

Jesus' Last Days

Lesson 31a — Lazarus Raised From the Dead

Lesson 31b — Triumphal Entry

Lesson 31c — Lord's Supper and Foot Washing

Lesson 31d — Betrayal and Crucifixion

OVERVIEW

The events immediately preceding Jesus' death and resurrection are the subject of this unit of study. Even while Christ was engaged in teaching His disciples and ministering to the people of His day, He was ever moving toward Jerusalem to fulfill His destiny at the Cross. In those latter days, a number of stirring occurrences are recorded in Scripture.

We start this unit with the account of one of Jesus' last miracles, the raising of His friend Lazarus from the dead. Though Jesus was very close to the members of this family, four days elapsed between Lazarus' death and the moment when Jesus stood at the door of his tomb and called, "Lazarus, come forth." Emphasize to your students that this miracle was symbolic of the spiritual and eternal life Christ will give to those who ask of Him.

Because we are expanding the study of Jesus' last days, our second lesson deals with His triumphal entry into Jerusalem, even though this is not Palm Sunday. When Jesus raised Lazarus from the dead, the people of the surrounding area were stirred. Some believed in Him as God's Son, though others wanted all the more to kill Him. Thus, when He entered the city of

Jerusalem, He was acclaimed by a multitude, and yet a short time later the people cried out to crucify Him.

During the third week we will be studying Christ's institution of the ordinances of the Lord's Supper and Foot Washing. If you have students in your group who do not have an understanding of this practice, you will want to carefully explain what Jesus' example meant and that we are blessed when we follow His instructions.

Our final lesson in the unit relates the events surrounding Christ's betrayal and crucifixion. The anguish that Christ went through must be portrayed against the backdrop of His tremendous love for us. Your students should understand that Christ was bearing the penalty for our sins. This is a good opportunity to review God's plan of salvation with your students, while their young hearts are stirred with the magnitude of the sacrifice He made for us.

Study of these four lessons should be a springboard to our next unit, which focuses on the joy of Easter and the events between Christ's resurrection and His ascension into Heaven.

SPECIAL NOTE FOR THIS UNIT

Refer to Units 7 and 20 for additional ideas concerning the lessons in this unit. Although the specific lesson objectives may be different, the patterns provided and activities suggested will be applicable in many cases.

GAMES FOR REVIEW

Put one picture of each lesson on a big board (or enlarge pictures from the pattern book). Group together on the left side, but not in the correct order. On the right side list the lesson titles. Ask someone to volunteer to place the title under the correct picture. If the volunteer is successful he gets a prize. Ask for hands of those

who think he is right or wrong. Choose a volunteer from those saying it is wrong. Continue until someone places the right title under each picture. A prize in this unit could be something pertaining to Easter.

Use the Memory Verse Review board to play a game with your students (see Patterns). Have them put their finger on any word around one of the four verse squares. They should then begin reciting the memory verse they have chosen. Each time they say a word, have them move their finger to the next square. Whenever their finger lands on a word that is the same as the word they are saying in the verse, they get one

point. After each student has had the same number of turns around the board, the student with the most points wins.

Use a pencil and a paper clip as a spinner for your Jesus' Last Days review game (see Patterns). Have your students place their pencil point through the end of a paper clip and on the dot in the center of the spin board. Let them spin the clip, and then tell one thing about the picture which their clip lands on. If you wish, give points for each correct statement. If the clip lands on the line between two pictures, he may give a statement, and earn a point, for each picture. The game becomes progressively more difficult, because each student must think of a new statement about the picture.

CONTEST IDEAS

Divide the group into two teams and ask questions. If answered correctly place an egg in an Easter basket. The team with the most correct answers wins.

Purchase plastic Easter eggs that pull apart. Insert in each egg a question and a memory verse. Every Sunday let each student choose an egg. One point is given for each correctly answered question and two for each memory verse recited. On the fourth Sunday, points can be totaled and an appropriate prize given.

Copy and cut out a supply of "Jerusalem dollars" for use in this contest (see Patterns). Explain to your class that they can earn the dollars by performing specific behaviors: attending, bringing a friend, bringing their Bible, etc. Make each child a small drawstring pouch in which to keep his dollars, and hang these on the walls in your class. At the beginning of the contest, make sure your group knows what prizes are available that they can spend their dollars for, and how many dollars it will take to earn each prize. This contest can be carried on through the next unit, if desired.

BULLETIN BOARDS

Make a Spring bulletin board (see Patterns). Place on the upper right-hand side a large sun cut from yellow construction paper or gold foil. Cut flowers from various colors of construction paper, and stems and leaves from green. Place these in a row along the bottom of the bulletin board. In large letters, print HAPPY EASTER above the flowers.

Cover your board with a bright color. Make large bubble letters spelling JESUS, to cover your whole board (see Patterns). Staple them to the background. Gather small pictures that have to do with this unit's lessons from Primary Pals, old Bible story books, etc. Include the unit memory verses printed on small squares of paper. Let the boys and girls staple or glue these pictures to

the large letters. You may want to devote a period of time each week to add pictures to the letters.

Make praising the Lord the theme of your bulletin board. Cover your board with bright paper. In large letters, put the words CELEBRATE! JESUS IS OUR KING! (see Patterns). Inflate a group of balloons and attach them in the two upper corners. Arrange four brightly colored shapes on the board. During the month, write the memory verse on the matching shape cut about 1" smaller, and post inside the larger shape on the appropriate Sunday. Musical notes, circles cut into spirals, streamers, and bright stickers can be spaced around the four shapes.

Cover your board with light yellow paper. Add a purchased border design such as spring flowers, if desired. On the left side, make a cross using eleven hearts cut from pale blue construction paper (see Patterns). If you wish, frame small pictures of each of your students and place them near the cross. In large letters on the other side of your board, arrange the words JESUS LOVES ME, THIS I KNOW.

UNIT SONGS

"Jesus Loves Me"
"Everybody Ought to Love Jesus"
"My Burdens Went Rolling Away"
"Praise Him, Praise Him"

CHART IDEAS

Use the picture of an Easter basket (see Patterns). Cut the slit and fill with large brightly colored eggs. In the center of each egg mount a religious Easter sticker.

