

YOUTH EDUCATIONAL ADVENTURES

He Lives

YE3D · Teacher Edition

Juniors · Year 1: Life of Christ

Christian Educational Ministries — a faithful digital edition of the printed program

Triumphal Entry

MEMORY VERSE

“Rejoice greatly, O Daughter of Zion! Shout, Daughter of Jerusalem! See your King comes to you, righteous and having salvation, gentle and riding on a donkey, a colt, the foal of a donkey.” - Zechariah 9:9

OBJECTIVES

At the end of this lesson, students will be able to:

1. Describe Christ's triumphal entry into Jerusalem.
2. Explain why Christ rode a donkey colt.
3. Relate the significance of this event to their own lives.

TOPICS & THEMES

Belief

Donkey

Fulfillment of Prophecy

Honor God

Jerusalem

Jesus, Savior

Jesus, Servant

Jesus, Son of David

Jesus, Suffering of

King of kings

Palms

Peace

Praise

Triumphal Entry

MATERIALS NEEDED

Bibles, teacher's and student's books, attendance and memory verse charts, pencils, butcher paper, crayons or markers or colored pencils, yardstick, black marker, maze, songbook, CD/cassette tape and music player.

PREPARATION

Juniors are at the age where peer pressure starts to be more of a motivating factor than pleasing parents or teachers. Thus, they can be vulnerable to peer comments rejecting Jesus, mocking Christianity, and scoffing at Christian morals. To counteract these forces working against our children's beliefs, we need to teach from the Bible why we believe that Jesus is the Son of God and our Savior and facilitate each child proving it for himself. If they can prove to themselves that Jesus is not a myth, they will be more likely to want to please Him by following Him. While preteens may not be mature enough to truly grasp the full meaning of repentance and what it means to be baptized. We need to teach our children about baptism and create expectations that each one will be baptized when they are old enough to repent of their sins. Then, when they are ready to be baptized, it'll be a natural progression in their relationship with Jesus.

Assign Psalm 23 for each student to study and memorize by the end of this book (in nine weeks).

HOW TO TEACH THIS LESSON

MAZE - Give each student a maze to complete when they first come in; this gives you the opportunity to check memory verses and attendance. (There's a great maze program at www.puzzlemaker.com.)

JESUS' BIRTH - Quickly, ask the students to tell you what they know about the first coming of Jesus Christ. Lead into the idea that this coming, the Triumphal Entry of Jesus into Jerusalem, was also an important coming.

DONKEY COLT - Discuss the donkey colt Christ rode.

- 1) It had never been used before. Why? Because the first is very important to God, i.e. firstfruits.
- 2) The prophesy given by Zechariah identified Jesus as the Messiah to any who would recognize him. Zechariah 9:9.
- 3) The nature of the donkey was peaceful, gentle, and humble - an apt reflection of Christ's nature.
- 4) The mule or donkey was the royal mount of King David - another clue that Jesus was the Davidic Messiah.
- 5) Crowd's response - Describe the response to Christ's entry: shouts of praise – particularly note what they shouted - and they lay palm branches and coats in front of Him.

JESUS WEPT - Discuss why Jesus wept when he saw Jerusalem. They rejected him; terrible things would happen to them because they didn't recognize Jesus as their Savior.

OUR RESPONSE TODAY - Discuss knowing that Jesus is the Son of God, the Savior of the world. Christianity is not a myth. If we truly believe that Jesus is the Messiah, we will live our

lives according to His will. We try to please Him and keep His commandments because we love Him.

ACTIVITY - Once the maze is constructed, use it to demonstrate that life is like this maze in that each person has to choose which direction to take. Will I believe wholeheartedly in Christ? Will I follow Him because I believe? Do I want Him to be a part of my life? How? Do I recognize how He works in my life?

REVIEW QUESTIONS

1. Why was this event called the Triumphal Entry?
2. Why did Jesus ride a donkey colt into Jerusalem? (Can you think of three reasons?)
3. What does the Triumphal Entry mean to you? Why is it important to you right now?

TEACHER-DIRECTED ACTIVITY

Have the students create a maze the size of a large sheet of butcher paper. Draw the outline of the maze with the black marker. Jerusalem will be the center of the maze – the goal. As the maze is constructed, choices will need to be made as to which direction to go. When the students get to a crossroads, have them label the choices. Of course, the right choice is the one that will eventually get the students to the center of the maze.

Choices:

1. donkey colt vs. black stallion;
2. peaceful and humble vs. warlike and proud;
3. prophetic fulfillment vs. coincidence;
4. shouts of praise vs. silence;
5. palms and coats vs. rocks and dirt;
6. celebration vs. weeping
7. recognition vs. rejection.

Once the maze has been constructed, the students can go back and add pictures to decorate the choices in and around the maze. Be sure to display their creation where the church can appreciate what they are learning.

SONG

“Praise the Lord Together” is on page 88 in Kids Classics Collection.

CLOSING PRAYER

Lead the children to thank God for sending His Son, Jesus Christ, to be our Messiah. Encourage them to ask if they recognize God’s involvement in their lives.

Thieves in the Temple

MEMORY VERSE

“Since we have these promises, dear friends, let us purify ourselves from everything that contaminates body and spirit, perfecting cleanliness out of reverence for God.” - 2 Corinthians 7:1

OBJECTIVES

At the end of this lesson, students will be able to:

1. Describe what Jesus did when He saw the sellers and moneychangers in the Temple.
2. Explain why Jesus became so upset about them being in the Temple.
3. Relate that anyone who has God’s Holy Spirit living within them is a temple of God.
4. Give examples of things which make our bodies (a temple of God) unclean.

TOPICS & THEMES

Anger, Jesus

Holy Conduct

Holy Spirit

Jesus Sets Example

Temple

Temple, Cleansing

Unclean meat/food

MATERIALS NEEDED

Bibles, student’s and teacher’s books, attendance and memory verse charts, pencils, butcher or poster paper, crayons or markers or colored pencils, yard stick, black marker, songbook, CD/cassette tape and music player.

PREPARATION

Juniors typically are very concerned with fairness and justice. They do not like to see vandalism or needless destruction of property. They will identify with Jesus’ actions in clearing out the Temple in Jerusalem. Once they understand the connection between the Temple in Jerusalem and our bodies as a temple of God, they will have a good analogy for understanding why they should avoid and resist certain actions, thoughts, and desires.

The idea of avoiding uncleanness is not only found in the New Testament, but is emphasized in the Old Testament as well. God was going to walk among the people and be their God, therefore the people could have no uncleanness in the camp. They were not to touch any unclean thing. The students' memory verse gives the reason for Christians to avoid uncleanness.

