:16; on a

mountain—Matthew 14:23). He even prayed all night sometimes (Luke 6:12). No doubt He talked to God throughout every day. To follow Jesus' example, we should talk to our heavenly Father throughout every day, too. "Pray without ceasing" (1 Thessalonians 5:17), which means to always have and keep a practice of prayer.

8. God can and will help us be strong so we can get through times when we are sad, or upset, or hurt. No problem is too big or too small for God.



RECOMMENDED READING FOR TEACHERS: See the article "[Defending the Bible's Position on Prayer](#)" by Kyle Butt on the Apologetics Press Web site for a discussion about attacks made on the Bible's teachings about prayer.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#)

Ages 2-5:

- "[Jesus Prays in the Garden of Gethsemane Coloring Sheet](#)" (provided in activity sheets)
- Prayer Garden: For each child, provide a drawing of garden rows on 8½ x 11 sheets of paper. Write "My Prayer Garden" on the top of each paper. On each "row," let the children glue a little sign on half of a Popsicle® stick. Instead of using the word "carrots" on a sign, for example, the words "my family" or "my friend _____," etc. could be used.
- "Simon Says" or "Mother, May I?" game to emphasize obedience.
- Have pictures of different scenarios children may face during the day (getting hurt, playing with friends, someone being mean, eating, riding in car, etc.) and discuss with them what they might pray for in each situation. (You can write scenarios on index cards instead of having pictures.) ("[Pictures of Scenarios to Pray For Activity](#)" provided in activity sheets)

1st-2nd Graders:

- Bible Alphabet Soup game: Divide the class into teams. Give each team a set of alphabet letters (like the magnetic ones for refrigerators). Give the teams clues from this and previous lessons, and ask them to use the letters to spell the answers.
- "[Jesus Prays Crossword Puzzle](#)" (provided in activity sheets)
- Write main events from this and the first two lessons in this unit on construction paper. Have the children put the events in the correct chronological order. Make several sets so the children can work in small groups. ("[Chronological Events Activity](#)" provided in activity sheets)
- Have pictures of different scenarios children may face during the day (getting hurt, playing with friends, someone being mean, eating, riding in car, etc.) and discuss with them what they might pray for in each situation. (You can write scenarios on index cards instead of having pictures.) ("[Pictures of Scenarios to Pray For Activity](#)" provided in activity sheets)

3rd-4th Graders:

- Bible Alphabet Soup game: Divide the class into teams. Give each team a set of alphabet letters (like the magnetic ones for refrigerators). Give the teams clues from this and previous

- lessons, and ask them to use the letters to spell the answers.
- [“Jesus Prays Crossword Puzzle”](#) (provided in activity sheets)
 - Help the children start a prayer journal. For each child, cut several sheets of copy paper in half and “bind” (staple, etc.) them with card stock on front and back to create a booklet. Let the children label/decorate it as their “Prayer Journal.” Have them write down things they are thankful for, people to pray for, requests they have, etc. Tell them to use this as they pray daily to help them remember what they want to pray for; they can even make notes next to items as prayers are answered.
 - Write main events from this and the first two lessons in this unit on construction paper. Have the children put the events in the correct chronological order. Make several sets so the children can work in small groups. ([“Chronological Events Activity”](#) provided in activity sheets)
 - On index cards write scenarios children face daily (taking a test, eating, visiting with friends, being asked to do something wrong, being told to do something by a parent that they don’t want to do, riding in a car, arguing with a friend, being tempted to cheat, lie, steal, etc.). Have the children draw one card at a time, and discuss with them what they might pray for in each situation. ([“Scenarios Children Face Index Card Activity”](#) provided in activity sheets)
 - Have the children read the following:
 - John 17
 - *Jesus Is Risen*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: p. 15—change “wine” to “fruit of the vine”; p. 43—change “power” to “your kingdom” and change “wine” to “vinegar” in both places it occurs; p. 53—note that the holes would have been in Jesus’ wrists)
 - “Talking to God” article from the [August, 2013](#) issue of *Discovery Magazine*

SONGS:

“MY GOD IS SO BIG!”

Author: Ruth Harms Calkin

[See Internet for words and tune]

“WHISPER A PRAYER” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

Whisper a prayer in the morning,
 Whisper a prayer at noon.
 Whisper a prayer in the evening,
 To keep your heart in tune.

God hears our prayers in the morning,
 God hears our prayers at noon.
 God hears our prayers in the evening,
 So keep your heart in tune.

“WE CAN TALK TO GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: “Farmer in the Dell”)

We can talk to God,
We should do it every day.
He knows what we’re doing, and,
He listens when we pray.

“TIME TO TALK TO GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: “All Through the Night”)

Now it’s time to talk to God, softly in prayer.
Not it’s time to ask a blessing, softly in prayer.
Bow your heads my little children, say your prayer to God in heaven.
Not it’s time to talk to God, softly in prayer.

“JESUS TAUGHT US HOW TO PRAY”([Click to Hear](#))

Author: Unknown*

(Tune: “Jesus Loves Me”)

Jesus taught us how to pray, to God our Father everyday;
Morning, noon, and night-time, too, we can pray and so can you.

Yes, we can pray! Yes, we can pray!
Yes, we can pray; to God through-out the day.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus Prays for His Disciples and for Himself

John 17



New Testament 5
Part 2: Jesus' Last Week

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 17; Matthew 26:36-44; Mark 14:32-42; Luke 22:39-46

MEMORY WORK:

YOUNGER CHILDREN: "Pray without ceasing" (1 Thessalonians 5:17).

OLDER CHILDREN: "Be anxious for nothing, but in everything by prayer and supplication, with thanksgiving, let your requests be made known to God" (Philippians 4:6).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["My God is So Big!"](#)
- ["Whisper a Prayer"](#)
- ["We Can Talk to God"](#)
- ["Time to Talk to God"](#)
- ["Jesus Taught Us How to Pray"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)
- Images from [freebibleimages.org](#) on Jesus' [prayer](#) in the Garden and [betrayal](#) by Judas



PERSONAL APPLICATION:

I can talk to God in prayer at any time, anywhere. Prayer is a very important part of my worship, but it should also be an important part of my life every day.

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

We can always ask God for help and for things we need. But we should also praise God in our prayers, pray for others, and thank God for all He has done and continues to do for us.

How do we praise God? Who are some people we should pray for? What are some things you want to thank God for?

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus' Trial and Crucifixion

Matthew 26:47-27:61



New Testament 5
Part 2: Jesus' Last Week

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 26:47-27:61; Mark 14:43-15:47; Luke 22:54-23:49; John 18:1-19:42

MEMORY WORK:

YOUNGER CHILDREN: "For God so loved the world that He gave His only begotten Son..." (John 3:16a).

OLDER CHILDREN: "For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life" (John 3:16).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["John 3:16"](#)
- ["Seven Sayings from the Cross"](#)
- ["Do You Know that Jesus Died?"](#)
- ["Jesus Loves Me"](#)
- ["J-E-S-U-S"](#)
- ["Jesus Betrayed and Denied"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)



PERSONAL APPLICATION:

YOUNGER CHILDREN: Jesus died for me.

OLDER CHILDREN: God loves me so much that He allowed His only Son to die so that I could be forgiven of my sins and go to heaven to be with Him when I become a Christian.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review with children many of the “good” things Jesus did while on Earth (healing, teaching, etc.). Even though Jesus did so many good things, His main purpose in coming to Earth was to die for us. Today we will talk about some sad things that happened to Jesus.

INTRODUCTION: (OLDER CHILDREN)

Review events in Jesus’ life leading up to this lesson (could use the “[Chronological Events Activity](#)” from Lesson 9 and the “[Chronological Order Activity](#)” from this lesson to review with class).

In our lesson today, we will talk about the events that happened before the crucifixion and death of Jesus.

POINTS TO EMPHASIZE:



NOTE: Use as much of the information about Jesus’ trial and death from this lesson and the Scriptures as you think is appropriate for your class. The gruesome details of the crucifixion can terrify and overwhelm many adults; our purpose is not to terrify or overwhelm the children! The main emphasis should be that He suffered a great deal, and did so willingly, because of His great love for us.

1. After Jesus finished praying in the Garden of Gethsemane, He told the 11 remaining apostles that “the hour” had come; He knew that terrible things would soon happen to Him. Jesus had hardly said those words when Judas, the disciple who decided to betray Jesus to the Jews for 30 pieces of silver, brought a large crowd to the Garden to arrest Jesus. Judas knew the place well because Jesus and the apostles often went to the Garden to pray. There were also the chief priests, officers of the Temple guard, and some of the “elders” of the Jewish people. Many in the crowd came with torches and lanterns; a number of them were armed with swords and clubs as if they were going after someone very dangerous.
2. Judas came up to Jesus and kissed Him on the cheek to show the soldiers who they were supposed to arrest. The apostles were naturally very afraid. Peter pulled out a sword, and, in a feeble attempt to defend Jesus, reached out and cut off the ear of a man named Malchus, a servant of the high priest. Jesus scolded Peter, telling him to put away his weapon. Then Jesus performed His last miracle before His death: He put the man’s ear back on! But even after they saw this miracle, right there in front of them, the soldiers still arrested Jesus and took Him away. Most of the frightened apostles ran away, leaving Jesus alone. Peter and John followed at a distance.

3. Jesus was first taken to Annas, a former **high priest** who obviously still had a lot of influence among the Jews. He was then taken to Caiaphas, the current high priest. “Now the chief priests, the elders, and all the council [or **Sanhedrin**, according to the Greek] sought false testimony against Jesus to put Him to death” (Matthew 26:59). His hands were tied like He was a criminal, and He was slapped by a Jewish official. He was blindfolded, insulted, and made fun of. By daybreak (sunrise the next day), the Jews thought they finally had enough information to take the next step.