Make a simple chart showing three crosses on a hill for this month. Give each child a dark blue sheet of construction paper. Precut a low hill of green construction paper, and three brown crosses (one large and two small). On the first Sunday, help your students glue the hill and crosses on the blue background. Across the top write the words "JESUS LOVES _____ ." (Write in child's name.) On subsequent Sundays, let the children apply flower stickers around the base of the cross. On the final Sunday, place a sticker of Jesus in the center of the cross.

SUPPORT MATERIAL

The Joy of Easter — a giant mural coloring book, Concordia Publishing House. It has different scenes of Jesus' last days on earth, and covers a large board when fitted together.

Life of Christ, Volume 4 — Biblegram, CEF Press
Jesus' Death and Resurrection — Classroom Coloring Activities (4 each of 6 coloring and activity pages), Rainbow Books

Family Life Institute series of cassette tapes — Numbers 56 through 59

TEXT John 11:1-8,14,17,38-48,53

OBJECTIVE The students will be able to tell that one of Jesus' last miracles was to restore life to a friend who had died. They will know that He gives spiritual and eternal life to any who ask of Him.

MEMORY VERSE Jesus said . . . I am the resurrection, and the life.
— John 11:25

Lazarus Raised From the Dead

MEMORY VERSE IN ACTION

JESUS — Put right middle finger to left palm, and left middle finger to right palm.

SAID — Place the right index finger, pointing to left, before the mouth and roll forward in a circular movement.

I AM THE RESURRECTION — Place right index and middle fingers standing in left palm; move right hand up.

AND THE LIFE — Make an L with thumb and first finger of both hands, with index fingers pointing toward each other. Move hands up from waist toward neck.

MEMORY VERSE VISUALIZED

Our memory verse this week is illustrated by a cloud and tombstones. (See pattern at end of lesson.) Cut apart the sections as indicated by the heavy black lines, and put the pieces back together one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your session with the sad Mary and Martha stick puppet pattern described under In-Class Activities. Ask your students how they think the two women pictured were feeling. Explain that they were very sad because their brother Lazarus had just died.

1. Jesus loved Mary and Martha and their brother Lazarus who had been sick and died.
2. Lazarus had been in the grave four days. Jesus wept as He saw the sisters and the people weeping.
3. Jesus told the people to roll the stone away from the mouth of the cave. They obeyed when He told them to believe and they would see the glory of God.

Climax: Jesus cried, "Lazarus, come forth." He came out in graveclothes, his face bound with a napkin. Jesus said, "Loose him, and let him go."

Conclusion: Jesus performed a miracle by raising Lazarus from the dead. The Bible tells us that Jesus will raise His people from the dead on the resurrection morning.

Response: The students will be able to explain the

events surrounding Jesus' restoration of Lazarus to life after four days in the grave. They should understand that He will give spiritual and eternal life to those who seek Him.

BACKGROUND INFORMATION

Christ performed a remarkable miracle when He raised Lazarus from the dead. However, He had on two previous occasions raised someone from death. In Luke 7:12-15 we read where Jesus restored life to a widow's son who had died and was being carried out of the city to be buried. Jesus stopped the funeral procession and said, "Young man, I say unto thee, Arise" and the dead man sat up and spoke. On another occasion a man named Jairus, a ruler of the synagogue, came to Jesus to beg Him to come and heal his daughter who was dying. Before Jesus could get to where the girl was, word came that she had already died. Jesus told the father not to fear, but to believe. Jesus came to where the girl was, took her by the hand and said, "Maid, arise." And she immediately arose.

When Jesus heard that Lazarus was sick, He was in a location some distance away from Bethany, the home of Lazarus. He could have raised him from a distance even as He did the centurion's servant (Matthew 8:5-13). But Jesus purposely let Lazarus die that He might demonstrate the power and glory of God. Lazarus had been in the grave for four days when Jesus arrived. Because of the warm climate in Palestine, burials usually took place on the same day as death. It was customary to put bodies into the caves in the rock, either a natural cave or a vault cut into the rock. Lazarus had been placed in a cave with a stone closing the entrance. Jesus told them to take away the stone even though Martha indicated that decomposition must have already set in. Jesus told her to believe, and she would see the glory of God. They then removed the stone and Jesus called for Lazarus to come forth. Lazarus immediately appeared at the entrance of the cave. He was bound hand and foot in graveclothes and Jesus told them to loose him and let him go. This marvelous miracle caused many of the Jews to believe on Jesus.

IN-CLASS ACTIVITIES

Use the paper bag puppet patterns provided for Lessons 14b or 29a, as Lazarus in telling the story.

Use the reversible-face stick puppets showing Lazarus with eyes closed/open, Mary and Martha crying/happy, Jesus sad/happy and the crowd of people sad/happy (see Patterns).

Use a tomb made from papier mache (possibly from your Easter lesson props). Wrap a doll in strips of cloth to show graveclothes. Let your students place small flowers by the tomb. Then, when Jesus calls Lazarus forth, let them unwrap the doll.

Give each child a copy of the picture showing Mary and Martha standing in front of Lazarus' tomb (see Patterns). Let them color the picture while you tell the story. At the proper time, give them the sticker figures of Lazarus and Jesus, and the happy faces to paste on Mary and Martha. (The stickers are made by painting a light coat of glue made from a mixture of half Elmer's glue and half water, on the back of the cut-out figures. Let dry completely. To apply, moisten lightly with water.)

Give each child the fold-out picture which shows Lazarus lying inside the tomb with Jesus at the doorway (see Patterns). Help the children fold the picture on the proper lines so that Lazarus can stand up.

QUESTIONS

Why didn't Jesus go to Bethany as soon as He heard Lazarus was sick?

How did Jesus raise Lazarus from the dead?

Jesus told His disciples that He was glad He wasn't there when Lazarus died because He wanted them to believe. What do you think Jesus wanted them to believe?

How would you have felt if you had been there when Lazarus came back to life?

What is harder for Jesus to do, bring someone back to life or save someone from his sins? Why do you think that?

Why were some people upset with Jesus for bringing Lazarus back to life?

Why don't many people believe in Jesus today?

PRESCHOOL SUGGESTIONS

Bring to class clothespins or dolls made from chenille straws. At the beginning of the lesson give each child a

doll to hold — one representing Jesus, Mary, Martha, and several others that would represent their friends. Put the Lazarus doll in a box representing the tomb, and cover the opening with a paper rock. When Lazarus is taken from the tomb, the children may enjoy saying "Hi, Lazarus!"