Before class, draw a person on a six-foot piece of butcher paper, draw thought bubbles around the person. Leave them blank for the kids.

HOW TO TEACH THIS LESSON

REAL LIFE APPLICABILITY - Ask the students to give examples of destructive or disrespectful behavior toward property or other peoples' belongings. Make sure you write these down on poster paper. You can use them during the activity as a springboard.

JESUS' ACTIONS - Ask the students to retell what happened in the Jerusalem Temple when Jesus saw the sellers and moneychangers. Contrast His actions in the Temple with the personality and character that Jesus demonstrated in the Triumphal Entry. Ask the students to give reasons why Jesus acted so strongly.

TEMPLE OF THE LIVING GOD - Ask the students what and who Paul identifies as the Temple of the Living God (1 Corinthians 3: 16; 2 Corinthians 6:16). Ask how Christians can be a temple of God. Discuss how God gives the Holy Spirit to each person at baptism and what it can do for them.

UNCLEANNES IN THE TEMPLE - Discuss the kinds of things that make our bodies unclean before God. Examples: lying, cheating, swearing, foul language, stealing, anger, hatred, envying (Colossians 3:8-9; Galatians 5:19-21). Leviticus 11 discusses unclean meat, if the students ask.

CLEANSING THE TEMPLE - Ask the students how they can get rid of the wrong thoughts and actions from their lives. Assure the students that as long as we are human beings, we will always have to work replacing wrong thoughts and actions with good ones. Romans 7 describes the battle that all Christians have with their carnal nature. Paul sums up the only way to become clean – that is, through Jesus Christ (Romans 7:25; I John 1:7, 9; Titus 2:12-14).

REVIEW QUESTIONS

1. What did Jesus do when he saw the sellers and the moneychangers in the Temple of God in Jerusalem?
2. Why did Jesus react so strongly against them being there?
3. What does Paul tell us about the Temple of God today?
4. How does a Christian become a temple of God? (When God gives them His Holy Spirit at baptism.)

5. What are actions and thoughts that make our bodies unclean before God?

TEACHER-DIRECTED ACTIVITY

Use the six-foot drawing of the person that you prepared before class. Have the students discuss what clean thoughts might include. Refer back to the list of disrespectful and destructive behaviors.

Ask for the opposite of those negative thoughts and behaviors. Write their brainstorming suggestions on a separate sheet of paper. Remind them that actions usually come after thoughts. If your thoughts are clean, your actions will likely be clean too. Once you've exhausted their suggestions, decide which suggestions they'd like to write in the thought bubbles next to the person. Allow them to use different colors, if they wish.

Again, plan to display what they've learned for the rest of the church to see – but only with the student's permission.

SONG

“One Door, And Only One” page 44 in Kids Classics Collection.

CLOSING PRAYER

Encourage the students to thank God for showing us that His Temple needs to be clean, and to ask Him for guidance and wisdom to purify ourselves from all unrighteousness.

The Last Supper

MEMORY VERSE

“For whenever you eat this bread and drink this cup, you proclaim the Lord’s death until he comes.” - 1 Corinthians 11:26

OBJECTIVES

At the end of this lesson, students will be able to:

1. State that this evening was very important to Jesus.
2. Explain why Jesus gave His disciples bread and wine.
3. Explain that acceptance of Jesus as your Savior is a big commitment.
4. Relate why the Lord’s Supper’s annual observance is significant and serious to Christians.

TOPICS & THEMES

Baptism

Betray

Bread and Wine

Covenant

Disciples

Judas

Eternal Life

Forgiveness

God’s Love

Jesus, Death of

Jesus, Resurrection of

Jesus, Savior

Jesus, Suffering of

Jesus, Without Sin

Judas

Loving God

Passover

Repentance

Sin

MATERIALS NEEDED

Bible, student's and teacher's books, attendance and memory verse charts, stars, pencils, chalkboard and chalk or dry erase board and markers, songbook, CD/cassette tape and music player.

PREPARATION

Keep in mind there is no place in the Bible where an age is given when a person is old enough or mature enough to be baptized. Doubtless, a person has to be old enough to understand that Jesus died for their sins and come to repentance before they are old enough for baptism. Lydia and her household were baptized. We're not told in Acts if she had children, if so, how old they were. Three thousand souls were baptized on Pentecost, yet nowhere does it tell if this included some teenagers and/or some children or if they were all adults.

Teachers should not confuse a person being baptized before they are really ready with the unpardonable sin. Many people have come to a deeper repentance after being baptized and have been re-baptized. There may be more danger in putting off baptism than in being baptized when one is not ready. Juniors naturally want to please their parents and teachers; they have no concept that their priorities are about to change.

It can seem unfair to them if parents and ministers don't think they're ready to make a commitment to Jesus Christ. They are quite capable of understanding that Jesus died because of their own sins. They can feel remorse and incredible guilt. However, the hormonal changes of the coming years can blur the innocent clear-sightedness of nine, ten, and eleven year-olds. The Holy Spirit can give them help. Juniors have the faith that Jesus is who the Bible says He is – sometimes more rock-solidly than cynical adults. They can grasp theoretical concepts. In presenting this lesson, realize that the juniors may feel that they are ready to make that commitment, and subsequently partake of the Passover. Help your class to understand, through the activities and discussion, the enormity of the commitment. Encourage them to continue to seek God and ask for His guidance in knowing when they have repented of their sins and are ready for baptism.

HOW TO TEACH THIS LESSON

LAST EVENING - Discuss with the students what they might do if they knew they only had one night left before they died. Try to draw out of them what would be most important to them: i.e. being with family, sharing thoughts, doing something that everyone would remember.

DESCRIBE THE LORD'S SUPPER - Talk about the disciples' preparation for the meal. Jesus was very specific on where they would share this meal. Then discuss Jesus pointing out that one of the twelve disciples would betray Him. Discuss that one of Jesus' closest disciples, one of the

twelve, was the one who brought about His death. Because all of us have sinned, we too are guilty of causing the death of Jesus.

SYMBOLS OF THE COVENANT - Ask the students what was most important about the evening. Make sure they understand that it wasn't the meal, by itself. It was the institution of the symbols of the New Covenant. Discuss with the students the symbolism of the bread and the wine. Jesus gave thanks to God for both. That's powerful in itself. The broken bread symbolizes Jesus' broken body, which was given for our healing. The suffering, not just His death, was part of the sacrifice. The wine symbolizes the shed blood of Jesus. There is no forgiveness of sin without the shedding of blood. Jesus' blood had to be shed in order that we could be forgiven of our sins.