NOTE: There were three stages of Jesus’ Jewish “trial”: one before Annas, one before the Sanhedrin with Caiaphas presiding, then another before the Sanhedrin after dawn. Only Luke records the third trial. The **high priest** was the chief religious official for the Jews, the man who was supposed to be the mediator between God and the Jews, under Mosaic Law. The **Sanhedrin** was the governing body (court) of the Jews. The 70 men of this special court could make decisions and judgments for the Jews on religious and moral matters, but, as subjects of the Roman Empire, they did not have the authority to condemn someone to death.



RECOMMENDED READING FOR TEACHERS: See the article “[Kangaroo Court](#)” by Kyle Butt on the Apologetics Press Web site for a discussion about the illegality of Jesus’ trial, and the article “[Does the Bible Contradict Itself Regarding the Day of the Crucifixion?](#)” by Jeff Miller on the Apologetics Press Web site for a discussion about an alleged biblical contradiction regarding when the Last Supper took place in comparison to the crucifixion.

4. The Jews sent Jesus to Pilate, the Roman governor (procurator) over Palestine, to have Him officially condemned and executed by the Roman government. After Pilate questioned Jesus, he couldn’t find enough evidence to convict Him of anything criminal, so he sent Jesus to Herod (the ruler/tetrarch of Galilee at the time), to try to “pass the buck.” Herod “hoped to see some miracle done by Him” (Luke 23:8). When Jesus would not perform a miracle or defend Himself in any way, Herod and his soldiers made fun of Him. Then Herod sent Jesus back to Pilate, dressed in a special robe. After questioning Jesus again, Pilate tried to convince the Jews that Jesus should be released. The angry mob asked him to instead release a convicted murderer, robber, and insurrectionist named Barabbas.



RECOMMENDED READING FOR TEACHERS: See the article “[Pilate—Lost and Found](#)” by Kyle Butt on the Apologetics Press Web site for a discussion about the historicity of Pilate.

5. Pilate ordered that Jesus be beaten (**scourged**). A scarlet robe was laid across His bloody back and a crown of thorns was pushed down on His head. Pilate brought Jesus back in front of the Jews and tried to release Him again, but they continued to scream that He be crucified.



HISTORICAL NOTE: Discuss scourging as is age appropriate. Bible scholar J.W. McGarvey says, concerning **scourging**: “We learn from Josephus and others that the law required that those about to be crucified should first be scourged. But Pilate hoped that scourging would suffice [Luke 23:16]. He believed that the more moderate would take pity upon Jesus when they viewed his scourged body, for scourging was so cruel a punishment that the condemned person often died under its infliction. The scourge was made of thongs loaded at the extremity with pieces of bone or metal. The condemned person was stripped and fastened to a low post, this bending the back so as to stretch the skin. Blood spurted at the first blow” [*The Fourfold Gospel: or A Harmony of the Four Gospels* (1914), p. 719].

6. Roman soldiers led the badly wounded and exhausted Jesus to a hill not far outside of Jerusalem known as Golgotha, which means “the skull” to be crucified. There Jesus was nailed to the cross (or cross bar) which He (and Simon of Cyrene) had been forced to carry. He was nailed to the cross (10 feet or less above the ground) and left to die between two criminals (convicted of **insurrection** and murder—possibly co-conspirators of Barabbas). Over Jesus’ cross, Pilate ordered that a sign be posted in three languages stating what He was being crucified for (Mark 15:26), a sign which read “Jesus of Nazareth, King of the Jews.” The chief priests wanted Pilate to change the sign to read, “**He said**, ‘I am the King of the Jews’” (John 19:21), but Pilate refused.



NOTE: Some commentaries say that condemned criminals normally carried the horizontal beam for their own cross—not the upright stake itself, which was left standing and used over and over.



RECOMMENDED READING FOR TEACHERS: See the article “[Antisemitism and the Crucifixion of Christ: Who Murdered Jesus?](#)” by Dave Miller on the Apologetics Press Web site for a discussion about whether the Jews and/or the Romans were responsible for Jesus’ death.



HISTORICAL NOTE: Discuss the crucifixion as is appropriate for the age group. There were different forms of crucifixion. “T” and “X” shapes were used, and in some cases the crucified was hung upside down. In some instances, the arms were tied to the cross, while in others, the wrists were nailed to the cross. The cross of Jesus is understood to have been of the “T” shape, and His wrists and feet were nailed to the cross, likely before the cross was dropped into the hole that would hold it over the following six hours. One nail went through both feet at the base of the cross. The torn flesh on the individual’s back (from the scourging) was left to rub against the rough, splintered wood of the cross. In spite of the loss of blood from these practices, crucifixion sometimes lasted for days before death came. Death generally occurred due to suffocation from not being able to position oneself to breathe due to fatigue, rather than from blood loss. In order to speed up the process, the legs of the crucified could be broken, causing rapid suffocation.



Insurrection: A rebellion, often against the government or persons in authority

7. As Jesus was suffering on the cross, four Roman soldiers were on duty (John 19:23), gambling for Jesus' clothing. (This was a common practice at executions, but it was also a fulfillment of prophecy about the Messiah—Psalm 22:18.) The soldiers, and many passersby, made fun of Jesus, challenging Him to save Himself (to come down off the cross), to prove that He really was the Son of God as He claimed. Apparently, only one of the apostles, John, was at the cross, but several women who had followed Jesus during His ministry were there, as well as His mother, Mary.
8. Some unusual things happened during the time that Jesus was on the cross:
 - three hours of darkness in the afternoon
 - an earthquake
 - tombs were opened and many saints (i.e., “holy people”) came back to life
 - the curtain of the Temple (between the Holy Place and the Most Holy Place) was suddenly ripped from top to bottom



RECOMMENDED READING FOR TEACHERS: See the article “[At What Hour was Jesus Crucified?](#)” by Dave Miller on the Apologetics Press Web site for a response to an alleged discrepancy regarding the time of Jesus' crucifixion.



HISTORICAL NOTE: Jewish time was reckoned based on sunrise and sunset. So the exact hours varied according to the actual time of sunrise, which would have changed according to the season of the year. Jesus died about 3 p.m. (in the Spring), which would have been the time of the evening offering in the Temple. It was not uncommon for death by crucifixion to last for several days, especially if the one convicted was bound by ropes instead of having both hands nailed to the cross. If both hands and feet were nailed to the cross, death could occur more quickly because of the increased difficulty breathing. The actual cause of death was usually suffocation.

9. Jesus suffered on the cross for about six hours [from the “third hour” of the daytime period, according to Jewish time (Mark 15:25), or about 9 a.m. until about 3 p.m., according to our time].
10. It was common for the soldiers to break the legs of one hanging on a cross to speed up his death. The soldiers broke the legs of the two criminals on either side of Jesus, but seeing that Jesus was already dead, they did not break His legs (another fulfillment of prophecy—cf. John 19:30-33,36; Exodus 12:46; Psalm 34:20). One of the soldiers put his spear through Jesus' side (apparently puncturing the sac around His heart).
11. Two Jewish leaders who believed in Jesus, Joseph of Arimathea and Nicodemus, asked Pilate for permission to take Jesus' body and prepare it for burial. The body was placed in Joseph's own tomb (burial cave).
12. Jesus **could have** saved Himself; He certainly had the power to come down from the cross. When the mob came to take Jesus while the apostles and He were in the Garden, Jesus even told Peter, “Or do you think that I cannot now pray to My Father, and He will provide Me with more than twelve legions of angels?” (Matthew 26:53). Why didn't He? Because He was willing to be the final sacrifice so that all people everywhere could be forgiven of their sins—including me! No longer would men

need to offer animal sacrifices to God. He loves us enough to be the ultimate sacrifice—to pay the ultimate price—so that we can be forgiven (Romans 5:6-9).

SEVEN WAYS TO REMEMBER JESUS' DEATH:

1. **ONE** man helped Jesus carry His cross (Simon of Cyrene)
2. **TWO** thieves were crucified with Jesus
3. **THREE** languages were on the sign over Jesus' head: Latin, Greek, Hebrew
4. **FOUR** soldiers gambled at the foot of the cross
5. **FIVE** wounds on His body apart from His scourging: one on each hand, one on each foot, and the cut on His side from the soldier's spear
6. **SIX** hours on the cross
7. **SEVEN** sayings from the cross [We don't know how many times Jesus actually spoke from the cross, but seven are recorded for us: three before the darkness fell and four during the last three hours of His life. He spoke to God (three times—Matthew 27:46; Luke 23:34; Luke 23:46), one of the thieves beside Him (Luke 23:43), His mother and John (John 19:26-27), to the soldiers (for drink; John 19:28), and to the world at large (John 19:30).]



RECOMMENDED READING FOR TEACHERS: See the article “[The Predicted Messiah](#)” by Kyle Butt on the Apologetics Press Web site for a discussion about the fulfilled predictions about Jesus from the Old Testament, and “[Questions and Answers: The Passion of the Christ—Biblically Accurate?](#)” by Dave Miller on the Apologetics Press Web site for a discussion about the accuracy of that film.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Jesus' Trial and Crucifixion Coloring Sheet](#)” (provided in activity sheets)
- Bible Verse Toss: Go over today's Bible verse several times. Have the children stand or sit in a circle. Say the first word or two of the verse and then toss a foam ball or beanbag to one of the children, asking him to say the next word of the verse. Play continues with each child throwing or rolling the ball to another child who should say the next word in the verse. (If children have trouble saying one word at a time, toss the ball to a child and have him/her say the whole verse before tossing the ball to you. Teacher should toss the ball or beanbag to each child until all have said the verse.)
- Make a crown of thorns using limbs from a rose bush. Show the crown to the children and explain that the Romans put a crown of thorns on Jesus' head (Matthew 27:29). Show the children long nails (you can get nails about six inches long at the local hardware store; or purchase a railroad spike) and explain that the Romans nailed Jesus to the cross with nails about this long (John 20:25).
- Use craft sticks and glue to make a cross for the children to take home. Write John 3:16 on the cross.
- Print and copy the words “Jesus died for me!” on a half sheet of cardstock (one per child). Take a picture of each child (ahead of time). Have them glue their picture and a cross cutout

to their paper. Glue a looped piece of yarn/ribbon to the back to use as a hanger for children to hang on their doorknobs at home.