Simplify the story of Lazarus by starting out using pictures of Jesus and the special things He did for people. Tell your children that Lazarus got so sick that he finally didn't answer when spoken to or open his eyes. Don't elaborate on the burying, but rather that Jesus came, and when He spoke, Lazarus was all well again.

Give children a copy of the folded praying hands (pattern given for Lesson 1e) as you talk about how the people who loved Lazarus prayed for him to get better.

Make a milk carton tomb and the Lazarus-story finger puppets (see Patterns). Cut out the tomb opening in the side of a milk carton, as indicated on the pattern. Then cut the bottom out of the milk carton so it can be used for a puppet theater. Cover the top half of the carton in brown to represent the tomb. (Be sure to cut a hole in the brown paper and line it up with the hole in the carton.) Cover the bottom half of the carton in green. Make one each of the Jesus, Lazarus, Mary, and Martha finger puppets. Then make enough of the other friends so every child has one. Cut, fold, and glue or tape the puppets together. Let the children help you tell the story. (You should play the part of Lazarus and maybe even Jesus.)

REVIEW IDEAS

Enlarge the reversible-face stick puppets listed as an In-Class activity, to a size appropriate for a review. Use them to illustrate the story as you tell it.

Use newspaper headlines as a springboard for your object lesson. Review a number of other miracles with pretend headlines. Then read the whole account of Lazarus from the paper.

Stage a mock interview with one of the mourners who was at Lazarus' grave when Jesus came.

COORDINATING SONGS

"My God Is So Great"

"He's Able"

"God Can Do Anything But Fail"

"I Believe in Miracles"

"God Can"

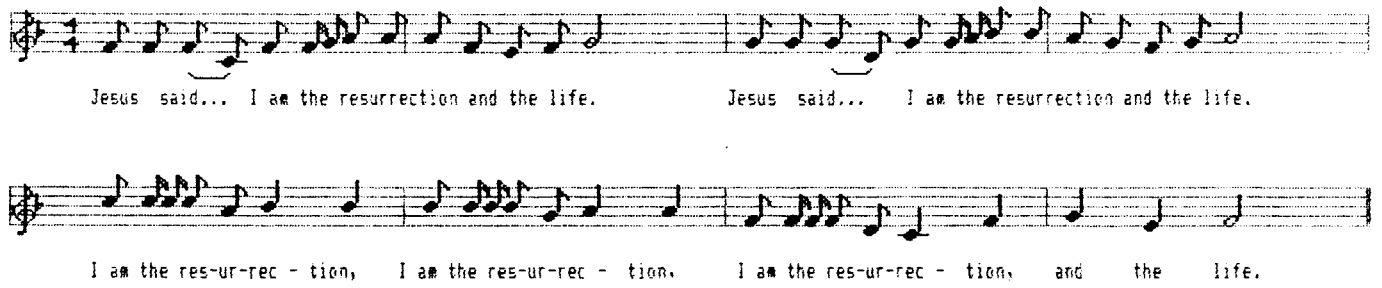
SUPPORT MATERIAL

Lazarus Lives — A Magic Picture Book

Acting for God — The Helping Hands Series, Shining Star Publishing

Mary, Martha, and Lazarus, No. 44 — The Lion Story Bible, A Lion Book

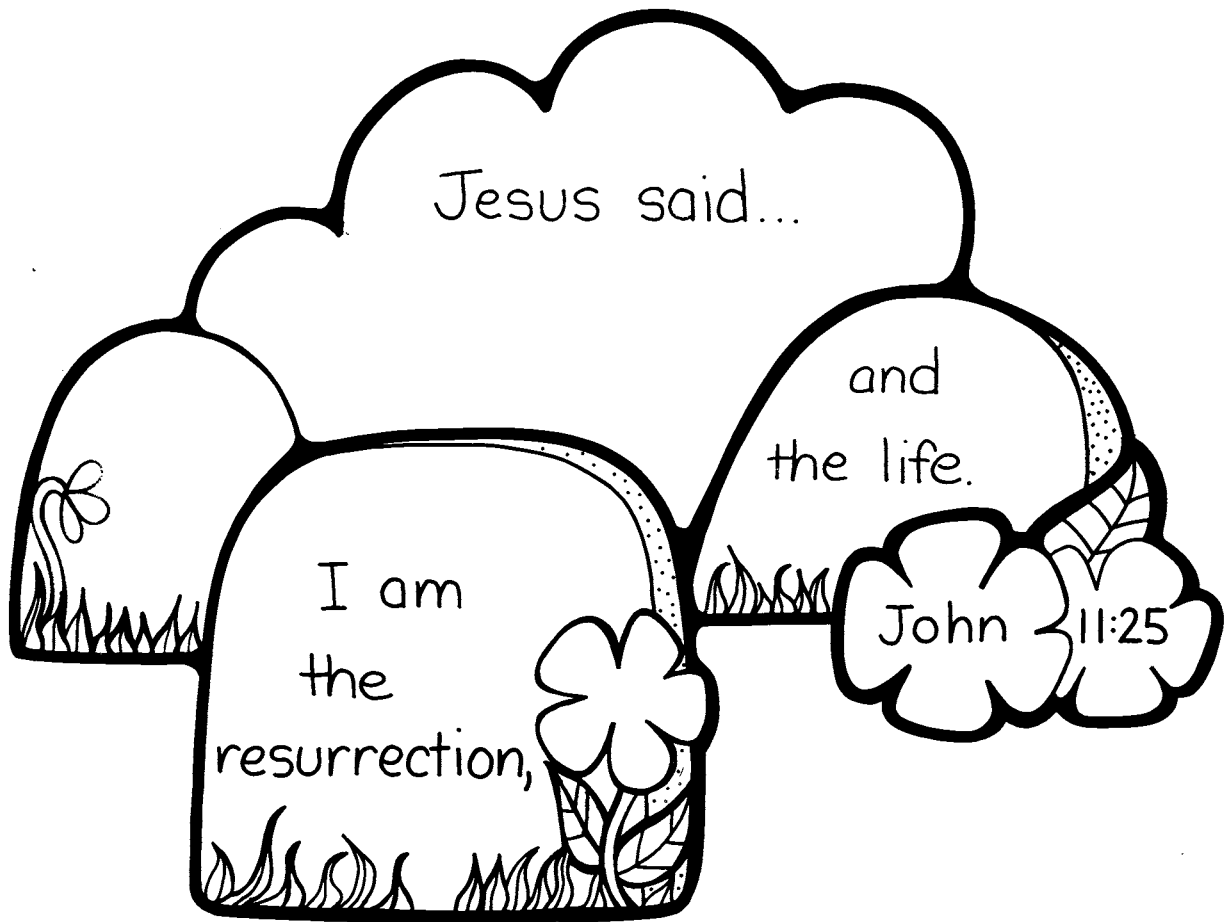
MEMORY VERSE SONG



Jesus said... I am the resurrection and the life. Jesus said... I am the resurrection and the life.