COMMITMENT - Discuss the commitment necessary before a person partakes of the bread and the wine. In exchange for accepting Christ's death on our behalf, we give our lives over to Christ. We no longer belong to ourselves; we have been bought and paid for by the blood of Jesus. Discuss the seriousness of this commitment; it is lifelong.

ANNUAL REMINDER - Because human beings tend to forget, God graciously gave us a reminder of our commitment to Jesus Christ. Once a year, on the Passover and the anniversary that Jesus partook of the bread and wine, we come together to renew our covenant with Jesus Christ and deeply reflect on our commitment.

REVIEW QUESTIONS

1. Why was the evening of the Lord's Supper so important to Jesus?
2. How do we know it important to Jesus?
3. Why did Jesus give His disciples broken bread? What did it symbolize?
4. Why did Jesus pass the cup of wine and ask them to drink from it? What did that symbolize?
5. What kind of commitment is it to drink of the cup and eat the bread, that symbolizes Jesus Christ's broken body and shed blood?
6. Why is this such a big commitment?
7. Why do Christians keep the Passover?
8. Why is it important?

TEACHER-DIRECTED ACTIVITY

Because making the commitment to God and the decision to be baptized are so serious, work through the activity in the students' book in class. Before class, have the choices written on the board. Work with the students to reach a group consensus in numbering the commitments.

Decide which one would be number one (the easiest) and which would be number ten (the hardest).

- _____ Not fighting with my brothers and sisters.
- _____ Making my bed every morning.
- _____ Praying every night.
- _____ Doing my homework without being told.
- _____ Helping my parents with house hold chores.
- _____ Turning my life over to Jesus Christ.
- _____ Not arguing with my parents when I don't get my own way.
- _____ Being happy - no matter what.
- _____ Eating ice cream and pizza.
- _____ Saying kind things to others - even when they're mean to me.

SONG

“Jesus Loves Me” is on page 6 in Kids Classics Collection.

CLOSING PRAYER

Encourage the students to ask for God's guidance in knowing when they're ready to make the commitment to accept Jesus Christ as their Savior.

The Agony in Gethsemane

MEMORY VERSE

“Going a little farther, he fell with his face to the ground and prayed, ‘My Father, if it is possible, may this cup be taken from me. Yet not as I will, but as you will’” (NIV). - Matthew 26:39

OBJECTIVES

At the end of this lesson, students will be able to:

1. Describe how Jesus felt about His suffering and crucifixion.
2. Relate how Jesus did not want to endure the suffering He knew was coming.
3. Explain how Jesus asked His Father to take the suffering from Him, if possible.
4. State that Jesus submitted to God’s will.
5. Explain that each of us should follow that example when we’re faced with suffering.

TOPICS & THEMES

Gethsemane
God’s Love
God’s Omnipotence
God’s Plan
God’s Will
Jesus, Suffering of
Loving God
Pain
Prayer
Suffering
Trouble

MATERIALS NEEDED

Bibles, student’s and teacher’s books, attendance and memory verse charts, stars, pencils, chalkboard and chalk or dry erase board, markers, songbook, CD/cassette tape and music player, and small prize for the winner of the sword drill.

PREPARATION

Sometimes we adults shy away from talking with our kids about suffering. We want to shield them from the suffering that is almost certainly part and parcel of life. Nevertheless, children are in a unique position to understand about going through things that they don't want: They have to go to bed just when the game was getting good; they have to take baths even when they don't feel dirty; they have to eat broccoli and cauliflower because we tell them it's good for them. If they can understand that parents have rules in place because they love and want the best for them, even if the rules seem unfair or painful, then they can make the transition to understanding why God would also ask them to go through some tough things. Some of our children live with lifelong illnesses like asthma or physical handicaps or unimaginably hard things. Don't hesitate to bring up the suffering in the world; just be ready with some physical examples of things parents require of their children, to help them understand why God might allow suffering. Emphasize that suffering is not an indication that God doesn't love them.

HOW TO TEACH THIS LESSON

BRAINSTORM - List as many difficult things on the board as the students will give to you. Ask them why all of these bad things can happen to good people. Be sure to talk about natural consequences! Just because you're a child of God doesn't mean He's going to take away the pain in your leg if you break it when jumping off a cliff.

GOD'S PERSPECTIVE - Emphasize that God knows the pain and suffering we go through. He knows why we're going through it, that is, whether we caused it ourselves or it's for His purpose. One thing we know is that God cares.

JESUS UNDERSTANDS - Read Hebrews 2:18 to the students. Explain that because Jesus Christ had to suffer on this earth, Jesus understands the suffering that we go through. Review with the students the events in Gethsemane.

JESUS' SORROW - Jesus knew that He was going to suffer horribly before He died. This distressed Him, "to the point of death." Ask: so what did He do about his distress?

JESUS PRAYED - Jesus knew that His Father loved Him. He prayed that if there was any other way that He wouldn't have to go through the suffering set before Him.

THE FATHER'S WILL - Even though Jesus prayed so earnestly that He sweated great drops of blood, in the end He prayed "Thy will be done."

JESUS' EXAMPLE - When faced with something very difficult, take it before God in prayer. Tell Him about it and ask that, if it is not necessary, that God would take it from us. Be willing to trust God if He doesn't take it from us.

REAL LIFE EXAMPLES - Ask students to share their activity answers. List each on the board. Brainstorm why God might ask someone to go through these things (i.e. you didn't ask Him to

take them away; they are natural consequences of your behavior; they are for your good; etc.).

OUR RESPONSE TO HARDSHIPS - 1) Know that God cares about your suffering. 2) Pray that God will take it from you if possible. We can go to God and ask for relief. 3) Pray for and accept God's will.

REVIEW QUESTIONS

1. How did Jesus feel about the suffering and crucifixion that He had to go through?
2. How much do you think Jesus knew about what He was going to have to suffer? (A lot; scriptures foretold it!)
3. When Christ was feeling overwhelmed with sorrow, what did He do?
4. Even though Jesus really did not want to go through the suffering, what did He pray to His Father?
5. What should we do when we're faced with a hardship or overwhelming situation?

TEACHER-DIRECTED ACTIVITY

Sword Drill. The Bible speaks of the Word of God as being our sword. Ask each student to take their Bible with them. Line the students up with everyone facing towards you. Say, "attention." The students should put their Bibles in their left hand with their arm hanging relaxed beside their hip. Then say, "draw swords." The students may then bring their Bibles in front of them with it facing right. Their right hand should support the Bible and their left hand should be on top of it prepared to begin the search. Call out the first scripture and say, "charge." Have the students race to find the following scriptures. The first one to find the scripture takes one step forward. When everyone else has found the scripture, the winner reads the scripture out loud. Ask for a volunteer to explain how the scripture relates to the lesson. Then follow this procedure all over again by saying "attention," etc.