1st-2nd Graders:

- Bible Verse Toss: Go over today's Bible verse children several times. Have the children stand or sit in a circle. Say the first word or two of the verse and then toss a foam ball or beanbag to one of the children, asking him to say the next word of the verse. Play continues with each child throwing or rolling the ball to another child who should say the next word in the verse.
- Bible Fact Toss: Follow the instructions above with the following changes: Give a word or name from this and/or previous lessons. Toss the ball to a student who will then identify the word or person. If he can't identify the word/person, he tosses the ball to another student.
- Make a crown of thorns using limbs from a rose bush. Show the crown to the children and explain that the Romans put a crown of thorns on Jesus' head (Matthew 27:29). Show the children long nails (you can get nails about six inches long at the local hardware store; or purchase a railroad spike) and explain that the Romans nailed Jesus to the cross with nails about this long (John 20:25).
- Use craft sticks and glue to make a cross for children to take home. Have them write John 3:16 on their crosses.
- Cross Collage: Give each child a sheet of black construction paper. Cut green construction paper into an oval shape for each child. Let each child glue their ovals to the center of the black paper. Cut a 7x5" cross for each child or let them cut one out. Have each child cut or tear small pieces of construction paper that can be glued in the oval, around the cross to create a stained glass effect.
- "Important People of the Crucifixion" activity: Create a matching activity using people from the crucifixion. [Examples: The one who betrayed Jesus (Judas); the man who carried the cross for Jesus (Simon); the man who cut off the ear of the servant of the high priest (Peter); crucified on either side of Jesus (thieves); the high priest (Caiaphas), etc.] Can also list the scripture references to go along with the clues. (Can be used as a "Memory" type game also.) ("[Important People of the Crucifixion Activity](#)" provided in activity sheets)
- Write events from this story on strips of cardstock (make several sets). Have the children work in groups/pairs to put the events in chronological order. ("[Chronological Order Activity](#)" provided in activity sheets)

3rd-4th Graders:

- Bible Verse Toss: Go over today's Bible verse children several times. Have the children stand or sit in a circle. Say the first word or two of the verse and then toss a foam ball or beanbag to one of the children, asking him to say the next word of the verse. Play continues with each child throwing or rolling the ball to another child who should say the next word in the verse.
- Bible Fact Toss: Follow the instructions above with the following changes: Give a word or name from this and/or previous lessons. Toss the ball to a student who will then identify the word or person. If he can't identify the word/person, he tosses the ball to another student.
- Cross Collage: Give each child a sheet of black construction paper. Cut green construction paper into an oval shape for each child. Let each child glue their ovals to the center of the black paper. Cut a 7x5" cross for each child or let them cut one out. Have each child cut or tear small pieces of construction paper that can be glued in the oval, around the cross to create a stained glass effect.
- "Important People of the Crucifixion" activity: Create a matching activity using people from the crucifixion. [Examples: The one who betrayed Jesus (Judas); the man who carried the cross for Jesus (Simon); the man who cut off the ear of the servant of the high priest (Peter); crucified on either side of Jesus (thieves); the high priest (Caiaphas), etc.] Can also list the scripture references

to go along with the clues. (Can be used as a “Memory” type game also.) (“[Important People of the Crucifixion Activity](#)” provided in activity sheets)

- Write events from this story on strips of cardstock (make several sets). Have the children work in groups/pairs to put the events in chronological order. (“[Chronological Order Activity](#)” provided in activity sheets)
- Have the children read:
 - *Jesus Is Risen*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: p. 15—change “wine” to “fruit of the vine”; p. 43—change “power” to “your kingdom” and change “wine” to “vinegar” in both places it occurs; p. 53—note that the holes would have been in Jesus’ wrists)
 - *The Night Peter Cried*, by Larry Burgdorf, Arch books (DISCLAIMER: p. 15—change “has forgive you” to “will forgive you, too!”)
 - *The Day Jesus Died*, by Bryan Davis, Arch books (DISCLAIMER: skip the note to parents; change “wine” to “vinegar” on p. 11)
 - *The Centurion at the Cross*, by Eric Bohnet, Arch books (DISCLAIMERS: change “Good Friday and Easter Sunday” to “Jesus’ Crucifixion” on title page and skip the note to parents; throughout the story, distinguish for the kids what we know from the Bible and what may or may not have happened)
 - Digger Doug article from the [March, 2001](#) issue of Discovery Magazine; “Power in the Blood” article from the [October, 2001](#) issue; [September, 2004](#) issue; “The Lamb with No Broken Bone” article from the [March, 2007](#) issue

SONGS:

“JOHN 3:16”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart 2](#)” CD)

“SEVEN SAYINGS FROM THE CROSS” ([Click to Hear](#))

Author: Unknown*

(Tune: “She’ll Be Coming Around the Mountain”)

[Write each of the sayings on separate crosses,
and put each on the board as the song is sung.]

There are seven sayings of Jesus from the cross: (2X)
He said, “Forgive them for they know not what they do.”
There are seven sayings of Jesus from the cross.

There are seven sayings of Jesus from the cross: (2X)
He said, “Today you shall be with Me in Paradise!”
There are seven sayings of Jesus from the cross.

There are seven sayings of Jesus from the cross: (2X)
“Woman, behold your Son,” and, “John, behold your mother.”
There are seven sayings of Jesus from the cross.

There are seven sayings of Jesus from the cross: (2X)
He said, “My God, My God, why have you forsaken Me?”
There are seven sayings of Jesus from the cross.

There are seven sayings of Jesus from the cross: (2X)
He said, "I thirst. I thirst," And they gave Him vinegar.
There are seven sayings of Jesus from the cross.

There are seven sayings of Jesus from the cross: (2X)
"It is finished; it is finished." Yes, He knew His work was finished.
There are seven sayings of Jesus from the cross.

There are seven sayings of Jesus from the cross: (2X)
He said, "Father, into Your hands I commend My spirit."
There are seven sayings of Jesus from the cross.

"DO YOU KNOW THAT JESUS DIED?" ([Click to Hear](#))

Author: Unknown*

(Tune: "Do, A Deer, A Female Deer"—from *The Sound of Music*)

Do you know that Jesus died,
Raised again in three short days?
Me, the one He died to save,
For the sins that I have made.
So I love Him more and more.
Love I never knew before.
T: the shape of Jesus' cross,
On it Jesus' life was lost!

"JESUS LOVES ME" ([Click to Hear](#))

(Author: Anna B. Warner)

Jesus loves me this I know.
For the Bible tells me so.
Little ones to Him belong.
They are weak but He is strong.

CHORUS:

Yes Jesus loves me.
Yes Jesus loves me.
Yes Jesus loves me.
The Bible tells me so.

Jesus love me when I'm good.
When I do the things I should.
Jesus loves me when I'm bad,
Though it make Him very sad.

(CHORUS)

“J-E-S-U-S” ([Click to Hear](#))

(Tune: “B-I-N-G-O”)

There was a man Who died for me
And Jesus was His name, oh,
J-E-S-U-S, J-E-S-U-S, J-E-S-U-S
And Jesus was His name.

“JESUS BETRAYED AND DENIED” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Nothing But the Blood of Jesus”)

[One group asks the questions, and another answers]

VERSE 1:

Our Lord was by whom betrayed?
Who will give us the right answer?
Judas betrayed our Lord and King.
We will give you the right answer.

CHORUS:

O, help us Lord we pray,
That we may ne'er betray;
As Judas did for pay,
Jesus, our dear Lord and Savior.

VERSE 2:

Our Lord was by whom denied?
Who will give us the right answer?
Peter denied our Lord and King.
We will give you the right answer.

2nd CHORUS:

O, help us Lord we cry,
That we may ne'er deny,
The Son of God most high,
Jesus, our dear Lord and Savior.

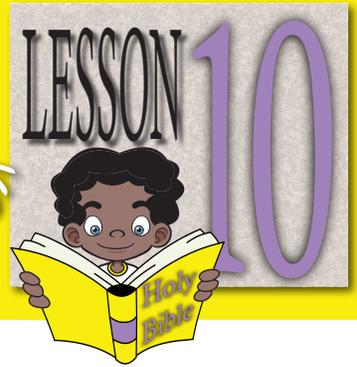
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



Jesus' Trial and Crucifixion

Matthew 26:47-27:61



New Testament 5
Part 2: Jesus' Last Week

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 26:47-27:61; Mark 14:43-15:47; Luke 22:54-23:49; John 18:1-19:42

MEMORY WORK:

YOUNGER CHILDREN: "For God so loved the world that He gave His only begotten Son..." (John 3:16a).

OLDER CHILDREN: "For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life" (John 3:16).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["John 3:16"](#)
- ["Seven Sayings from the Cross"](#)
- ["Do You Know that Jesus Died?"](#)
- ["Jesus Loves Me"](#)
- ["J-E-S-U-S"](#)
- ["Jesus Betrayed and Denied"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)



PERSONAL APPLICATION:

YOUNGER CHILDREN: Jesus died for me.

OLDER CHILDREN: God loves me so much that He allowed His only Son to die so that I could be forgiven of my sins and go to heaven to be with Him when I become a Christian.

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

Tonight’s lesson could be centered on Judas’ decision to betray Jesus and Peter’s betrayal. They each did something terrible, but each had very different reactions or responses to their sins. Discuss the kind of response that God expects from us when we make mistakes.