I am the res-ur-rec - tion, I am the res-ur-rec - tion, I am the res-ur-rec - tion, and the life.

MEMORY VERSE VISUALIZED



TEXT Mark 11:1-11

OBJECTIVE The students will be able to tell of the praise and honor Jesus received when He rode into Jerusalem and ways we, too, can praise and honor Him.

MEMORY VERSE Hosanna; Blessed is he that cometh in the name of the Lord. — Mark 11:9

Triumphal Entry

MEMORY VERSE IN ACTION

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

BLESSED — With thumbs of fists touching lips, move hands down and away from body, opening fingers.

IS HE — Point up.

THAT COMETH — Make beckoning motion, using both arms.

IN THE NAME — Tap first two fingers of both hands at right angles.

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

MEMORY VERSE VISUALIZED

This week the memory verse is illustrated by a little girl and boy waving palms and flowers. (See pattern at end of the lesson.) Cut apart the pieces as indicated by the heavy black lines, and display them one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a large piece of paper and a broad-tip marker pen to class. Begin your teaching by writing in large letters the word HOSANNA. Ask your students if any of them know what the word means. Explain that this is a Hebrew exclamation of praise, and they will hear it used often when your Bible story for today is told.

1. A colt was brought to Jesus to ride as He went into Jerusalem.
2. A multitude of people honored Jesus by spreading their garments and palm branches in the way.
3. The crowd that went before and behind Jesus praised Him saying, "Hosanna: Blessed is he." "Hosanna in the highest."

Climax: Jesus was honored and praised by the great multitude as He rode triumphantly into Jerusalem. They rejoiced greatly, shouting Hosanna and cast garments and branches in the way.

Conclusion: We, too, must praise the Lord with all our heart.

Response: The class will be able to tell of the praise and honor Jesus received and they should tell of ways we can praise and honor Him.

BACKGROUND INFORMATION

Jesus knew that the time was at hand for Him to fulfill the mission for which He came to earth. He took His disciples aside and told them that He must go to Jerusalem; there He would be betrayed to the chief priests, condemned to death, mocked, scourged, and crucified, but would rise again the third day. They left the area on the east of Jordan, came to Jericho where Jesus healed blind Bartimaeus and dined with Zacchaeus and then went to Bethany. Six days before the Passover, Jesus arrived at the home of Mary, Martha, and Lazarus. Many Jews came there to see Him and also to see Lazarus whom Jesus had raised from the dead.

On the next morning when Jesus started for Jerusalem, He sent two of His disciples to get a colt for Him to ride on in fulfillment of Zechariah 9:9. The people took palm branches in their hands and went to meet Him. The multitude praised the Lord and scattered their garments and the palm branches on the road before Him and shouted "Hosanna: Blessed is he that cometh in the name of the Lord."

Jesus' triumphal entry into Jerusalem bore some resemblance to the entry of a king. The people would have scattered their clothing, palm branches, and no doubt have cried, "Long live the King." But a king would have had a royal chariot with a herald going before him and accompanying dignitaries and soldiers. The King of kings came just as the prophet had foretold, "lowly, and riding upon an ass, and upon a colt the foal of an ass." Jesus presented Himself to the nation as their promised Messiah, but a few days later they chose to reject Him when He failed to meet their expectations of an earthly king.

SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 7b and 20a for additional ideas.

IN-CLASS ACTIVITIES

Make simple sugar cookies in the shape of palm branches (see Patterns). Sprinkle them with green sugar and use them as your snack for this Sunday.

Have a large grid drawn on a posterboard or chalkboard before class time begins. Give your children a list of words that have to do with this lesson. Some samples: sing, praise, hallelujah, thank, worship, King, adore, love. Have them use these words and the grid to make their own Palm Sunday acrostic.

Make a list of words which have to do with this Sunday's lesson. Write each word in the center of a flower shape. On a bulletin board place a large basket. Let your students take turns selecting a flower, explaining what the word means relative to the day's lesson, and then putting the flower into the basket. As well as being a Bible-learning activity, this could make a bulletin board to be left up throughout the Easter season.

Use the donkey stick puppets that show the donkey's part in the triumphal entry (see Patterns). Copy the pictures onto construction paper. Then use a spray adhesive to put the pictures back to back with a Popsicle stick in between. One picture is of the donkey alone when the disciples went to find it. The other is of Jesus riding into Jerusalem.

QUESTIONS

What happened when Jesus went into Jerusalem?

What do we call the special Sunday when we celebrate Jesus' going into Jerusalem? Why?

How did the people feel about Jesus?

How can we show our love and praise for Jesus every day?

Why do you think Jesus' disciples obeyed Jesus without question when He told them to go and find the colt?

Why did people lay their clothes down so that Jesus could ride the colt over them?

What do you think *Hosanna* means?

What are some words we say when we praise Jesus?

If Jesus rode down the street today, what do you think people would do?

Jesus didn't have a throne or a palace here on earth. Was Jesus really a king?

Is He a king now?

PRESCHOOL SUGGESTIONS

Cut out large green leaves to look like palm branches and distribute to class. As you tell the story, have them lay the branches on the table before a stick puppet or doll representing Jesus.

Have the children paste people (cut from magazines) on an outline-drawing of a city street. Let them pretend these were the people who came to worship Jesus.

Use a dress box for a miniature town. Make little cardboard houses. They can be as plain or fancy as you like. Small plastic trees and flowers can be used. Make an opening in one end of the box to represent the gate to bring Jesus and the donkey through. Give students coats cut from catalogs, and green leaves to put into the "street" as you take Jesus through.

REVIEW IDEAS

Have volunteers prepared to come to the front and illustrate ways we can praise God in our day; for example, through a song, testimony, giving out an invitation to church, reading a Bible psalm.