1 Peter 2:20-21 - Sometimes you suffer for some wrong you committed; other times you suffer because Christ set an example for you.

Isaiah 30:18-19 - God doesn't enjoy our suffering; He will answer our prayers.

Matthew 26:39 - God's will be done.

Romans 12:12 - What our attitude should be.

2 Corinthians 1:8-9 - We learn to rely on God.

2 Corinthians 4:17 - Our present troubles are worth something.

Philippians 4:12-13 - Rely on God.

James 1:2-4 - Count it pure joy - our attitude.

2 Corinthians 12:7-10 - An example from Paul.

Luke 24:25-26 - Christ Himself explained that He had to suffer.

Isaiah 53:10 - It was God's will that Christ would suffer.

Revelation 13:8 - From creation, Christ knew that He would be crucified.

There could be a small prize for the person who finds the most scriptures first.

SONG

"Jesus Loves Me" is on page 6 in Kids Classics Collection.

CLOSING PRAYER

Ask for a volunteer to thank God for His Son, Jesus Christ, who understands our sufferings. Encourage them to ask for God's guidance in teaching them to come to Him when they have problems and pain.

Trial Before Pilate

MEMORY VERSE

“He was oppressed and afflicted, yet he did not open his mouth; he was led like a lamb to the slaughter, and as a sheep before her shearers is silent, so he did not open his mouth” (NIV). - Isaiah 53:7

OBJECTIVES

At the end of this lesson, students will be able to

1. Relate the events before Pilate.
2. Relate that Barabbas was a murderer.
3. Explain that Pilate’s wife’s dream was significant to Pilate.
4. Relate the crowd’s reaction when Pilate washed his hands.
5. Explain how Isaiah 53:7 is a prophecy about Jesus Christ.

TOPICS & THEMES

God’s Will

Jesus, Crucifixion

Jesus, Savior

Jesus, Suffering Of

Jesus, Without Sin

Pilate

Punishment

Sin

MATERIALS NEEDED

Bibles, students’ and teacher’s books, attendance and memory verse charts, pencils, mural chart paper, crayons, markers, songbook, CD/cassette tape and music player.

PREPARATION

Juniors are at the age where things that are unfair are extremely disturbing to them. Therefore, this is a very delicate topic to explore with them. They absolutely need to understand what happened to Jesus Christ and why; that’s central to our faith. Nevertheless, be sensitive to their

reactions when progressing through the lesson. Remind them often that Jesus willingly did this. He was not a powerless victim. He told his disciples, while they were still in the garden, that He could call legions of angels to effect His escape if He wanted. But He knew that wasn't the will of God.

Discuss the consequences of sin, and help juniors understand why this had to happen. Be prepared to talk with them about the natural and spiritual consequences of sin. Because Jesus loves each one of us so much, He willingly endured all that He suffered to pay the penalty for the spiritual consequences, so that we wouldn't have to. Explain that even though God forgives us of our sins, the natural consequences are still going to be there as a natural result of our actions.

HOW TO TEACH THIS LESSON

REAL LIFE SET - Ask the students if they have ever been accused unfairly. Allow them to explain, if they wish. Ask them what they did when they were falsely accused. Do they do what most people do? Ask for a volunteer to read Isaiah 53:7 aloud. Explain that it is a prophecy about Jesus Christ.

MATTHEW 27:11 - Continue reading with volunteers. Discuss why Jesus didn't say anything when the chief priests were bringing accusations against Him. Talk about how unusual this was and Pilate's amazement.

THE CHOICE - The next experience was the crowd's preference for the release of a known murderer instead of Jesus Christ. Ask the students why Pilate gave the people the choice between Barabbas and Jesus.

THE DREAM - Pilate believed Christ had not done anything wrong. Next ask the students what Pilate's wife sent him. She asked him not to have anything to do with that innocent man (Jesus). Because of Him she had suffered much in a dream that day. Explain that the Romans put a lot of stock in dreams. This was very strong motivation for Pilate to give the people the chance to release Jesus.

RELEASE AND CRUCIFIXION - Ask the students who persuaded the crowd to ask for the release of Barabbas. When Pilate asked why, the crowd became agitated. Have the students explain Pilate's next action of washing his hands. Ask them to explain what the crowd's reaction was when Pilate told them, "It is your responsibility." How can we, two thousand years later, accept the responsibility – for ourselves and our children – for the blood of Jesus Christ. Explain that, in reality, we do accept the responsibility when we accept Jesus as our Savior.

CHRIST'S PERSPECTIVE - Ask the students why Jesus went through all of this. Remind them of the prayer in Gethsemane when He asked God, if it were possible, to take the cup from Him. Jesus Christ knew what He was doing. Why? It was the necessary part of God's plan for the

salvation of each one of us. Now read Isaiah 53:7 aloud again. Discuss how this prophecy is about Jesus.

REVIEW QUESTIONS

1. What happened when the chief priests and elders accused Christ falsely?
2. Why was Pilate surprised Jesus didn't answer the false accusations?
3. Who was Barabbas?
4. Why was Pilate's wife's dream important to Pilate?
5. What were the two reasons Pilate gave the crowd a choice between Barabbas and Jesus?
6. How is Isaiah 53:7 a prophecy about Jesus?

TEACHER-DIRECTED ACTIVITY

Have the students work in teams of three to create a miniature mural of the events to this point. Encourage them to look back at lesson four and begin their mural with Christ praying in the garden. Remind them that we don't know what Christ looked like, that He didn't have long hair and we certainly don't want to make images of Him. So instead of drawing Jesus, they can write His name where His picture would be, or let them use their imagination as to how to portray Jesus praying without making an image of Him. They should leave space on the mural to continue with it for lesson six. Events that they will want to include: prayer in Gethsemane, betrayed by a kiss, false accusations by the chief priests and elders, release of Barabbas.

Rationale: We want our students to completely understand the events of Jesus' suffering, crucifixion and death. One way to internalize information is through tactile activity, like drawing.

Use the answer key to the Word Search in the student book if some students need help finding the answers.

SONG

"Jesus in the Morning" is on page 89 in Kids Classic Collection.

CLOSING PRAYER

Lead the students in thanking God for the gift of His Son for all of mankind. Encourage them to ask for help in truly understanding what Jesus did for all who believe.