SPECIAL NOTES ABOUT JESUS’ LAST HOURS:

(The Daily Bible, pp. 1467,1470)

“Following Jesus’ arrest, John records that Jesus is first taken before Annas, who had been high priest from A.D. 6-15, before being deposed by the Roman procurator Valerius Gratus. It appears that Annas continued to exercise great influence among the Jews, and so it is no surprise that Jesus is brought before him for questioning. Jesus is sent next to Annas’ son-in-law, Caiaphas, who has served as high priest since A.D. 18. Caiaphas presides over the Sanhedrin (also known as the Council), which is the Jewish Supreme Court, composed of 71 elders drawn from among the chief priests and scribes. Some of the members of the Sanhedrin apparently join Caiaphas at his house in the late hours of the night in order to interrogate Jesus regarding his claims of messiahship. Then, as day breaks..., the entire council is called together in order to vote official condemnation....”

“The significance of what is about to happen [i.e., the Roman trial] can only be understood in the context of the political relationship between the Jews and their Roman rulers. The Jews have condemned Jesus to death on the basis of their own religious laws against blasphemy, in response to Jesus’ claim to be the Son of God. But the Sanhedrin has no power to execute condemned prisoners without approval of the Roman government. Yet clearly such a pagan government will not regard a charge of blasphemy with the same degree of seriousness, as do the Jews. Therefore more appropriate charges will have to be laid before the governor. Being politically astute, the Jewish leaders will accuse Jesus of sedition in allegedly urging refusal to pay taxes and in claiming to be the King of the Jews.”

“The man to hear these charges is the Roman procurator and governor, Pontius Pilate, who rules over Judea, Idumea, and Samaria. Pilate began his rule about the time John the Baptist began his ministry. Although his primary responsibility is that of financial administration and collection of taxes for the Roman Empire, Pilate is also burdened with the responsibility of approving and carrying out the execution of anyone sentenced to death by the people’s own government—in this case the Sanhedrin. Pilate has a reputation for unprincipled capriciousness, and the manner in which he handles Jesus’ case gives no reason to doubt the truth of that reputation.

Apparently convinced of Jesus' innocence, Pilate initially takes every available step to avoid personal responsibility. He sends Jesus to Herod Antipas (beheader of John the Baptist), but Herod wants no part of it either. Pilate then tries to release Jesus, but the mob insists that the notorious insurrectionist by the name of Barabbas be released instead. When even scourging of Jesus fails to placate the crowd, Pilate finally washes his hands of the matter and orders that Jesus be put to death."

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning's lesson.

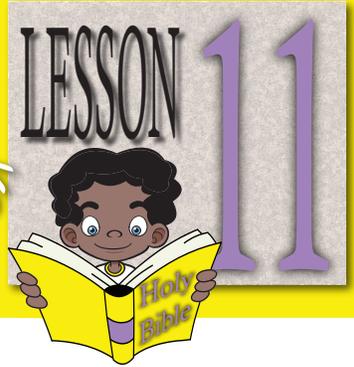
Activities from [September, 2004](#) issue of *Discovery Magazine*

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus' Resurrection; His Appearances to the Apostles

Matthew 27:57-28:20



New Testament 5
Part 2: Jesus' Last Week

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 27:57-28:20; Mark 15:42-16:20; Luke 23:50-24:53; John 19:31-21:25; Acts 1:1-12; 2:22-36; 1 Corinthians 15:1-7

MEMORY WORK:

YOUNGER CHILDREN: "I go to prepare a place for you" (John 14:2b).

OLDER CHILDREN: "In My Father's house are many rooms.... I go to prepare a place for you" (John 14:2, ESV).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- "[Heaven is a Wonderful Place](#)"
- "[Jesus is Living in Heaven Today](#)"
- "[We're So Glad Jesus Lives!](#)"

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Using clay or papier-mache, make a tomb and a "stone" to sit in front of the opening. On a sheet of cardboard or large piece of styrofoam, create a scene, as simple or elaborate as you wish, of Jesus' burial site. Use small plastic figures (or make some from twisted pipe cleaners to represent Jesus and the guards. Wrap Jesus in a shroud (like medical gauze) and place Him in the tomb. Roll the stone in front of the opening of the tomb. Position the "guards" in front of the tomb. With the children's help, the guards may march back and forth. "While it was still dark"



(may want to turn off the lights), the stone is rolled away. When the Sun came up (lights on), the guards are lying outside the tomb, the gauzy shroud is inside, but Jesus is gone! Then “discover” the Jesus figure nearby. Now the words have meaning: “He is risen!” “He is risen indeed!”

- **Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, not the lesson book; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus’ wrists)**

PERSONAL APPLICATION:

I know that someday heaven will be my home, just as Jesus promised to all those who obey Him and become Christians.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week’s lesson.

It was very sad when Jesus was beaten and then hung on the cross. It was very terrible. But it was what He chose to do so that we can go to heaven. This story has a very happy ending! Today we are going to learn what happened to Jesus after He died and why we can be so happy all the time!

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

After suffering many hours on the cross, Jesus died. If the “story” ended there, He would have been a great man who did great things, but we would not have the hope of being able to go to heaven one day. But, thankfully, the story does not end there! The best part is yet to come! Let’s see what happened after Jesus died that gives us such joy!

POINTS TO EMPHASIZE:

1. Jesus suffered for six long hours on the cross. After the soldiers were certain that Jesus was dead, two Jewish leaders who believed in Jesus, named Nicodemus and Joseph [“a good and just man” (Luke 23:50) from Arimathea (about 20 miles from Jerusalem)] buried Jesus after Joseph went to the Roman governor Pilate and asked for permission to give Jesus a proper burial.



HISTORICAL NOTE: The Romans typically did not allow executed prisoners to have a proper burial; they left bodies to rot on the crosses. So, it would have been somewhat of a surprise for Pilate to agree to Nicodemus and Joseph’s request.

2. Joseph and Nicodemus took Jesus’ body and began the burial preparations. Since the Sabbath would have begun at sundown that day, and since Jewish law allowed only the washing of the body on the Sabbath, the two men wrapped Jesus’ body and placed it in Joseph’s unused tomb (a cave carved into a rock). The women, including Mary Magdalene, who had followed

Jesus throughout His ministry (Luke 23:55; Matthew 27:61) and watched His agonizing death, went with them to the tomb so that they could return later to finish the preparations (putting spices and perfumes under the linen cloth which covered His body). A huge stone was rolled in front of the tomb opening.



RECOMMENDED READING FOR TEACHERS: See the article “[Joseph of Arimathea and the Great Stone](#)” by Eric Lyons on the Apologetics Press Web site for a response to the contention that Joseph could not have rolled the stone by himself.

3. The Jewish leaders persuaded Pilate to send some soldiers to guard the **tomb**, saying that they did not want Jesus’ disciples to come and steal the body and then claim that He had come back to life. Pilate sent the soldiers and also authorized that a wax seal with his official stamp/seal (like a signature) be put on the large stone, to make sure that the tomb would not be opened.



HISTORICAL NOTE: A **tomb** like this was normally opened about a year after the burial. After the body had decomposed, the eldest son or closest relative would come back to the tomb to gather the bones and put them in a box. The box would then be put into a slot in the cave wall.

4. It was customary for the closest relatives of the dead person to stay at home for seven days to mourn. The women who went back to the tomb wanted to finish preparing Jesus’ body, but they were concerned about who would roll away the large stone from the tomb (Mark 16:3). (Apparently they did not know that the Roman guards were there or that Pilate had sealed the tomb.) To their surprise, the stone was rolled away because an angel of the Lord had moved it.



RECOMMENDED READING FOR TEACHERS: See the articles “[The Resurrection Narratives](#)” and “[Was the Sun Up, Down, or In Between?](#)” by Kyle Butt, and “[Was Jesus’ Tomb Open or Closed?](#)” by Eric Lyons on the Apologetics Press Web site for a response to alleged discrepancies surrounding the resurrection narratives in the Gospels.

5. Inside the tomb were the neatly arranged linen cloths that had been around Jesus’ body and on His face. Two men in dazzling clothes (angels) were sitting inside the tomb. They told the women that Jesus was not there and not to be afraid. Jesus had come back to life, just as He had promised!



RECOMMENDED READING FOR TEACHERS: See the following articles from the Apologetics Press Web site for a study of relevant issues pertaining to the resurrection:

- “[Reasoning About the Resurrection of Christ](#)” (Eric Lyons)
- “[The Resurrection of Jesus Christ](#)” (Kyle Butt)
- “[Have the Bones of Jesus Been Found?](#)” (Kyle Butt)
- “[The Resurrection of Christ as a Fact of Science](#)” (Kyle Butt)
- “[Discovering the Truth About ‘The Lost Tomb of Jesus’](#)” (Dewayne Bryant)
- “[What Happened to the Body?](#)” (Brad Bromling)

6. Notice the number of times in the four gospel accounts that Jesus (and the angels at the tomb) used phrases like “Do not be afraid” and “fear not.” But the women left the tomb “with fear and great joy” (Matthew 28:8), and they “trembled and were amazed...for they were afraid” (Mark 16:8). The apostles reacted in the same ways when Jesus appeared to them.
7. The angels told the **women** to tell the apostles, especially Peter, that Jesus had risen from the dead. Peter and John ran to see the tomb for themselves, but “they did not understand the Scripture, that He must rise from the dead” (John 20:9, ESV). (The guards went to the Jews to explain what had happened and were given “hush money” to keep quiet about Jesus’ resurrection.)



NOTE: It is significant that the honor of announcing Jesus’ resurrection was given to the **women** who had ministered to Him and loved Him throughout His ministry. Yet, when it came time to report what happened, the men did not consider them to be reliable sources of information in this case. (Jewish women were not allowed to testify in court because they were generally considered unreliable witnesses—even though the Law of Moses did not endorse such thinking.) It is also significant that the first person to whom Jesus appeared after His resurrection was a woman, Mary Magdalene, who had experienced Jesus’ miracles firsthand.



RECOMMENDED READING FOR TEACHERS: See the article “[Faith, Evidence, and Credible Testimony](#)” by Eric Lyons on the Apologetics Press Web site for a discussion of testimony and its import in generating belief.