If you have access to a small helium tank this would be a fun review. Purchase enough colorful balloons for the whole department. Fill them with helium and tie a short string around the bottom (24 inches is about right). Secure them to a chair or something so they don't go to the ceiling! Have a permanent marker for each teacher. Use the balloons at first as a colorful backdrop for your review. Talk about how good they make you feel. Each color reminds you of something special God has given you (i.e., yellow: sunshine and happiness; pink: flowers and rosy-cheeked children; blue: sky and blueberries). Tell the children a super way to say thank you would be to write a praise to Jesus. Have each teacher take as many balloons as he has students. They should gather their students around them and write a short praise of the students' choice. Give the children a few examples to start with: Praise Jesus, Hallelujah, Jesus Is Lord, I Love Jesus. Then have all gather outside the nearest exit and at the count of three release their praise balloon and shout their chosen praise at the same time.

A favorite review for this lesson is the acting out of the Triumphal Entry. Set up some kind of props for a gate and make palm branches for all the children (patterns have been given in previous Easter lessons). The children will enjoy the "parade," waving their palm branches and praising Jesus.

COORDINATING SONGS

"Praise Him, Praise Him"

"Let's Just Praise the Lord"

"Ho, Ho, Ho, Hosanna"

"Hallelu, Hallelu"

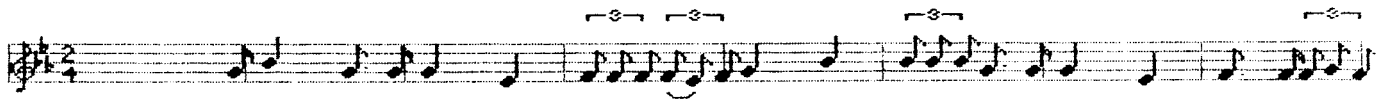
"Father I Adore You"

SUPPORT MATERIAL

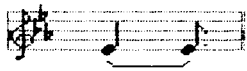
Jesus Rides Into Jerusalem — Arch Book

The Most Wonderful King — Arch Book
Jesus the King, No. 46 — The Lion Story Book, A Lion Book

MEMORY VERSE SONG

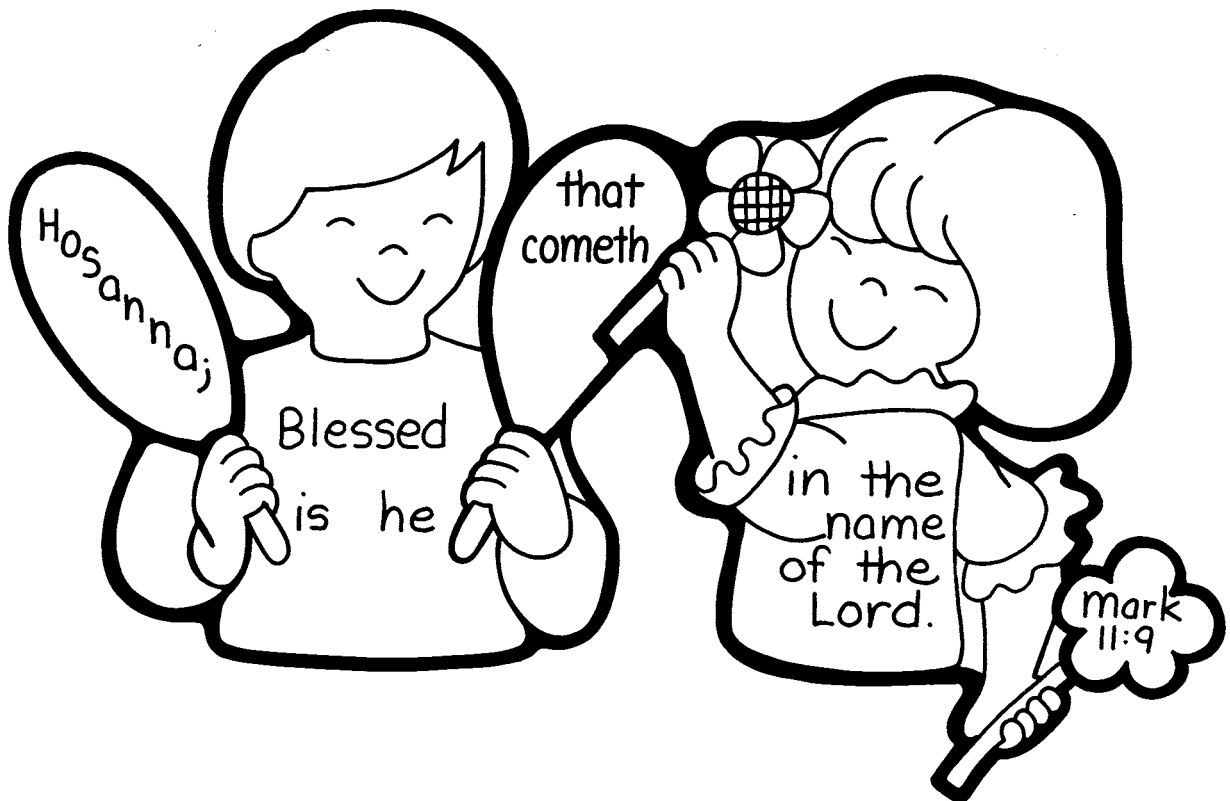


Ho-san - na; ho-san - na; Blessed is he that com - eth; blessed is he that com - eth in the name of the



Lord.

MEMORY VERSE VISUALIZED



TEXT Mark 14:22-26; John 13:2-5,12-17

OBJECTIVE The students can relate what happened during and following the Lord's Supper, and tell why we should follow the example the Lord set at that time.

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

Lord's Supper and Foot Washing

MEMORY VERSE IN ACTION

IF YE KNOW — Tap fingers on temple.

THESE THINGS — Point to things around room.

HAPPY ARE YE — With palms toward body, make circles away from body with a bubbling motion.

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

THEM — Point with index finger left to right.

MEMORY VERSE VISUALIZED

A pot of flowers illustrates the memory verse for this week. (See pattern at end of lesson.) Cut the four pieces apart as indicated by the heavy black lines. Arrange them on your display board a piece at a time as your students recite each section of the verse.

BIBLE LESSON OUTLINE

Introduction: Draw a large-circle smiling face on a chalkboard, or prepare and cut one out ahead of class time. Tell your students that today you are going to talk about something that God promises will make us happy. Review the memory verse, emphasizing the phrase, "happy are ye if ye do them."