A 12x12 grid of letters with yellow lines connecting specific letters to form a pattern. The grid is as follows:

A	N	A	F	F	L	I	C	T	E	D	H	L	L
C	R	U	C	I	F	Y	T	Z	K	D	B	L	A
C	O	I	C	O	D	S	P	A	T	T	H	C	M
U	P	N	D	B	Q	E	T	I	S	A	N	P	B
S	P	N	S	A	V	U	G	I	L	E	G	J	O
E	R	O	K	E	F	B	R	G	K	A	M	Y	F
H	E	C	R	V	Q	H	A	Y	O	W	T	A	G
A	S	E	B	X	C	U	K	R	I	L	D	E	O
R	S	N	Y	S	L	E	E	H	A	C	F	Q	D
W	E	T	U	J	K	N	C	N	M	B	T	U	X
N	D	S	H	R	Y	V	E	D	C	J	B	R	A
U	E	S	Y	N	C	P	U	O	G	E	F	A	L
J	D	I	R	E	T	H	G	U	A	L	S	E	S
G	P	U	N	I	S	H	M	E	N	T	Q	K	C

Yellow lines connect the following letters:

- Vertical lines: (1,1)-(1,12), (2,1)-(2,12), (3,1)-(3,12), (4,1)-(4,12), (5,1)-(5,12), (6,1)-(6,12), (7,1)-(7,12), (8,1)-(8,12), (9,1)-(9,12), (10,1)-(10,12), (11,1)-(11,12), (12,1)-(12,12).
- Horizontal lines: (1,3)-(1,10), (2,3)-(2,10), (3,3)-(3,10), (4,3)-(4,10), (5,3)-(5,10), (6,3)-(6,10), (7,3)-(7,10), (8,3)-(8,10), (9,3)-(9,10), (10,3)-(10,10), (11,3)-(11,10), (12,3)-(12,10).
- Diagonal lines: (1,1)-(12,12), (12,1)-(1,12).

Jesus is Killed

MEMORY VERSE

“And when the centurion, who stood there in front of Jesus, heard his cry and saw how he died, he said, ‘Surely this man was the Son of God!’ ” - Mark 15:39

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate the sequence of events leading up to Christ’s crucifixion.
2. Explain why Christ died.
3. Compare and contrast nice things that others have done, to the ultimate sacrifice of Jesus Christ.

TOPICS & THEMES

Fulfillment of Prophecy

God’s Love

God’s Plan

God’s Will

Jesus, Crucifixion of

Jesus, Death of

Jesus, Savior

Jesus, Suffering of

MATERIALS NEEDED

Bible, student’s and teacher’s books, pencils, chart paper, crayons, markers, activity papers from lesson five, board and chalk, songbook, CD/cassette tape and music player.

PREPARATION

Talking about the suffering and death of Jesus Christ is never easy, even for adults. It becomes especially difficult for children of this age group. Because they are idealistic, they do not understand things that are unfair. Additionally, they are very impressionable and can be very sensitive. Talking about the agony of Jesus Christ can rapidly reduce some juniors to tears. Be prepared to comfort the students while emphasizing the sober nature of what Christ has done for His people. It’s a delicate balance.

We teach our children to believe and to trust in Jesus Christ. When they read that Jesus died for people who believe and trust in Him, they may feel very convicted and sorry that Jesus had to suffer for them. Be sure to explain to them that it was God's will that Jesus suffer and die this way. Emphasize that our responsibility is to live our lives according to His will. We must accept Christ as Savior, follow in His footsteps, keep the commandments and love the people around us. Don't minimize their feelings of conviction; would that adults could feel as convicted as our kids feel!

HOW TO TEACH THIS LESSON

REAL LIFE APPLICABILITY - Ask the students to list on the board all the nice things that they wrote for their activity assignment in their student book. Add other things that they think would be really nice. Lead into the story of Jesus Christ's suffering and death.

MOCKING - Have a volunteer read Matthew 27: 27-31. Review the events leading up to the soldiers mocking Jesus. Mentally draw a picture for the students; describe the scene of the crown of thorns, the scarlet robe, the mocking soldier's taunts, and repeated blows to the head.

VIA DOLOROSA - Continue reading Matthew 27:32-33. The Via Dolorosa (the Way of Suffering) is the traditional route taken by the prisoners, carrying their own crosses, through the streets of Jerusalem on the way to Golgotha. Describe how Jesus had been so badly beaten that He could not carry His stake the entire route. Ask the students who Simon of Cyrene was.

CRUCIFIXION - Read verses 34-37. Explain that tradition says the wine mixed with gall was a narcotic pain-killer. Jesus refused to drink it. Ask why the soldiers cast lots. Then ask why the sign was placed over Jesus' head.

INSULTS - Read verses 38-44. Ask who insulted Jesus and what the insults were. Jesus's death - Read verses 45-51. Ask the students what Jesus cried out to God. Then ask what happened at the very moment that Jesus died.

MEMORY VERSE - Have the students recite their memory verse at this point. Discuss the reaction of the centurion soldier to the death of Jesus Christ.

TO BE CONTINUED - Don't finish class with the death of Jesus. Let the students know that the story doesn't end there. They're going to have to read their lesson for next week and come to class to hear the rest of the story.

REVIEW QUESTIONS

1. What are some really nice things that people have done for you?
2. What was the nicest thing that you can think of?

3. Who can tell us what happened after Pilate turned Jesus over to the soldiers to be crucified? Please list five things.
4. Why did Jesus have to suffer these things? Why did He have to die this way?
5. Because we know Jesus died for those who believe and trust in Him, how should we act? What kinds of things should we do?

TEACHER-DIRECTED ACTIVITY

Continue the activity from week five. Have the students work in teams of three to finish their miniature mural of the events of Christ's death. Encourage them to look back at lesson five and begin today's drawing with Pilate turning Jesus over to be crucified. Again, remind them that we don't know what Christ looked like, and we certainly don't want to make images of Him. Also impress upon them that Jesus wouldn't have had long hair. Events they should include are: mocking by soldiers, carrying the stake to Golgotha, crucifixion, soldier casting lots for His clothing, insults by passers-by, chief priests, and robbers, splitting of the curtain in the Temple when Christ died, earthquake and splitting rocks, centurion's statement.

Rationale: We want our students to completely understand the events of Jesus' suffering, crucifixion and death. One way to internalize information is through tactile activity, like drawing.

SONG

"Isn't He Wonderful" is on page 42 in Kids Classics Collection.

CLOSING PRAYER

Lead the students in thanking God for the gift of His Son for all of mankind. Encourage them to ask for help in truly understanding what Jesus did for all who believe.

The Third Day He Lives!