8. The day that Jesus rose from the dead/came back to life was a Sunday, the first day of the week. Jesus also appeared to two men on the road to Emmaus; these two men ran to the apostles to tell them that they had seen Jesus. Many of His disciples did not believe Jesus had come back to life until He appeared to them later that day inside a locked room and showed them where the nails had been in His hands and feet.
9. Thomas was not in the room with the others at that time and refused to believe that Jesus had come back to life. But a week later, the following Sunday, Jesus reappeared in the same locked room to all the apostles, including Thomas. When he saw Jesus’ wounds, Thomas immediately believed, saying “My Lord and my God!”
10. There were five appearances on the first Sunday and at least five others during the next 40 days. On that first Sunday, Jesus appeared to Mary Magdalene, to the other women, to all the disciples except Thomas, to the two men on the road to Emmaus, and to Peter. The other five appearances were to all 11 apostles, to seven apostles by the Sea of Galilee, to over 500 on a mountain in Galilee, to James in Jerusalem, and to the disciples the last time in Jerusalem before returning to heaven.
11. If Jesus had not risen from the dead, He would have been just another man—a good man who helped a lot of people—but a mere man like every other man who had died. Because He rose from the dead, we know for certain that there is a life after this one on Earth. We know for certain that, if we obey God, we will be raised to live in heaven with Him after we die. We know for certain that for Christians, death is the end of this life but the beginning of another life, much more wonderful than this one—a life with God that will never end.



RECOMMENDED READING FOR TEACHERS: See the article “[Jesus’ Resurrection and the Life of a Christian](#)” by Eric Lyons on the Apologetics Press Web site for a discussion of the significance of the resurrection for Christians.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Jesus’ Resurrection Coloring Sheet](#)” (provided in activity sheets)
- Bible Fact Toss: Have the children stand or sit in a circle. Ask a review question over this lesson or previous lessons. Toss or roll a Nerf® ball or beanbag to one of the children to answer the question. Then ask the child to toss/roll the ball/beanbag back to you. Continue until all the children have answered at least one question.
- Write the words “Jesus is risen!” on a white piece of construction paper (one for each child). Let the children color/draw a picture of the tomb and Jesus standing beside it.

1st-2nd Graders:

- Bible Fact Toss: Have the children stand or sit in a circle. Ask a review question over this lesson or previous lessons. Toss or roll a Nerf® ball or beanbag to one of the children to answer the question. Then ask the child to toss/roll the ball/beanbag back to you. Continue until all the children have answered at least one question.
- Play Tic-Tac-Toe with questions over this and previous lessons. ([Tic-Tac-Toe board](#) provided in activity sheets)
- “Who Am I?”: Divide the class into two teams. Have one child from each team come to the front. Describe a person from a lesson in this unit. The child who raises his/her hand first gets to answer. If he/she is correct, that team gets a point. The team with the most points is the winner.
- “[Jesus’ Resurrection Chronological Activity](#)” (provided in activity sheets)
- “[Jesus’ Resurrection Crossword Puzzle](#)” (provided in activity sheets)

3rd-4th Graders:

- Bible Fact Toss: Have the children stand or sit in a circle. Ask a review question over this lesson or previous lessons. Toss or roll a Nerf® ball or beanbag to one of the children to answer the question. Then ask the child to toss/roll the ball/beanbag back to you. Continue until all the children have answered at least one question.
- Play Tic-Tac-Toe with questions over this and previous lessons. ([Tic-Tac-Toe board](#) provided in activity sheets)
- “Who Am I?”: Divide the class into two teams. Have one child from each team come to the front. Describe a person from a lesson in this unit. The child who raises his/her hand first gets to answer. If he/she is correct, that team gets a point. The team with the most points is the winner.
- “[Jesus’ Resurrection Chronological Activity](#)” (provided in activity sheets)
- “[Jesus’ Resurrection Crossword Puzzle](#)” (provided in activity sheets)
- Have the children read the following:
 - Mark 15-16; John 19, 21; Acts 2; 1 Corinthians 15
 - Advanced Bible Reader: Have the children read Luke 23 (as well as 21-22, 24, if they did not do so when last assigned) and Matthew 28 (as well as 25-27 if they did not do so when last

assigned). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Luke 21-24 and Matthew 25-28 quizzes from AP's [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quizzes. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quizzes for each child. Show them their scores in the next Bible class, and explain what ABR is.

- “Up From the Grave He Arose!” article from the [October, 2001](#) issue of *Discovery Magazine*
- [October, 2004](#) issue of *Discovery Magazine*
- *Jesus Is Risen*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: p. 15—change “wine” to “fruit of the vine”; p. 43—change “power” to “your kingdom” and change “wine” to “vinegar” in both places it occurs; p. 53—note that the holes would have been in Jesus’ wrists)
- *He’s Risen! He’s Alive*, by Joanne E. Bader, Arch books (DISCLAIMERS: p. 9—change “Easter” to “very”; p. 15—skip first paragraph; skip note to parents)
- *Jesus: God’s Only Son*, by Dennis G. Jones, I Can Read! Series, Zonderkidz (DISCLAIMER: the sequence and details of the resurrection events might be slightly different from this recounting)
- *A Surprise in Disguise*, by Jeffrey E. Burkart, Arch books (DISCLAIMER: p. 3—change “Easter” to “the 3rd”)
- *The Story of the Empty Tomb*, by Bryan Davis, Arch books (DISCLAIMER: skip the note to parents)
- *The Resurrection*, by Cynda Strong, Arch books (DISCLAIMERS: p. 8—change “wine” to “juice”; skip the note to parents)
- *Jesus Forgives Peter*, by Molly McElroy, Arch books

SONGS:

“WE’RE SO GLAD JESUS LIVES!” ([Click to hear](#))

Author: Lora Laycook

(Tune: chorus of “In the Morning of Joy”)

We’re so glad Jesus lives! We’re so glad Jesus lives!
O we thank Thee, our Father, we’re so glad Jesus lives!
We’re so glad Jesus lives! We’re so glad Jesus lives!
O we thank Thee, our Father, we’re so glad Jesus lives!

“HEAVEN IS A WONDERFUL PLACE”

Author: Ernie Rettino

[See Internet for lyrics and tune]

“JESUS IS LIVING IN HEAVEN TODAY”

Author: Margaret M. Self

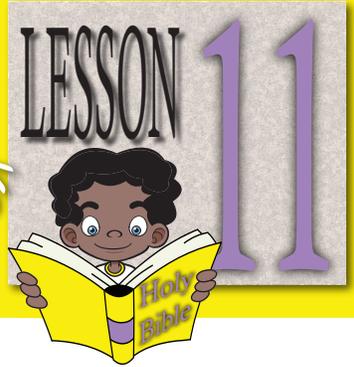
[See Internet for lyrics and tune]

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.**



Jesus' Resurrection; His Appearances to the Apostles

Matthew 27:57-28:20



New Testament 5
Part 2: Jesus' Last Week

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 27:57-28:20; Mark 15:42-16:20; Luke 23:50-24:53; John 19:31-21:25; Acts 1:1-12; 2:22-36; 1 Corinthians 15:1-7

MEMORY WORK:

YOUNGER CHILDREN: "I go to prepare a place for you" (John 14:2b).

OLDER CHILDREN: "In My Father's house are many rooms.... I go to prepare a place for you" (John 14:2, ESV).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Heaven is a Wonderful Place"](#)
- ["Jesus is Living in Heaven Today"](#)
- ["We're So Glad Jesus Lives!"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Using clay or papier-mache, make a tomb and a "stone" to sit in front of the opening. On a sheet of cardboard or large piece of styrofoam, create a scene, as simple or elaborate as you wish, of Jesus' burial site. Use small plastic figures (or make some from twisted pipe cleaners to represent Jesus and the guards. Wrap Jesus in a shroud (like medical gauze) and place Him in the tomb. Roll the stone in front of the opening of the tomb. Position the "guards" in front of the tomb. With



the children’s help, the guards may march back and forth. “While it was still dark” (may want to turn off the lights), the stone is rolled away. When the Sun came up (lights on), the guards are lying outside the tomb, the gauzy shroud is inside, but Jesus is gone! Then “discover” the Jesus figure nearby. Now the words have meaning: “He is risen!” “He is risen indeed!”

- **Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, not the lesson book; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus’ wrists)**

PERSONAL APPLICATION:

I know that someday heaven will be my home, just as Jesus promised to all those who obey Him and become Christians.

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

Spend more time talking about heaven. Things to discuss:

- We will be with God forever.
- There will be no more pain or sickness.
- There will be no more tears or sadness.
- There will be no more death.
- There will be no more temptation from the devil.

We don’t know exactly what heaven will be like because it is a place with spirits, rather than flesh and blood, but it will be perfect and beautiful beyond anything we’ve ever seen or imagined.

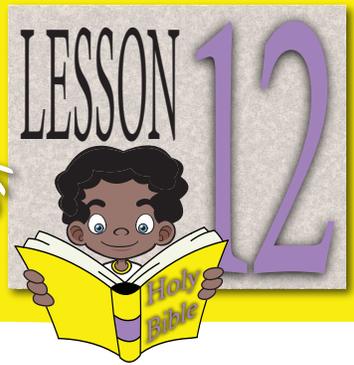
PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Great Commission; Jesus Ascends to Heaven



Matthew 28:16-20



New Testament 5
Part 2: Jesus' Last Week

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 28:16-20; Mark 16:14-20; Luke 24:50-53; Acts 1:1-11

MEMORY WORK:

YOUNGER CHILDREN: "Go into all the world and preach the gospel to every creature" (Mark 16:15b).

OLDER CHILDREN: "Go into all the world and preach the gospel to every creature" (Mark 16:15b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Ascension"](#)
- ["Our Lord Went Back to God"](#)
- ["Go Everywhere"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)

PERSONAL APPLICATION:

I can tell others that Jesus loves them. I can invite them to Bible class and worship service.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What very sad thing happened to Jesus? But then what happened to Jesus that makes us very happy? Jesus had done everything on Earth that He was sent to do. Now it was time for Him to go be with God again. Before He left, though, He had special instructions for His 11 apostles. Let's see what He told them to do!