1. Jesus introduced the Lord's Supper to the disciples in the upper room.

2. He took bread and broke it into pieces, blessed it and said, "Take, eat: this is my body." He meant that the bread represented His body.

3. Jesus took a cup of grape juice, blessed it and they all drank of it. He said, "This is my blood of the new testament, which is shed for many." The juice represented His Blood.

4. After the Lord's Supper Jesus took a towel, poured water into a basin and washed the disciples' feet.

Climax: Jesus set an example for us to follow as He introduced the Lord's Supper and Foot Washing to the disciples.

Conclusion: We should observe the ordinance of the Lord's Supper and Foot Washing. We will be made happy if we do.

Response: The students will be able to relate what happened at the Lord's Supper and Foot Washing and tell why we should follow the Lord's example.

BACKGROUND INFORMATION

When the Children of Israel left the land of Egypt, God instituted the feast of the Passover. The ordinance was to be a perpetual statute commemorating the passing of the Lord over the Children of Israel when He smote the firstborn of the Egyptians.

However, the Children of Israel went into idolatry and failed to keep the Passover as instructed, and God brought severe judgment upon them. When King Hezekiah began to reign, he immediately opened up the House of the Lord. He had the priests cleanse and sanctify themselves and the Temple with its vessels, and then offer sin offerings. When all was done it was too late to have the Passover on the first month, so the king, the princes, and all the congregation agreed to hold it the fourteenth day of the second month. Hezekiah sent out letters to all of Israel and Judah requesting them to join with those at Jerusalem for the Passover. Some mocked the messengers and laughed them to scorn, but many came and God blessed the people who did.

In Jesus' time, the feast of the Passover was just a formality. God has always demanded a heartfelt worship. Even through the prophet Isaiah, God said that His soul hated their appointed feasts (Isaiah 1:11-17). God told them to cease to do evil and do good and then He would have respect unto their offerings.

This was the last time that Jesus and His disciples were able to partake of the Passover, as Jesus was soon to return to Heaven. It was here that Jesus instituted the Lord's Supper and Foot Washing. People today should be warned to examine themselves

(I Corinthians 11:28) because God will judge those who partake unworthily. God has no more pleasure in formality today than He did in Isaiah's time.

SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 7c for additional ideas.

IN-CLASS ACTIVITIES

Teach the day's lesson, then review by making statements, some true and some false. If the statement is true, have the class make a thumbs-up response; if false, a thumbs-down response. For example, Jesus had Peter wash His feet (thumbs down). Jesus took bread and blessed it (thumbs up).

Give each child a copy of the "Happy Are Ye" fold-out (see Patterns). Let them color the designs on the right and left sides which represent the Lord's Supper and Foot Washing. Then have them write their memory verse on the lines provided in the center section.

Bring a small piece of unleavened bread and some grape juice to class. Also, bring a small basin, water, and a towel. Using these, explain what takes place at an ordinance service. Emphasize that we feel joy and happiness because of our obedience to God, but this is not a "party"! (Do NOT serve the Lord's Supper to your class!)

Talk about things that help us remember events in the past. Bring photo albums, birthday cards, baby memory books, etc. Liken these to the ordinance service which Jesus instituted to help us remember Him and the sacrifice He made for us.

QUESTIONS

Why does Jesus want Christians to take part in the Lord's Supper?

Why did Jesus want to eat His last supper with His disciples?

What did the bread represent?

What did the wine (juice) represent?

How do you think the disciples felt as Jesus told them that it was time for Him to die?

Why do you think Jesus washed Peter's feet?

Why did Jesus want the disciples to wash each other's feet?

Why do we still wash each other's feet?

What does *example* mean?

Why is it important to simply obey even when we don't understand?

PRESCHOOL SUGGESTIONS

These children might like to make the thumbs up/down motion described under In-Class Activities.

Have paper cut-out plates and glasses. The children can color the juice in the glass and draw on the plate what Jesus gave to the disciples.

The preschool presentation for this lesson should not go into much detail regarding the specifics of the text. Rather, emphasize that we are happy when we obey God. Use pictures and books on obedience to stress this point. Small dolls and other props can be used to present current-day stories on this theme.

To illustrate the thought of "happy are ye if ye do them," ask each child to do one task for you, such as pass out stickers, or hand you something. Talk about how good they feel when they obey.

REVIEW IDEAS

Adapt the In-Class activity using photo albums, birthday cards, memory books, or other items illustrating ways we help ourselves remember. You could use slide pictures from family gatherings as a means of illustrating this.

Dramatize a personal story or an imaginary incident showing obedience and the happiness it brings. For example: a child's being told to clean a room and not wanting to do so, but then obeying. Later a cousin calls and because he has done such a good job on his room, his mother lets him go to the zoo with the cousin.

Make 14 copies each of the foot and the smiley face cards (see Patterns). Write each of the Apostles' names on a foot and a face (one name on each). On the remaining feet and faces write ME on one set and YOU on the other set. Lay these upside down on several different chairs in the assembly area just before your review. When the children assemble, tell them to hold their card until you ask for it. First have the students who are holding the face cards that have the names of the 12 Apostles on them come to the front. Let them read off the names on their cards. Briefly relate what Jesus told them about the bread and wine. After that group of students returns to their seats, have the students who are holding the feet cards that have the names of the 12 Apostles come to the front. Let them read the names on their cards. Again briefly relate the details of the Foot Washing and ask the children if they know the promise Jesus gave to them. After that group of students returns to their seats ask if that was

all there was to the Lord's Supper and the Foot Washing. Were the 12 Apostles the only ones to be included in that special event? At this time ask if there are any other face cards or feet cards that were not already brought to the front. Have the last four students come forward and read their cards. Conclude with the explanation that all who truly love Jesus are included in the ordinance of the Lord's Supper and Foot Washing.