MEMORY VERSE

“For as Jonah was three days and three nights in the belly of a huge fish, so the Son of Man will be three days and three nights in the heart of the earth.” - Matthew 12:40

OBJECTIVES

At the end of this lesson, students will be able to:

1. Cite at least one scripture where Jesus predicted His resurrection.
2. Make a calendar of the events from the Last Supper to the Resurrection.
3. Relate that Jesus lives today.

TOPICS & THEMES

Death

Jesus, Death of

Jesus, Resurrection of

Passover

Resurrection

Spices

Three Days/Nights

Tomb

MATERIALS NEEDED

Bible, student's and teacher's books, attendance and memory verse charts, pencils, chart paper, crayons, markers, board and chalk, index cards, tape, CD/cassette tape and music player, and songbook.

PREPARATION

The most difficult part of this lesson is counteracting the teaching that Jesus was crucified Friday afternoon and resurrected Sunday morning. Merchants have made a huge business out of selling Easter; it is as inescapable as Halloween or Christmas. Therefore, the activity in this lesson is extremely important to the students. They will have memorized Matthew 12:40, which emphasizes three days and three nights. Even if you count partial days, there is no way to get three nights between Good Friday and Easter Sunday. It's extremely important to let the

students discover that for themselves. It's very important that you have the time line securely in your own mind before class. (See the activity section.)

Be prepared to construct the calendar on the board for the students. It will be an excellent reinforcement of the activity that they should have done before they came to class.

You may wish to have the events written out on index cards (without the days) that the students can put in order as a reinforcement of the activity.

HOW TO TEACH THIS LESSON

REAL LIFE APPLICATION - Talk with the students about watching a newscast of the death of an important figure. Talk about how those stories make them feel. How do the newscasters sometimes seem to make us feel? Then ask them to share how they felt when they lost someone close to them.

JESUS' DEATH - Ask the students if Jesus knew beforehand that He was going to die. How do they know? Ask what the reaction of the disciples was. How do they know?

JESUS' PROPHECY - Ask the students to tell what else Jesus told His disciples about His death. (Resurrection after three days) Ask if they think the disciples believed Jesus was serious.

TIME - Ask which scripture tells exactly how long Jesus would be in the tomb. This is a good time to check which students can recite their memory verse.

PHARISEES - Ask the students who Jesus told about His resurrection besides the disciples. (the Pharisees and teachers of the law) Why did He do that?

RESURRECTION - Ask if Jesus was resurrected as He said. How do we know that? Who told the women that Jesus was no longer in the tomb?

JESUS LIVES! - Ask the students how long Jesus lived after His resurrection. Tell them it's a trick question. (He's still alive now!)

CALENDAR - Go through the calendar activity with the students. Hopefully they've done the activity in their book, and this will be a good review. If they haven't done it, do it together on the board anyway (See activity).

REINFORCEMENT - Use index cards with the various events, from Gethsemane to the Resurrection, listed separately on each one. Mix them up. Give each student one card. Have them arrange themselves in order according to the event. Provide assistance if necessary. Then read the events on the cards in the correct sequence.

If you have a small class, label different parts of the classroom wall with the days of the week. Hand an index card to each student. When they have correctly placed the card on the wall, they may come get another card.

REVIEW QUESTIONS

1. Where can you find a scripture where Jesus told about His resurrection?
2. In the year Jesus was crucified, on what day of the week was He killed? (Wednesday)
3. In the year Jesus was crucified, on what day of the week was He resurrected? (at the end of the Sabbath)
4. In the year Jesus was crucified, on what day of the week did the women buy spices (Thursday evening, Mark 16:1), and prepare spices? (Friday, Luke 23:56).
5. Is Jesus alive today?

TEACHER-DIRECTED ACTIVITY

The students were asked to make a calendar, putting the events on the calendar in the correct places. Be prepared to go over the sequence of events with them.

1. Tuesday night: Jesus' last supper with the disciples, praying in Gethsemane.
2. Wednesday: trial before Pilate, crucifixion, death in the late afternoon, preparation day for the Holy Day on Thursday (Note: because Jesus is our Passover Lamb, many believe that He died exactly when the High Priest would have cut the throat of the lamb in the Temple.)
3. Thursday: Jesus was dead in the tomb, the First Day of Unleavened Bread, a High Sabbath.
4. Thursday evening: After sunset, Mary Magdalene, Salome and Mary the mother of James purchased spices. (Mark 16:1).
5. Friday: Jesus was dead in the tomb, women prepared spices, preparation day for the weekly Sabbath(Luke 23:56).
6. Saturday: Jesus was dead in the tomb until the end of the Sabbath at sundown – exactly three days and three nights from the time He was placed in the tomb.

Now ask the children to count the days and nights. Do you have three days and three nights that Jesus was in the tomb?

SONG

“Alive, Alive” is on pg. 55 in Kids Classics Collection.

CLOSING PRAYER

Lead the children in thanking our Heavenly Father for resurrecting Jesus on the third day as He had planned.

Many See Jesus

MEMORY VERSE

“Then Jesus told him, ‘Because you have seen me, you have believed; blessed are those who have not seen me and yet have believed.’” - John 20:29

OBJECTIVES

At the end of this lesson, students will be able to:

1. Relate that many people saw Jesus after His resurrection.
2. Tell that the women were the first people to see Jesus.
3. Relate that the disciples did not believe until they saw Jesus themselves.
4. Relate the importance of eyewitnesses to the life, death, and resurrection of Jesus.

TOPICS & THEMES

Angel

Belief

Disciples

Thomas

Jesus, God the Son

Jesus, His Miracles

Jesus, Resurrection of

Thomas

Tomb

Witnesses

Women

MATERIALS NEEDED

Bible, student's and teacher's books, attendance and memory verse charts, pencils, chart paper and markers or board and chalk, songbook, CD/cassette tape and music player.

PREPARATION

There is an old saying: seeing is believing. In this age of computer enhancement, technology, slight of hand, camera tricks, etc. we tend to be much more wary about believing what we see. Nevertheless, sight is still the sense we tend to depend upon most. Two thousand years ago,

sight must have had even more significance than it does today. It was important for God to have eyewitnesses to the events surrounding the life, death, and resurrection of Jesus. The witness of the disciples was to play a crucial part in the faith of believers for all time. None of the books of the Bible were written by Jesus Christ. We owe our belief to what was written down by the eyewitnesses at the time of Christ. It is extremely important for the students to understand how significant these eyewitnesses were and are!

Before the students arrive, plant some very visual objects around the room. At the beginning of class, tell them you're going to check how observant they are. Have them close their eyes, remove one or two of the objects. Have them tell you what was removed.

HOW TO TEACH THIS LESSON

VISUAL ACUITY - Start the class by doing the activity as outlined in the preparation section. Now discuss with the students the outcome. Try the activity again, only this time, remove something far less visual. Again discuss the results.