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

When your parents are going to be gone for a while (maybe to work, on a date, or to the store) and they don't take you with them, do they ever give you instructions (how to behave, what they want you to do while they're gone, etc.)? (Let the children tell instructions their parents give them.)

Jesus had accomplished everything He was sent to Earth to do. Now it was time for Him to leave His disciples and go back to heaven. But before He left, He had important instructions, not only for His 11 apostles, but for us as well. Let's see what He had to tell us all before He went back to heaven.

POINTS TO EMPHASIZE:

1. Jesus appeared to different people several times for 40 days after His resurrection, continuing to teach the apostles and others. Sometime during those 40 days, the 11 apostles went to a mountain in Galilee where Jesus had told them He would meet them (Matthew 26:32; 28:7,10).
2. Jesus reminded the apostles that He had been given "all authority" from God. This means that nobody has any authority on his own to do what he wants, without permission from Jesus (cf. Colossians 3:17). Using that authority, Jesus commanded the apostles to spread the "good news" (the Gospel), i.e., "that the Christ should suffer and rise from the dead the third day; and that repentance and remission of sins should be preached in His name" (Luke 24:46-47). He told them, "Go into all the world and preach the gospel to every **creature**..." (Mark 16:15-16).



NOTE: When Jesus told the apostles to preach to "every creature," He, of course, was not referring to animals—which could not be taught everything Jesus had commanded the disciples (Matthew 28:20). This may not be clear to the children if it is not explained.



RECOMMENDED READING FOR TEACHERS: See the article "[To Every Creature Under Heaven?](#)" by Eric Lyons on the Apologetics Press Web site for a discussion about what Jesus meant when He commanded the apostles to preach to every creature under heaven.

3. He told them to make “disciples” (followers) by teaching people to do the things Jesus taught and “baptizing them in (“into”) the name (i.e., the authority) of the Father and of the Son and of the Holy Spirit” (Matthew 28:19). He said, “He who believes and is baptized will be saved; but he who does not believe will be condemned” (Mark 16:16). [“he who does not believe is condemned already”—John 3:18b] We call these final instructions of Jesus to the apostles in these passages the Great Commission.



RECOMMENDED READING FOR TEACHERS: See the articles “[Is Mark 16:9-20 Inspired?](#)” and “[The Strongest Argument Against Mark 16:9-20](#)” by Dave Miller on the Apologetics Press Web site for discussion about the allegation that Mark 16:9-10 was not written by the hand of Mark.

4. Jesus had sent the apostles out to preach earlier in His ministry, but they had been sent only to the Jews—to their own countrymen. Before He went back to heaven, Jesus told them to preach to **all nations**—in other words, to **everyone**. They were not to keep the good news to themselves. They were to preach and to preach in Jesus’ name (by His authority). Jesus told them, “I am with you always, even to the end of the age,” indicating that He would be with them all the time, in every circumstance, as they taught others.
5. Then Jesus told them to wait in Jerusalem for special power (miraculous gifts of the Holy Spirit) that would help them to carry out the Great Commission, “even to the remotest part of the earth” (Acts 1:8, NAS).
6. After Jesus had finished giving His final instructions to the apostles, He went up into the clouds as they watched.



RECOMMENDED READING FOR TEACHERS: See the article “[Did Jesus Begin His Ascension While in a Physical Body?](#)” by Eric Lyons on the Apologetics Press Web site for a response to an alleged difficulty regarding the ascension. See the article “[What will Happen when Jesus Comes Again?](#)” by Kyle Butt on the Apologetics Press Web site for a discussion about what Jesus’ Second Coming will be like.

7. They stood looking intently into the sky, even after He had disappeared. Then two men dressed in white (angels) asked them why they were just standing there looking into the sky. The angels said Jesus had gone to heaven and would return some day in the same way (in the clouds). In the mean time, the apostles had much work to do. “They returned to Jerusalem with great joy” (Luke 24:52), and a few days later they were preaching to a large crowd in Jerusalem, just as Jesus had told them to do.
8. The apostles were supposed to tell others about Jesus, who would then tell others, etc. Today, Jesus expects us to carry on that work, telling others about His death and His resurrection, and how we can obey Him and worship Him. Missionaries are people who usually go to foreign lands to teach others about Jesus. But Jesus expects all of us to tell others about Him—those we come in contact with where we live and work and go to school.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#)

Ages 2-5:

- [“The Great Commission Coloring Sheet”](#) (provided in activity sheets)
- “Bible Bowling” game: Write review questions over lessons in this unit and put them inside empty toilet paper rolls. Set up the rolls in a horizontal line. Have the children stand in a line away from the toilet paper rolls. Let the children take turns rolling a foam or tennis ball to knock over a tube. Each child answers the question inside the toilet paper roll after he/she knocks it over. Play continues until all have answered at least one question. ([N.T. 5 Review Questions](#) provided on curriculum Web site)
- Print the words “Jesus went back to heaven.” on a white piece of cardstock cut in the shape of a cloud (one per child). Cut the cloud shapes into puzzle pieces. As children are putting their puzzle together, discuss how Jesus went back to heaven to live with God.
- Make a hop-scotch grid on the floor with masking tape. Let the children take turns tossing a beanbag onto a square on the grid, jumping to that square, and then answering a question about this and previous lessons. He/she can continue until he/she misses a question.
- Write key words from this lesson and previous lessons on large cards. Go over each word with the children. Then write each word on the board, with certain letters missing. Let the children fill in the blanks and tell what they remember about the word. (“[Key Words Activity](#)” provided in activity sheets)

1st-2nd Graders:

- Review memory verses from this unit: Divide the class into two teams. As each team has a turn, give one key word from a verse. If the team can say the verse with that clue, they get five points. If they need another word, they get four points. If they need a third word, they get three points and so on. The teams take turns with the verses until all the verses have been said.
- Review books of the Bible: Have the children sit in a circle. Start by saying the first book in the New Testament. The child sitting next to you must say the second book, the next child the third, and so on. Continue until all the books have been said. Also, index cards could be made with the name of a book of the Bible on each; make as many index cards as you have students. Each child draws a card, one at a time, and says the book that comes before and/or after the book written on his/her card. (“[Review Books of the Bible Activity](#)” provided in activity sheets)
- Make a sequencing activity with key points from lessons in this unit. Write/print the key points on strips of card stock (make two or three sets). Divide the class into two or three groups. Have the groups work together to put the events in the correct order. **Or** make one set of cards and give one strip to each child. Have them work together as a class to line themselves up in the correct order. (“[Sequencing Activity](#)” provided in activity sheets)
- [“The Great Commission Crossword Puzzle”](#) (provided in activity sheets)

3rd-4th Graders:

- Review memory verses from this unit: Divide the class into two teams. As each team has a turn, give one key word from a verse. If the team can say the verse with that clue, they get five points. If they need another word, they get four points. If they need a third word, they get

- three points and so on. The teams take turns with the verses until all the verses have been said.
- Review books of the Bible: Have the children sit in a circle. Start by saying the first book in the New Testament. The child sitting next to you must say the second book, the next child the third, and so on. Continue until all the books have been said. Also, index cards could be made with the name of a book of the Bible on each; make as many index cards as you have students. Each child draws a card, one at a time, and says the book that comes before and/or after the book written on his/her card. (“[Review Books of the Bible Activity](#)” provided in activity sheets)
 - Make a sequencing activity with key points from lessons in this unit. Write/print the key points on strips of card stock (make two or three sets). Divide the class into two or three groups. Have the groups work together to put the events in the correct order. **Or** make one set of cards and give one strip to each child. Have them work together as a class to line themselves up in the correct order. (“[Sequencing Activity](#)” provided in activity sheets)
 - “[The Great Commission Crossword Puzzle](#)” (provided in activity sheets)
 - Have the children read the following:
 - “The Greatest Ascension” article from the [October, 2004](#) issue of *Discovery Magazine*
 - *Jesus Is Risen*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: p. 15—change “wine” to “fruit of the vine”; p. 43—change “power” to “your kingdom” and change “wine” to “vinegar” in both places it occurs; p. 53—note that the holes would have been in Jesus’ wrists)
 - *Jesus Returns to Heaven*, by Robert Baden, Arch books (DISCLAIMERS: p. 3—change “Easter Day” to “a Sunday”; p. 5—change “Easter Day” to “the resurrection”; skip note to parents)
 - *The Great Commission: Jesus said, “Go and Tell!”* by Kari Vo, Arch books

FINGERPLAYS:

“THE ASCENSION”

Author: Unknown*

(from *Bible Teaching Finger Plays*, by Marian White)

1,2,3,4,5	(count fingers)
Jesus went to heaven alive.	(spread hands upward)
6,7,8,9,10	(finish finger counting)
He is coming back again!	(clap hands softly)

SONGS:

“OUR LORD WENT BACK TO GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: chorus of “Blessed Be the Name”)

Our Lord went back to God, He went back to God;
 He went back to God in a cloud;
 He went back to God, He went back to God;
 He went back to God in a cloud.

Where is Jesus now? Where is Jesus now?
 Sitting at the right hand of God.

Where is Jesus now? Where is Jesus now?
 Sitting at the right hand of God.

He will come again; He will come again;
He will come again in a cloud.
He will come again; He will come again;
He will come again in a cloud.

We will live with Him; we will live with Him;
We will live with Him if we obey.
We will live with Him; we will live with Him;
We will live with Him if we obey.

“GO EVERYWHERE” ([Click to Hear](#))

Author: Bannie Burt
(Tune: “Are You Sleeping?”)

Go everywhere, Go everywhere,
In the world, in the world;
Go and tell the Good News; go and tell the Good News, to
Everyone, everywhere.