- "I Am Thine, O Lord"
- "Where He Leads I'll Follow"
- "Break Thou the Bread of Life"
- "Sweet, Sweet Spirit"
- "Blest Be the Tie"
- "Family of God"

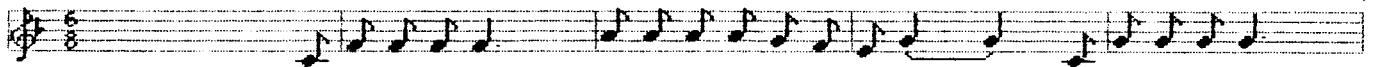
COORDINATING SONGS

"Take My Life and Let It Be"

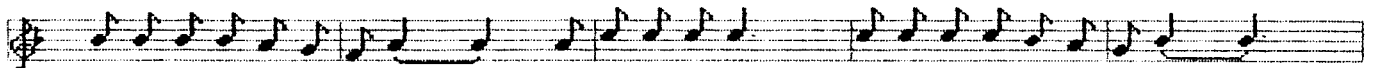
SUPPORT MATERIAL

The Bread and the Wine — Arch Book

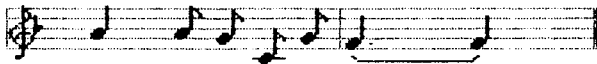
MEMORY VERSE SONG



If ye know these things, happy are ye if ye do them. If ye know these things,

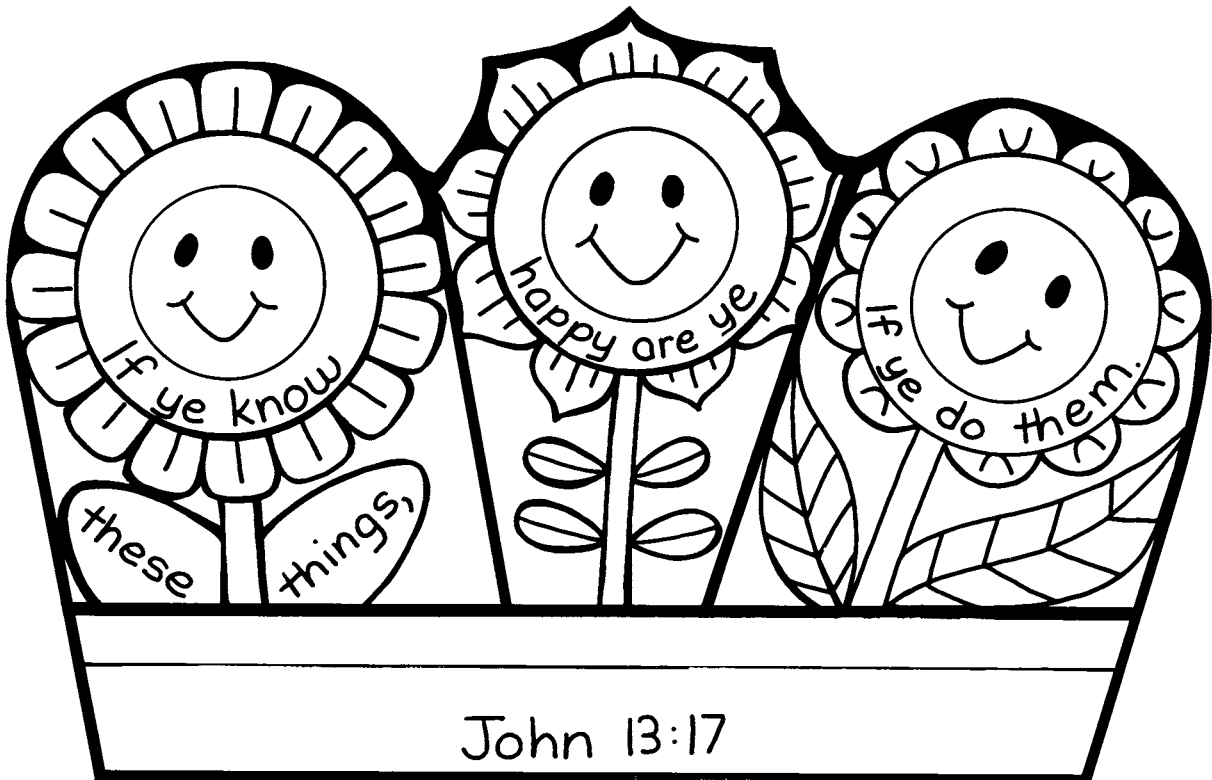


happy are ye if ye do them. If ye know these things, happy are ye if ye do them.



John thirteen sev-en - teen.

MEMORY VERSE VISUALIZED



TEXT Mark 14:43-49,53; 15:15-28,37,42-47

OBJECTIVE The students will be able to relate the events surrounding Christ's betrayal and crucifixion, and tell why it was necessary for Jesus to die.

MEMORY VERSE Christ was once offered to bear the sins of many.
— Hebrews 9:28

Betrayal and Crucifixion

MEMORY VERSE IN ACTION

CHRIST — With right hand cupped to form a C, touch thumb to left shoulder; bring across in front of body touching right waist.

WAS ONCE — Hold up one finger.

OFFERED — With thumbs touching finger tips, palms toward self touching chest, move hands away from body, opening hands out flat.

TO BEAR — With both hands open, palms up, move from right to left before the body.

THE SINS — Make fists with index fingers pointing to each other and then to self.

OF MANY — Move open hand, left to right.

MEMORY VERSE VISUALIZED

The visualization of this week's memory verse features three praying children. (See pattern at end of lesson.) Cut the four pieces apart as indicated by the heavy black lines. Arrange the puzzle a piece at a time as your students recite each section of the verse.

BIBLE LESSON OUTLINE

Introduction: Use the In-Class activity using press-on circle stickers with words written on them as your basis for this class session. Open your time together by giving each child a set of the "sin circles" and a copy of the picture of the cross.

1. Judas betrayed Jesus with a kiss and the multitude seized Jesus. Peter cut off the ear of the high priest's servant with a sword.
2. Jesus was led away to the high priest.
3. Pilate delivered Jesus to the soldiers. He was beaten, a purple robe put on Him, and a crown of thorns placed on His head. He was mocked and spit upon.

Climax: Jesus was crucified along with two thieves. The crucifixion was the fulfillment of many prophecies regarding Christ's betrayal and death on the Cross.

Conclusion: Because Jesus was betrayed and crucified after living a sinless life He was qualified to be the Savior of men.

Response: The students will be able to relate the

events surrounding Christ's betrayal and crucifixion, and tell why it was necessary for Him to die.

BACKGROUND INFORMATION

Jesus did not just happen to be put to death because the Jewish high priests charged Him with blasphemy. They were only instruments that God used to carry out His divine plan that was formed in the very beginning. The Apostle John says that He was the "Lamb slain from the foundation of the world."