EYEWITNESSES - Discuss the importance of eyewitnesses to an event or crime. Discuss, also, the sightings where people have claimed to have seen Elvis or aliens. Why are these eyewitness accounts suspected by many people? (Only one person saw the sight; possibility of technology being involved; demonic activity, hoax). If all of these things are possible, why do we believe an eyewitness? Discuss the importance of a police line-up or eyewitnesses to an accident. Ask how different things are today than from what they would have been in Jesus' day. What makes it different?

RESURRECTION - Do a review of lesson seven. Point out that Jesus told His disciples that He would live again after three days. Ask if the disciples believed Jesus. How do they know?

WOMEN FIRST - Ask who the first people to see Jesus were. Ask why Matthew and Mark relate the account differently. (They were not there; these gospels were written many years after the fact. As in the case in many eyewitnesses, the stories are very similar, but not exactly alike – that helps to establish the veracity of their testimony.) What did the women do once the angel told them to go tell the disciples?

MARK'S ACCOUNT - Talk about the two men on the road. What was the reaction of the disciples? Discuss the unwillingness of the disciples to believe the women and the other two men, as related in Mark. Impress upon the student's minds that Jesus told them beforehand that He would be three days and three nights in the tomb.

JESUS APPEARS TO THE ELEVEN - Discuss the rebuke that Jesus gave to the Eleven. Why did He rebuke them? Was that fair? Discuss Thomas doubting.

EYEWITNESSES - Why was it important that Jesus have eyewitnesses to His resurrection?
What does John say about the eye witnesses (John 20:30-31)?

REVIEW QUESTIONS

1. Who saw Jesus first?
2. Who else saw Jesus besides the women?
3. Why didn't the disciples believe the people who had seen Jesus? What was the reason Jesus gave for their unbelief?
4. Why is it so important for many people to have seen Jesus after His resurrection?

TEACHER-DIRECTED ACTIVITY

The students were directed to write down in their lesson book some of the miracles that Jesus performed during His life on earth. List these on the board. Add others as the students think of them.

Discuss the miracles. Relate to the students that the disciples saw all of these miracles. Discuss the fact that the disciples did not believe, until they had seen for themselves that Jesus had risen from the dead. Ask the students if they think Jesus' resurrection was another miracle.

Encourage the students, if they have not already done so, to fill the space in their book with the miracles of Jesus. If time permits, find the scriptural references for each of these miracles and list them beside the miracle on the board and in the student books. Impress upon the students that they will be using this list before the end of the unit.

Matthew 8 & 9 - healed man with leprosy and paralyzed man

Matthew 14:13-36 - calmed the storm and fed 5,000 people

Matthew 17:1-8 - Transfiguration

Matthew 17:24-27 - coins in the fish's mouth

Mark 1:21 - drove out evil spirit

Mark 2:12 - paralytic healed

Mark 4:35-41 - calms the storm, heals possessed man

Luke 7:1-18 - raised Widow's son

John 2:1-11 - changed water into wine

John 11:1-44 - Lazarus raised

John 21:1-11 - miraculous catch of fish

SONG

“He is Lord” is on page 90 in Kids Classics Collection.

CLOSING PRAYER

Lead the children in thanking our Heavenly Father for giving us eyewitnesses to the life, death, and resurrection of Jesus so that we might believe and have life in Him.

Jesus Goes to Heaven

MEMORY VERSE

“After the Lord Jesus had spoken to them, he was taken up into heaven and he sat at the right hand of God.” - Mark 16:19

OBJECTIVES

By the end of this lesson, students will be able to:

1. Relate what happened to Jesus after His resurrection.
2. Explain part of what Jesus does now.
3. Relate the importance of having an Intercessor to intercede on our behalf when we go before the throne of grace.

TOPICS & THEMES

Forgiveness

Fulfillment of Prophecy

Holy Spirit

Jesus, Ascension of

Jesus, in Heaven

Jesus, Intercessor

Jesus, Older Brother

Jesus, Savior

Repentance

Witnesses

MATERIALS NEEDED

Bible, student's and teacher books, attendance and memory verse charts, stars, pencils, role play cards, chalk board and chalk or poster paper and markers, songbook, CD/cassette tape and music player.

PREPARATION

Some of these vocabulary words can be difficult ones to understand, especially the nuances of meaning. To aid the students, write the words in sentences on the chalk board before the class begins. Be sure to underline the vocabulary word in each sentence. Then to start class, have a

volunteer read one sentence. Ask for a definition of the vocabulary word. Once the definition has been thoroughly discussed, ask for a volunteer to create a sentence using the word. Ask for three sentences for each word. This is an effective way to ensure the students are understanding the meaning of the word and its usage.

Create a set of role play cards for use in the activity. Some possible situations: 1) Daughter talking to Mother about a window broken by sibling; 2) Three friends: one friend trying to patch up a misunderstanding between other two; 3) Family discussion of where to eat dinner: one family member intercedes with pertinent information that changes the decision; 4) Two friends arguing about whether to play baseball or basketball – third friend intercedes to soothe tempers and achieve consensus.

HOW TO TEACH THIS LESSON

REAL LIFE APPLICATION - Ask the students to share an example of when someone interceded for them. Have them share how differently things turned out than they might have. (You may wish to have one ready to share to get them started.)

AFTER THE RESURRECTION - Ask, “What did Jesus do after He was resurrected?” Turn to Luke 24:44 and ask for a volunteer to read through verse 49. Talk about Jesus teaching His disciples. Show them that He spent 40 days working with them, before Pentecost (Acts 1:3).

PREPARING THE DISCIPLES FOR THEIR MISSION - Ask: “Why do you think Jesus had to spend time after His resurrection teaching His disciples?” It was necessary to prepare them for what they needed to do next. Ask the students to remember this point; they will talk about that more in Lesson Ten.

TAKEN UP INTO HEAVEN – Ask: “What does the Bible say happened to Jesus after He had spent this extra time teaching His disciples?” Read Acts 1:8. Ask: “Did He just disappear into the clouds until it is time for Him to come back and set up His kingdom on the earth?” Then check memory verse memorization; ask them to recite Mark 16:19.

AT THE RIGHT HAND OF GOD - Ask: “What does Jesus do, seated at the right hand of God?” Remind the students of the story of Matt and Stacy and what it means to intercede for someone. Discuss the fact that Jesus came to earth, lived as a human, and was tempted in every way that we are tempted. He knows what it means to be human and to have weaknesses, but He never sinned (Hebrews 4:15). Therefore, He understands us and is able to go to the Father on our behalf. That means we can boldly go before the throne of grace when we repentantly ask for forgiveness, knowing that we will find mercy and grace. (Hebrews 4:16) Furthermore, Christ ever lives to make intercession for us (Hebrews 7:25). It may take a lot of discussion and application of what has happened to the students in their own lives to understand the concept of intercession. It’s worth taking time to help them understand.