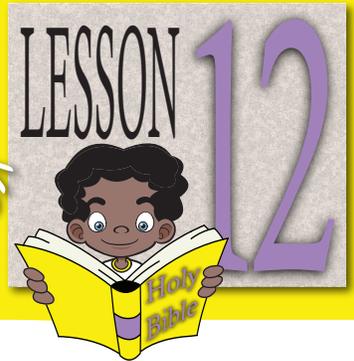
He who believes and is baptized,
Will be saved, will be saved.
Go and tell the Good News; go and tell the Good News, to
Everyone, everywhere.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



The Great Commission; Jesus Ascends to Heaven



Matthew 28:16-20



New Testament 5
Part 2: Jesus' Last Week

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 28:16-20; Mark 16:14-20; Luke 24:50-53; Acts 1:1-11

MEMORY WORK:

YOUNGER CHILDREN: "Go into all the world and preach the gospel to every creature" (Mark 16:15b).

OLDER CHILDREN: "Go into all the world and preach the gospel to every creature" (Mark 16:15b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Ascension"](#)
- ["Our Lord Went Back to God"](#)
- ["Go Everywhere"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)



PERSONAL APPLICATION:

I can tell others that Jesus loves them. I can invite them to Bible class and worship service.

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

Continue lesson with information about the choosing of a new apostle to take Judas’ place (Acts 1:12-26).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

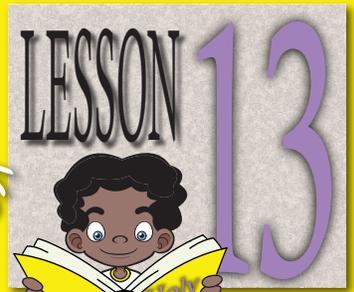
See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Review

New Testament 5



New Testament 5
Part 2: Jesus' Last Week

SUNDAY MORNING

POINTS TO EMPHASIZE:

1. Review [N.T.5 Bible Fact Cards](#) (provided under “N.T.5 Bible Facts” on curriculum Web site)
2. Use learning center/activities to help review.
3. Utilize the following questions to review each lesson:

LESSON 1—JESUS HEALS THE MAN AT THE POOL OF BETHESDA

Scripture Reference:

- John 5:1-18

Memory Work:

- YOUNGER CHILDREN: “[W]hatever you want men to do to you, do also to them...” (Matthew 7:12b).
- OLDER CHILDREN: “[B]elieve the works, that you may know and believe that the Father is in Me, and I in Him” (John 10:38b).

Personal Application:

- YOUNGER CHILDREN: I must treat other people just as I want to be treated.
- OLDER CHILDREN: It is important to help others in need, remembering that the good things we do bring honor to our Heavenly Father.

Review Questions:

1. Where were Jesus and the disciples going? (To Jerusalem)
2. Why were Jesus and His disciples going to Jerusalem? (To go to one of the yearly Jewish feasts)
3. Where did Jesus go on the Sabbath? (To the Pool of Bethesda)
4. Who could be found around the Pool of Bethesda when Jesus was there? (Many sick and disabled people)
5. Why were those people at the Pool? (So they could get into the pool when the waters moved)



6. Who did Jesus see near the pool? (A lame man)
7. How long had that man been sick? (38 years)
8. What did Jesus tell the lame man to do? (To take up his bed and walk)
9. What was the reaction of the scribes and Pharisees to Jesus healing on the Sabbath? (They were very angry at Him.)
10. How did Jesus have the power to heal the man? (Because He is God)

LESSON 2—THE PARABLE OF THE SOWER

Scripture References:

- Matthew 13:1-23; Mark 4:1-25; Luke 8:4-15; 2 Timothy 2:15; 3:15-17

Memory Work:

- YOUNGER CHILDREN: “Blessed are those who keep His testimonies...” (Psalm 119:2a).
- OLDER CHILDREN: “Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth” (2 Timothy 2:15).

Personal Application:

- YOUNGER CHILDREN: The Bible is God’s Word, and I need to read it so I will know how to be like Jesus and so I can go to heaven.
- OLDER CHILDREN: I need to study God’s Word every day because it will help me know how to obey God and how to stay away from things and people that could pull me away from Him.

Review Questions:

1. What is a parable? (An earthly story with a heavenly meaning)
2. Where did Jesus go so He could speak to a large crowd? (Into a boat and out a few feet into the Sea of Galilee)
3. What was a sower? (Someone who scattered seeds into a field)
4. How many kinds of soil were there in the parable? (Four)
5. Name at least two of the soils. (Good, rocky, thorny, wayside)
6. What happened to seeds scattered on the road or wayside? (People walked on it, or birds ate it.)
7. What happened to the seeds that fell on the rocky ground? (The seed could not take root. So it died.)
8. What happened to the seed that fell on the thorny ground? (The thorns choked the seed, and it died.)
9. What happened to the seed that fell on the good ground? (It grew and produced a hundredfold of food.)
10. What is the parable of the sower about? (How people respond to God’s Word)

LESSON 3—JESUS HEALS A MAN BORN BLIND

Scripture References:

- John 9; John 3:16-21

Memory Work:

- “For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish, but have everlasting life” (John 3:16).

Personal Application:

- To believe in Jesus means that I know He is God’s Son and that He is my Savior. But believing is not enough. I must do what He tells me to do in His Word.

Review Questions:

1. What did the Jews do when Jesus made them angry? (They picked up stones to kill Him.)
2. When Jesus was leaving the Temple, whom did He see? (A blind man begging for money)
3. Why did the apostles think the man had been afflicted with blindness? (Because of some great sin he or his parents had done)
4. Why was the man actually blind? (Because the world is cursed; there are diseases and sickness even at birth)
5. What did Jesus make clay out of when He was healing the blind man? (Dirt and spit)
6. What did Jesus do with the clay? (Smear it on the man’s eyes)
7. What did Jesus then tell the man to do? (Go wash in the pool of Siloam)
8. What happened when the man washed? (He was able to see.)
9. What lesson does this teach us today? (That we should listen to and obey Jesus through His Word)
10. What did the Jews do to the man because he believed Jesus was the Son of God? (They kicked him out of the Temple.)

LESSON 4—THE PARABLES OF THE GOOD SHEPHERD AND THE LOST SHEEP

Scripture References:

- John 10:1-31; Luke 15:1-7; Matthew 18:12-14

Memory Work:

- YOUNGER CHILDREN: “The Lord is my Shepherd; I shall not want” (Psalm 23:1).
- OLDER CHILDREN: “I am the good shepherd. The good shepherd gives His life for the sheep” (John 10:11).

Personal Application:

- YOUNGER CHILDREN: Jesus loves me and takes care of me.
- OLDER CHILDREN: Jesus knows everything about me. He loves me, and He takes care of me.

Review Questions:

1. What is a sheepfold? (A protective fence to keep sheep in)
2. What would try to harm the sheep at night? (Robbers and wild animals)
3. What could a shepherd have used to protect his flock? (A rod, a staff, and a slingshot)
4. What do sheep often do? (They wander away from the flock.)
5. What will happen if a sheep gets into water? (It will likely drown, because its wool gets heavy when it gets wet.)
6. What was a good shepherd willing to do for a lost sheep? (Search and risk his life to find the sheep and protect it)
7. What would a hired shepherd do for a lost sheep? (Not much, because the sheep did not belong to him. So they were not as valuable to him.)
8. What does this parable teach us? (That Jesus wants us to be rescued spiritually from being lost in sin)
9. What is Jesus compared to? (A good shepherd)

LESSON 5—THE WIDOW’S MITES AND THE RICH YOUNG RULER**Scripture References:**

- Mark 12:41-44; Luke 21:1-4; Matthew 6:1-4; 2 Corinthians 9:6-15

Memory Work:

- YOUNGER CHILDREN: “God loves a cheerful giver” (2 Corinthians 9:7b).
- OLDER CHILDREN: “So let each one give as he purposes in his heart, not grudgingly or of necessity; for God loves a cheerful giver” (2 Corinthians 9:7).

Personal Application:

- One way I show God that I love Him is by giving cheerfully (gladly; with a good attitude).

Review Questions:

1. Where was Jesus in this story? (In the Temple)
2. What was a synagogue? (A place of worship and study of the Scriptures)
3. How were the Jews putting their money in the box? (They were doing it to be seen of men. They were making a big show about it.)
4. In what way were they not giving in the right way? (They were giving out of their abundance, not making a real sacrifice.)
5. How much did the widow give to the Temple? (Two mites)
6. About how much was a mite worth? (Two or three cents)
7. How did the widow give her money in the right way? (She gave all she had to the Temple, making a real sacrifice.)
8. When do we give money to the Church today? (On the first day of the week—Sunday)

9. With what attitude are we to give? (With a cheerful heart and not grudgingly)
10. What else can we give to God besides our money? (Our time, abilities, and our possessions)

LESSON 6—PARABLES OF THE PERSISTENT WIDOW AND THE PUBLICAN’S PRAYER

Scripture References:

- Luke 18:1-14

Memory Work:

- YOUNGER CHILDREN: “[M]en always ought to pray and not lose heart” (Luke 18:1b).
- OLDER CHILDREN: “Then He spoke a parable to them, that men always ought to pray and not lose heart” (Luke 18:1).

Personal Application:

- God hears His faithful, humble children when they pray to Him every day—even though we can’t see Him. We shouldn’t give up praying. But when we pray, we should not be arrogant and think we are better or more righteous than others.

Review Questions:

1. Why did Jesus tell the parable about the persistent widow? (To make sure that people know to pray, and not give up praying)
2. What is a widow? (A woman whose husband has died)
3. How is the unjust judge described? (He did not fear God nor regard man.)
4. What did the widow want from the judge? (Justice against someone who had wronged her)
5. Why did the judge finally help the widow? (Because she kept coming and begging for his help and was wearying him with it)
6. What does the parable represent? (The widow begging for justice is like humans begging God for things in prayer. God is the Judge, but unlike the unjust judge, when we come to Him in prayer persistently, He will help us because He loves us and wants to.)
7. Why did Jesus tell the parable of the publican’s prayer? (To make sure people come to God humbly for their own sins, rather than looking down on others for their sins, as though we are better than them.)
8. Why was a tax collector usually considered so sinful? (Oftentimes, when they collected taxes, they would take more than they were supposed to, stealing from the people.)
9. Why was the tax collector justified before God? (Because he was humble, recognized his own sinfulness, and asked God for forgiveness for his sins.)
10. What does Jesus say will happen to people who think they are more righteous than everyone else? (They will be humbled.)