Jesus Himself refers to Psalm 41:9 when telling His disciples that He would be betrayed. The prophet Zechariah tells that they covenanted for thirty pieces of silver for betraying Jesus and the money would be cast to the potter in the house of the Lord (Zechariah 11:12,13). This was fulfilled in Matthew 27:3-7 when Judas brought back the money he had received from the chief priests and threw it on the floor. The priests piously said they could not put it in the treasury because it was the price of Blood, so they used it to buy a potter's field in which to bury strangers.

SPECIAL NOTE FOR THIS LESSON

Refer to Lessons 7d and 20b for additional ideas.

IN-CLASS ACTIVITIES

Give each child a copy of the picture of the cross with flowers around the base (see Pattern given under Pre-school Suggestions). Purchase some plain press-on circle stickers. Before class, write words identifying certain sins on the circles: lie, sass, disobey, be unkind, etc. Give each child a set of these "sin circles." During your class session, talk about the sins Jesus died for by giving examples of each. As the children hear the example, let them put the corresponding sin circle on the cross. Or, to make this on a more personal level, you may wish to talk to them about wrongs they may have done, having them put sin circles on the cross for each wrong thing they can remember doing. Emphasize that when we take the sin circle off our sheet and put it on the cross, that is how Jesus took our sins on Himself.

Give each child a 6" brightly colored paper plate. Punch holes around the edge at about 1½" intervals. During class time, give each child a small cross made out of a contrasting color of construction paper, a sticker of Jesus, and two or three flower stickers. Let the children glue the cross on the plate and attach the stickers. Then give them a length of yarn approximately one yard long, with the ends wrapped with a bit of cellophane tape. Starting at the top help them lace the yarn around the edge of the plate through each hole. Tie a bow at the top, to make a wall hanging.

Have your children make an illustration of the crucifixion scene as you teach this lesson. Suggest a simple idea such as the hill and three crosses. Give them crayons, and tell them to use only circles, not lines. This can be done by setting the flat end of the crayon on the paper and turning it to make a circle. Darker colored areas are achieved by putting the dots close together.

Use the paper-tearing activity (see Patterns) as a way of teaching your children why Jesus had to die on the cross. Let them watch you as you start folding the paper. Tell them that a ride in an airplane will take them high in the sky, but not to Heaven. A trip to the moon (second show) is possible with a space ship, but not to Heaven. Jesus' death on the cross was our ticket to Heaven (third show). Are they ready? Have they reserved their tickets? The tickets are free! Jesus paid for them on the cross.

QUESTIONS

Why did they put a purple robe and a crown on Jesus?

What was written at the top of the cross? Why?

What does *crucify* mean?

Why was it necessary for Jesus to die?

Who did Jesus die for?

How do you think Judas felt after he led the angry men to Jesus?

Why didn't Jesus want His disciple to protect Him with a sword?

Do you think the people could have taken Jesus if He had not been willing? Why? Why do you think Jesus was willing?

How do you feel about Jesus' being crucified for your sins?

Where is Jesus' real Throne?

PRESCHOOL SUGGESTIONS

Keep your story for preschoolers very simple, and use props and illustrations that are not too vivid or realistic. A simple cross can be made by glueing two Popsicle sticks together, and placing it in a small sandbox. Put a heart with a Jesus sticker on the cross. Be sure you let the children know that Jesus came back to life before you close the lesson, even though that is not part of this week's text.

Take a sheet of construction paper and put a small picture of Jesus in the center. Focus your lesson on the fact that Jesus loves all the children in the world. Let them glue on stickers of little children.

Color the picture of the cross with flowers around the base (see Patterns). Cover it with a sheet of clear plastic contact paper or laminate the entire picture. Cut it into several pieces and allow your children to put the puzzle together during class time.

Ask some parents to help you mark the children's names on fabric (see Patterns for sample alphabet) and help you cross-stitch embroider them. These can be sewn into tiny pillows, little bags, or even framed to hang in their bedroom. Tell the children that whenever they look at the crisscrosses in their names they can remember that Jesus loves them so much He died for them. But He came to life again and now lives in Heaven.

REVIEW IDEAS

Place a life-size figure of Christ on a large board in front of your group. Have a number of different sins, written on slips of paper. Read the slips one at a time or have volunteer teachers from your group help with this. Explain what the sin is and perhaps give a personal example: for instance, a time you remember telling a lie, taking something. Attach each paper slip to the figure of Jesus with a piece of double-stick tape as you talk about the verse which says Jesus bore the sins of many.

Have someone come dressed as the centurion who was at Jesus' crucifixion. Let the children interview him with your guidance, asking him how he felt about Jesus, his reaction when the sky darkened, and what changed his feelings regarding the truth of Jesus' claim that He was the Son of God.

Bring a number of objects which represent important things people have done for you. Some suggestions: a picture of a house (someone provided you with a home), a flag (someone defended your country so you could have freedom), an item of food (someone made sure you had food to eat), a text book (someone made

sure you had the opportunity to go to school). Comment that many important things have been done for all of us, but the most important of all is that Christ died for us.

- "Jesus Paid It All"
- "Oh, How He Loves You and Me"
- "Oh, How I Love Jesus"
- "Deep and Wide"
- "Jesus' Blood Washes Whiter Than Snow"
- "Nothing But the Blood of Jesus"
- "For God So Loved the World"

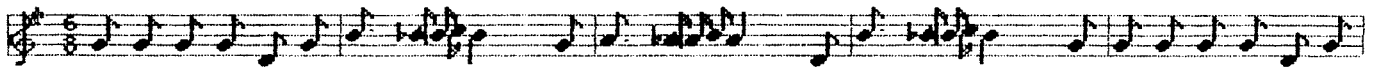
COORDINATING SONGS

- "Jesus Loves Me"
- "The Old Rugged Cross"
- "Calvary Covers It All"
- "In the Garden"

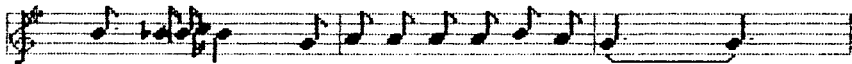
SUPPORT MATERIAL

The Story of the first Easter — My Very First Coloring Book, Warner Press

MEMORY VERSE SONG



Christ was once offered to bear the sins of many, bear the sins of man - y, bear the sins of man-y. Christ was once offered to



bear the sins of man-y. He-brews nine verse twenty-eight.

MEMORY VERSE VISUALIZED