REVIEW QUESTIONS

1. What did Jesus do after He was resurrected from the tomb?
2. Where did Jesus go when He ascended into heaven?
3. What is part of Jesus role today for each of us?
4. What does it mean to intercede for someone?
5. How important is it to have an intercessor?

TEACHER-DIRECTED ACTIVITY

Using the set of role play cards (possibilities outlined in Preparation section), have the students work through several situations where three people are involved, one of them must take the role of intercessor. Once they've worked through the situation, discuss with them the importance of having an intercessor. Ask them what would have happened in each case, if an intercessor had not been part of the situation. They may wish to replay a couple of the situations without the intercessor.

If time, allow the students to create their own role plays to present to the rest of the class. Be sure to include an intercessor for each.

Discuss with the students Jesus' role as intercessor. Why is He in a unique position to intercede for us with the Father? (He sympathizes with our weaknesses, He sits at the right hand of God, He ever lives.) Ask them what the end result will be of Jesus intercession for us. (He is able to save completely those who come through Him to God.)

SONG

"Praise Him, Praise Him" is on page 76 in Kids Classics Collection.

CLOSING PRAYER

Lead the students to thank God for making Jesus Christ our Savior and Intercessor.

We Must Tell Others!

MEMORY VERSE

“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” - Matthew 28:19-20

OBJECTIVES

At the end of this lesson, students will be able to:

1. Compare worldly treasure and the treasure of knowing Jesus Christ.
2. Recite Matthew 28:19-20 as the Great Commission.
3. Tell how godly actions can open doors to witnessing.
4. Recognize their responsibility to tell others about Jesus.

TOPICS & THEMES

Baptism

Disciples

God's Love

Great Commission

Holy Conduct

Holy Spirit

Obedience

Sharing the Gospel

Treasure

MATERIALS NEEDED

Bible, student and teacher's books, attendance and memory verse charts, pencils, compasses, scissors, erasers, crayons, yellow construction paper, banner or poster board to display “money”, chalk board and chalk or poster, songbook, CD/cassette tape and music player, awards, paper and markers.

PREPARATION

Our children have incredible opportunities to tell others about Jesus Christ; we cannot afford to discount their value in spreading the gospel of Jesus Christ. That's one of the reasons we try so diligently to teach them accurately about Jesus Christ. Children do not have the cynicism of adults; when they are told a thing is a certain way, they naively accept it. So do their friends. Who knows how many fertile seeds can be sown through a child telling his or her friends about Jesus Christ! One of the easiest ways for a child to spread the gospel is by inviting a friend to come to Sabbath School with them. Encourage your class each week to do this.

Although a child may be naive and trusting, he can spot insincerity and patronization quickly. Adults' unwillingness to live the life of a Christian, to submit to the guidance, direction, and will of God has a profound effect on the children around them. We certainly cannot ask our children to do more than we ourselves are willing to do. We know that living godly lives can engender criticism, ridicule, and persecution. It is humbling to discover that children can be more willing to endure this than the adults around them. These are serious issues to consider before teaching this lesson to the juniors.

Allow time for each student to recite Psalm 23, their larger memory work for this book. Give those who can do it a small award. Tell them that the award is because they love Jesus so much that they memorized Psalm 23. If any students cannot recite it, tell them that you will expect to hear it next week.

HOW TO TEACH THIS LESSON

GOLD RUSH - Discuss with the students the 1848-49 gold rush and similar mining endeavors. Why do gold and other treasures lure people? What do they hope to gain? Ask the students what they would do if they were given a million dollars. Then ask the students what happens to people who become obsessed with making money. What happens when there is enough of something for everyone to have as much as they want (sand on the seashore)?

WORLDLY POSSESSIONS - Talk about worldly possessions being transitory, or temporary. Talk about Ecclesiastes 5:15. What does the phrase, "You can't take it with you" mean? Now turn to Matthew 6:19-21. Contrast worldly treasure and godly treasure. What kind of treasure is Matthew 6 talking about?

JESUS CHRIST - Help the students to understand that the belief in Jesus Christ that leads to godly actions is a far greater treasure than anything this world has to offer. Ask them why that would be so. What do we gain from eternal life? 1 Corinthians 2:9 tells us that eye has not seen, nor ear heard what God has prepared for those who love Him. Our children are used to immediate gratification. It's imperative that they discover that God is preparing something for us that is far greater than the worldly possessions we see. Ask the students what they think they should do with this treasure, the knowledge of Jesus Christ.

THE GREAT COMMISSION - Recite Matthew 28:19-20. Check to see who has the memory verse memorized. Tell the students that this command was given to them too. What does the Great Commission mean to them, personally?

ACTIONS - Talk about how actions determine the people with whom we want to hang out. Discuss how we'd rather listen to someone we admire than someone who is offensive to us. Lead the students to discover how their actions make opportunities to share Jesus Christ with the people around them.

WILLINGNESS TO SHARE - Discuss the criticism, ridicule, and persecution that may result from living a godly life and sharing the good news of Jesus Christ.

Discuss 1 Peter 2:12.

REVIEW QUESTIONS

1. What is the difference between worldly treasures (like gold, money) and the treasure of knowing Jesus Christ?
2. What is the Great Commission?
3. What does the Great Commission mean to you personally?
4. How do actions play a part in sharing the gospel of Jesus Christ with others?
5. Should you tell others about Jesus Christ? Why or why not?

TEACHER-DIRECTED ACTIVITY

Have the students share the scriptures they would use if they were talking with someone about Jesus Christ. Write the scripture references on the board. Have the students quote or paraphrase each scripture reference they volunteer. Once you have accumulated enough scripture references for each student to have at least five, tell the students that they are going to use these references for making their own "money." Using compasses, have the students draw circles (about two inches in diameter) on yellow construction paper. Cut out the circles. Write one scripture reference on each circle. Then tape or paste the "money" under a banner titled "Treasure in Heaven." Alternative idea: Before class, cut a pot out of poster board and write on it the caption, "Our Gold at the End of the Rainbow." Tape the "money" in piles around and in the pot. Display the students' work where the church members can see it.

SONG

"Everybody Ought to Know" is on page 11 in Kids Classics Collection.

CLOSING PRAYER

Lead the students to ask God for His help in sharing the treasure of Jesus Christ with others.