LESSON 7—MARY ANOINTS JESUS; HIS TRIUMPHANT ENTRANCE INTO JERUSALEM

Scripture References:

- John 12:1-15; Matthew 21:4-11; 26:1-13; Mark 11:7-10; 14:1-9; Luke 19:35-38

Memory Work:

- YOUNGER CHILDREN: “I will love You, O Lord, my strength” (Psalm 18:1b).
- OLDER CHILDREN: “I will love You, O Lord, my strength. I will call upon the Lord, who is worthy to be praised” (Psalm 18:1b,3a).

Personal Application:

- I can show Jesus I love Him in the ways that I worship Him.

Review Questions:

1. What feast was going on at the time? (The feast of the Passover)
2. In whose house were they eating? (Simon the leper)
3. What was the Passover about? (Remembering the time when God passed over marked houses in Egypt)
4. What did Mary do for Jesus? (She poured very expensive perfume on His head and feet, and then wiped His feet with her hair.)
5. How did the disciples respond to her actions? (Some of them, especially Judas, complained that the perfume could have been sold and given to the poor.)
6. Why did Judas really want to sell the perfume? (So he could steal some of the profits from the treasury of the disciples)
7. When did Jesus enter Jerusalem? (The Sunday before He died)
8. How did Jesus enter the city? (Riding on a donkey)
9. What did the people do when Jesus entered Jerusalem? (Laid palm branches and clothing on the ground and cried out “Hosanna to the Son of David,” and “Blessed is He who comes in the name of the Lord.”)

LESSON 8—THE LAST SUPPER/THE LORD’S SUPPER

Scripture References:

- Matthew 26:17-29; Mark 14:12-17,22-25; Luke 22:7-20; 1 Corinthians 11:23-26

Memory Work:

- YOUNGER CHILDREN: “Do this in remembrance of Me” (1 Corinthians 11:24b).
- OLDER CHILDREN: “And when He had given thanks, He broke it and said, ‘Take, eat; this is My body which is broken for you; do this in remembrance of Me’” (1 Corinthians 11:24).

Personal Application:

- When the Lord’s Supper is served, I will be respectful and quiet, and think about Jesus.

Review Questions:

1. Who did Jesus send to prepare the Passover? (Peter and John)
2. How would they know where to go to prepare the Passover? (A man carrying water would show them an upper room they could use.)
3. Why was it strange that a man was carrying a water pitcher? (Because it was normally a woman's job to get water)
4. What did Jesus do during the Last Supper? (He got up and washed the disciples' feet.)
5. What did this mean? (That Jesus was a servant)
6. What were two things that were a part of the Passover meal that Jesus used to teach a special lesson? (Unleavened bread and fruit of the vine)
7. What did the unleavened bread represent? (Jesus' body)
8. What did the fruit of the vine represent? (Jesus' blood)
9. What does the Lord's Supper represent today? (A memorial of Jesus' death, burial, and resurrection)

LESSON 9—JESUS PRAYS FOR HIS DISCIPLES AND FOR HIMSELF**Scripture References:**

- John 17; Matthew 26:36-44; Mark 14:32-42; Luke 22:39-46

Memory Work:

- YOUNGER CHILDREN: "Pray without ceasing" (1 Thessalonians 5:17).
- OLDER CHILDREN: "Be anxious for nothing, but in everything by prayer and supplication, with thanksgiving, let your requests be made known to God" (Philippians 4:6).

Personal Application:

- I can talk to God in prayer at any time, anywhere. Prayer is a very important part of my worship, but it should also be an important part of my life every day.

Review Questions:

1. What did Jesus and the disciples do after they finished eating? (Sang hymns)
2. Was Judas present when Jesus and the disciples left the supper? (No. He left during the last supper.)
3. Where did Jesus and the disciples go? (To the garden of Gethsemane)
4. What had Jesus come to the garden to do? (To pray for His disciples and Himself)
5. What were some of the things Jesus specifically prayed for? (That His disciples would love one another, be one, and that the work of the Church would continue after He was gone.)
6. How many times did Jesus pray? (Three)
7. What were the disciples doing when Jesus came back each time? (They were sleeping.)
8. How was Jesus feeling when He was in the garden? (He was very sad and stressed.)

9. What was Jesus' sweat like? (Like great drops of blood)
10. If we are faithful Christians, will God hear and answer us when we pray? (Yes)

LESSON 10—JESUS' TRIAL AND CRUCIFIXION

Scripture References:

- Matthew 26:47-27:61; Mark 14:43-15:47; Luke 22:54-23:49; John 18:1-19:42

Memory Work:

- YOUNGER CHILDREN: "For God so loved the world that He gave His only begotten Son..." (John 3:16a).
- OLDER CHILDREN: "For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life" (John 3:16).

Personal Application:

- YOUNGER CHILDREN: Jesus died for me.
- OLDER CHILDREN: God loves me so much that He allowed His only Son to die so that I could be forgiven of my sins and go to heaven to be with Him when I become a Christian.

Review Questions:

1. What happened after Jesus finished praying? (Judas and a multitude came to meet Him.)
2. Who were following Judas to meet Jesus? (Chief priests and armed soldiers)
3. What sign did Judas use to show Who Jesus was? (A kiss)
4. What did Peter do when they tried to arrest Jesus? (Drew a sword and cut off the ear of Malchus)
5. Who was Malchus? (The servant of the high priest)
6. What happened to the disciples? (All of them ran away.)
7. Who was the Roman governor to whom Jesus was taken who condemned Him to death? (Pontius Pilate)
8. Where was Jesus taken to be crucified? (Golgotha or "Place of the skull")
9. What were some of the strange things that happened when Jesus died? (Three hours of darkness, an earthquake, tombs were opened, and many of the dead arose)
10. How long was Jesus on the cross before He died? (About six hours)

LESSON 11—JESUS' RESURRECTION; HIS APPEARANCES TO THE APOSTLES

Scripture References:

- Matthew 27:57-28:20; Mark 15:42-16:20; Luke 23:50-24:53; John 19:31-21:25; Acts 1:1-12; 2:22-36; 1 Corinthians 15:1-7

Memory Work:

- YOUNGER CHILDREN: "I go to prepare a place for you" (John 14:2b).

- OLDER CHILDREN: “In My Father’s house are many rooms.... I go to prepare a place for you” (John 14:2, ESV).

Personal Application:

- I know that someday heaven will be my home, just as Jesus promised to all those who obey Him and become Christians.

Review Questions:

1. Who requested the body of Jesus? (Joseph of Arimathea)
2. What did Nicodemus and Joseph do with the body of Jesus? (They buried it in Joseph’s new tomb.)
3. Who wanted Pilate to send guards to the tomb of Jesus? (Jewish leaders)
4. What did the guards do to the tomb? (They sealed it with wax, and Pilate used a wax seal to make sure no one would open it.)
5. Why did the Jewish leaders want it guarded? (Because they thought the disciples would steal the body and claim that Jesus came back to life)
6. What did Mary and the other women find when they went to Jesus’ tomb? (The stone was rolled away, and angels were there to tell them Jesus had risen.)
7. When Mary told the disciples Jesus had risen from the dead, who did not believe her? (Thomas, often referred to as “doubting Thomas”)
8. What made Thomas believe Jesus had risen? (He saw Jesus.)
9. How long was Jesus on the Earth before He went back to heaven? (40 days)
10. What does Jesus’ resurrection mean for Christians? (It is what our faith is based on. Because Jesus arose from the dead, we can go to heaven one day.)

LESSON 12—THE GREAT COMMISSION; JESUS ASCENDS TO HEAVEN

Scripture References:

- Matthew 28:16-20; Mark 16:14-20; Luke 24:50-53; Acts 1:1-11

Memory Work:

- YOUNGER CHILDREN: “Go into all the world and preach the gospel to every creature” (Mark 16:15b).
- OLDER CHILDREN: “Go into all the world and preach the gospel to every creature” (Mark 16:15b).

Personal Application:

- I can tell others that Jesus loves them. I can invite them to Bible class and worship service.

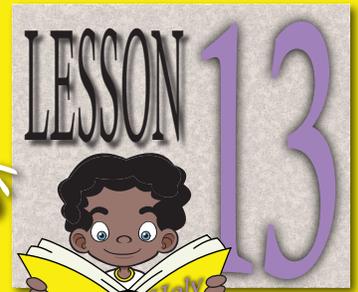
Review Questions:

1. What did Jesus do after His resurrection? (He appeared to many people for 40 days.)
2. What did Jesus tell His disciples to do? (To preach the Gospel to everyone)

3. What is this command called? (The Great Commission)
4. In what way was Jesus still with His disciples when they started preaching? (He was with them in spirit.)
5. What happened to Jesus after He finished talking to the apostles? (He was taken up into the clouds.)
6. What happened when the disciples stood staring into the sky? (Two angels appeared and asked them why they were staring into the sky.)
7. Why did Jesus tell the disciples to wait in Jerusalem? (So they could be baptized with the Holy Spirit)
8. Was Jesus commanding only His disciples to teach others? (No. We as Christians are expected to share the good news with the world as well.)

Review

New Testament 5



New Testament 5
Part 2: Jesus' Last Week

WEDNESDAY EVENING

POINTS TO EMPHASIZE:

1. Review [N.T.5 Bible Fact Cards](#) (provided under “N.T.5 Bible Facts” on curriculum Web site)
2. Use learning center/activities to help review.
3. Utilize the questions from Sunday to review each lesson: