

We Worship the King

Lesson 20a — Praise Our King!

Lesson 20b — Remembering Our King Who Suffered

Lesson 20c — Rejoicing in Our Resurrected King

Lesson 20d — Serving Our King

OVERVIEW

The overall aim of this series of lessons is to present to the students the importance of worshipping God. To develop this concept, various ways we can worship are brought out lesson by lesson. Since this unit will be taught during the month of Easter, the ways we can worship are woven around the Easter and Resurrection theme.

We start the lesson with the story of Christ's triumphal entry into Jerusalem. Though this lesson is traditionally studied on the Sunday before Easter, we have moved it up one week in order to give us a Sunday to study the crucifixion. The emphasis for this week is ways we can worship God with our words.

The study of the suffering Christ went through at the time of His crucifixion is the springboard for discussing ways we can worship Christ by remembering what He went through for us. The poignant drama of this event is one which makes a strong impression on little minds

and hearts, and they need to learn to remember it with a feeling of gratitude and praise to Jesus.

The joyous spirit of Easter lends itself beautifully to a lesson on how we can worship God by singing songs and praising the Lord in music. Many Sunday schools will be featuring special Easter presentations at this time, and these can be woven into teaching the objective of the lesson.

In our final lesson of the unit, the students will learn of Christ's instructions to Simon Peter concerning spreading the message of the Gospel. Help your class see that service to God is another way we can worship Him.

As you develop these four lessons with your class, look for ways you can allow the students to experience each of these different ways of worshipping God. Large group sessions should also center around the worship service theme.

SPECIAL NOTE FOR THIS UNIT

Refer to Unit 7 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.

CONTEST IDEAS

Give each child a sheet of paper divided into four sections, with one of the four memory verses for this month printed at the bottom of each section. Each Sunday of the month have the children recite that Sunday's memory verse and draw a picture of the lesson (i.e., palm leaf, donkey, cross, tomb, praying hands, lamb, etc.) above the printed memory verse. At the end of the month ask the children to recite from memory each of the month's memory verses. Give each child a prize.

Cut flowers and palm branches from construction paper (see Patterns). Give a supply to each teacher. Cover a large bulletin board or wall space and title it WE WORSHIP THE KING. Have the children think of ways they can praise and worship God. When they think of an idea, they tell it to the teacher who writes the idea on a flower or branch. On the reverse side, the teacher writes the class name (or teacher's name or grade designation). The branch or flower should be posted on the board with the class side out. Each idea can be posted only one time per class. For instance, if several children suggest singing, only one flower should be put up. At the end of the month, the class with the most flowers or branches wins, and their ideas are read aloud to the whole group.

BULLETIN BOARDS

Divide the bulletin board into four main sections, prefer-

ably using real palm branches for dividers. Make a silhouette cutout for each lesson (see Patterns), placing the cutouts on the board in each of the four sections. Use the bulletin board as a memory aid when asking children to recite previous memory verses for the month.

A bulletin board display and unit project could be combined, serving for the entire unit. The board should be divided into scenes for each lesson or make one large scene, letting your students draw in appropriate figures each week. Or if you prefer, ideas for figures and scenes can be made up ahead, using an opaque. These could be colored in class for an in-class activity, or have them colored and allow the students to help put them on the board.

Make a bulletin board using the cross as the focal illustration (see Patterns). Use a tan background, and make the cross from brown paper. Use a fine-point marker to draw the grains on the wood. Add the words **IT IS FINISHED** on the cross.

Use the word **EASTER** in large block letters in the center of your board (see Patterns). Make your background pale blue, and use celery green for the lettering, white for the lily, and dark green for the leaves. Have your children draw their version of the story and display their work around the edges of the center design.

To emphasize the fact that new life finds its source in the person of Jesus Christ, use the words **I AM THE RESURRECTION AND THE LIFE** as the theme for your board (see Patterns). From construction paper make the background bright yellow, the daisy white, the rock gray, and the blades of grass green. If you wish, add a flowered border around the edges of your board.

UNIT PROJECTS

Make craft dough crosses (for key chain or note holders). Mix $\frac{1}{4}$ cup white glue, $\frac{1}{4}$ cup flour, and $\frac{1}{4}$ cup cornstarch. Knead the mixture until it is smooth and easy to work with. Trace a cross pattern onto a piece of heavy paper and cut it out. (Making several will make the project faster.) Roll the dough out flat until it is about $\frac{1}{8}$ " thick. Lay the cross patterns on the dough and carefully cut around them with a table knife. Let them dry overnight. For key chains, poke a hole near the top of the crosses before they dry. Paint them with

a mixture of white glue and food coloring. Make designs or write names on them. For note holders, put magnets on the back. You could also glue magnets to clothespins.

Reproduce the miniature Easter booklet pages (see Patterns). Each Sunday give your students the pages which coincide with that Sunday's lesson. Let them color the pages with felt pens. On the last Sunday, assemble the book. Thread the pages together with heavy thread, as indicated by holes on the left side of the pictures. Make covers from colored felt, folded to form a front and back cover. Attach covers by applying a layer of glue to the left margin of the top and bottom page. Press cover against booklet and use clamps or clothespins to hold the edge until dry.

CHART IDEAS

Make enough Easter bookmarks for each child (see Patterns). Cut flowers from different colors of construction paper and attach to the end of a strip of light cardboard. Print or write **JESUS LIVES** on the strip.

Make a scepter for each child from a paper towel tube. Cover each tube with shiny paper, foil, or gift wrap. Decorate with glitter and sequins, etc. Cap the scepters with removable cones made of paper. Each Sunday, let your students draw a picture representing that week's story, roll it up, and place it in the tube. You might wish to display the scepters on a bulletin board.

Make a crown for each child (see Patterns). Trace the crown onto colored construction paper. The children could add decorations with felt tip pen and add varied seals to the crown. Cut a strip of construction paper $1\frac{1}{2}$ " wide to fit the head of each child and paste or staple to front section of the crown.

SUPPORT MATERIAL

The Bible Tells Us About God's Son — Sticker and Coloring book, Standard Publishing

Crucifixion and Resurrection — Pict-o-graph, Standard Publishing. Contains material for Palm Sunday, Crucifixion and Resurrection.

The Joy of Easter — Bible mural, Concordia

The Life of Jesus — by Ruth Odor, Standard Publishing. Includes feeding the 5000, Resurrection and six other stories.

TEXT Luke 19:29-40

OBJECTIVE The students will be able to describe how the people praised and honored Jesus as He rode into Jerusalem. They will relate this to how we can praise Him with our words.

MEMORY VERSE Blessed is he that cometh in the name of the Lord; Hosanna in the highest. — Matthew 21:9

Praise Our King!

MEMORY VERSE IN ACTION

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

IS HE — Point up.

THAT COMETH — Beckoning motion, using both arms.

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

OF THE LORD — Point up.

HOSANNA — Left palm up; right fingertips touch left palm, raise right hand, wiggling fingers.

IN THE HIGHEST — Bend fingers on both hands at knuckles into right angles; move hands up.

MEMORY VERSE VISUALIZED

Use the figure waving two palm branches as your illustration of this week's verse. Cut apart the sections as indicated by the heavy black lines. (See pattern at the end of this lesson.) Put the pieces up one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class session by giving each of your students a list of words including some praise words and some others. Supply them with smiley-face stickers, and let them apply a sticker beside each word that is a praise word. Tell them that today your Bible story is about a time when people praised Jesus with words, and that you are going to learn how we can praise Jesus with words too.

1. Jesus was planning to go to Jerusalem, so He sent two of His disciples to obtain a colt for Him to ride on. This was a fulfillment of Scripture.

2. As He entered the city, the multitudes rejoiced and praised Him, waving palm branches and laying their clothes in the way.

3. The Pharisees objected to this.

Climax: Jesus said if they held their peace the stones would cry out. This shows the importance of praising Him, and helps us understand that we, too, must praise Him with our words.

Conclusion: Jesus had reached a high point of popularity with the multitudes because of His mighty works, and they wanted to proclaim Him king.

Response: The students will be able to relate the events surrounding Jesus' entry into Jerusalem. They will further be able to list a number of ways we can praise Jesus with our words.

BACKGROUND INFORMATION

The incident of the triumphal entry occurred a week before the Passover feast when as many as two million people would come to Jerusalem. Many Jews had already gathered in Jerusalem to purify themselves before that feast and many were asking, "Will Jesus come to the feast" (John 11:55-57)? because the leaders had commanded that anyone who saw Jesus should report to them that they might arrest Him. Jesus knew that the time of His death was near and had set His face toward Jerusalem (Luke 9:51).

Jesus had recently healed blind Bartimaeus and raised Lazarus from the dead, and His fame was at an all-time high. Even His disciples probably were hoping He would lay aside His humility and set up His Kingdom. Whereas the horse was for war, the ass was ridden to portray peace. Jesus chose to ride the colt of an ass to declare His intentions of peace and to fulfill the prophecy of Zechariah 9:9. The crowd seemed to recognize this and in fulfillment of another prophecy took up the refrain of Psalm 118:26, "Hosanna to the Son of David! Blessed is he that cometh in the name of the Lord." The word *Hosanna* originally meant "save now" so not only were they praising Him but asking for Him to save them from Roman oppression. Jesus was unmistakably presenting Himself to the nation as their promised Messiah but a few short 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 for additional ideas.

IN-CLASS ACTIVITIES

Draw, color and cut out a flower finger puppet for each student (see Patterns). Tell them how we can praise God with our words by thanking Him for the flowers and His creation.

Make a list of "praise words" with your class. Have a large grid prepared and have your students help you arrange the words in an acrostic.

Give each child a copy of the picture of Christ entering Jerusalem on a donkey (see Patterns). Explain that this is going to be a "Pass-Along Picture." Have them put their names on the paper they start with, and then for one minute begin adding details to the picture such as children waving palm branches, etc. After one minute have them pass their picture to the child on their left. Repeat this at least four times before handing back to the original artist.

QUESTIONS

How can we praise Jesus at school or with our friends?

If you could talk to Jesus face to face what would you tell Him? (Then bring out that every time we pray to Jesus, we talk to Him just as though He were right there with us.)

Tell of ways we can praise Jesus.

Why do people say "amen" in church when others are testifying or preaching?

What kind of throne did Jesus have on this earth?

What kind of throne can we give Jesus?

If we act silly when we are singing Sunday school songs is it praise? Why or why not?

Praise comes from way down deep in our hearts. Explain.

How do you feel when you are praising Jesus?

Is it important to praise Jesus? Why?

PRESCHOOL SUGGESTIONS

Prepare a movable donkey (see Patterns) for each child to put together. Copy onto heavy paper. Let children attach the head and tail with brads. Talk about the special donkey that Jesus used when He rode into Jerusalem.

Prepare in advance palm fronds (see Patterns). Make

them from green construction paper and cut on the lines. Let the children wave them to welcome Jesus while the lesson story is told. On the front you might want to write the words PRAISE OUR KING! or the memory verse.

Help your class sing a praise song to Jesus and tape record it. They will enjoy hearing it played back.

Using the mitt pattern (see Patterns) make a fabric mitt for each child. For each mitt, cut two pieces of fabric on the heavy line. The dotted line is the stitching line. When the stitching is complete, notch as indicated and turn mitt inside out. Press. Using felt pens or fabric markers, draw the palm branch on one side. On the other side write the words I LOVE JESUS. Put the mitts on your children and let them wave their hands as you talk about how the little children praised Jesus.

Give each child a copy of the child figure with a brad attaching the arm (see Patterns). Let each child make his figure wave a palm branch.

REVIEW IDEAS

Use a "Simon Says" game to show the difference between praise words with actions and everyday speech. Examples:

Simon says to God:

Hosanna
I love You, Jesus
Praise Him
Memory Verse
Scripture
Yes, Jesus

Simon does not say:

Book
No
Table
Chair
Sack
Lunch

Simon's actions to God: Simon does not:

Clap
Kneel
Fold hands for prayer
Sit quietly
Stand

Shove
Stand on chair
Wiggle ears
Wave to teacher
Whisper to neighbor

Ask each child to sing a "praise song" for the rest of the group.

Teach your group a new praise song. It would be especially fun if you could do this with a tape or record. You might wish to put the words on an overhead transparency or songsheets to pass out so everyone will have the words.

Compose an acrostic from the words "Praise the Lord." Write the words down the center of a chalkboard, and have your group suggest words to fill in around them which describe ways we can praise the Lord.

COORDINATING SONGS

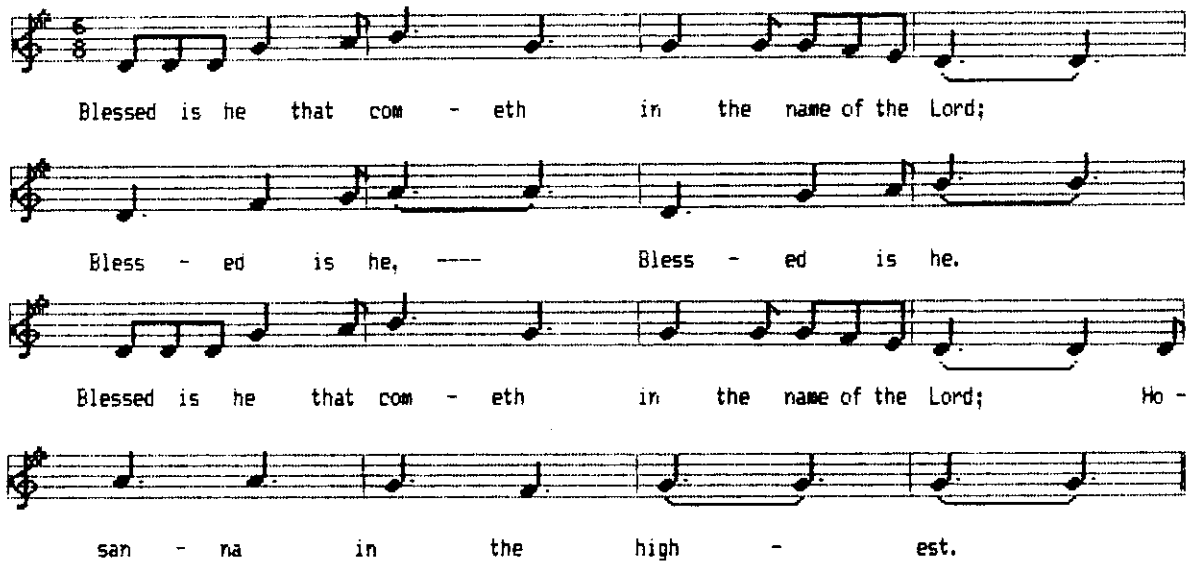
"Praise Him, All Ye Little Children"
"Praise God From Whom All Blessings Flow"
"He Is Lord"
"God Is So Good"
"God Is So Wonderful"
"Heavenly Father, We Appreciate You"
"I Love My Jesus"

"Praise Him, Praise Him"
"I Will Sing of the Mercies of the Lord"
"Father, I Adore You" (Round)
"The Butterfly Song"
"Lord Be Gloried" — Kids Praise

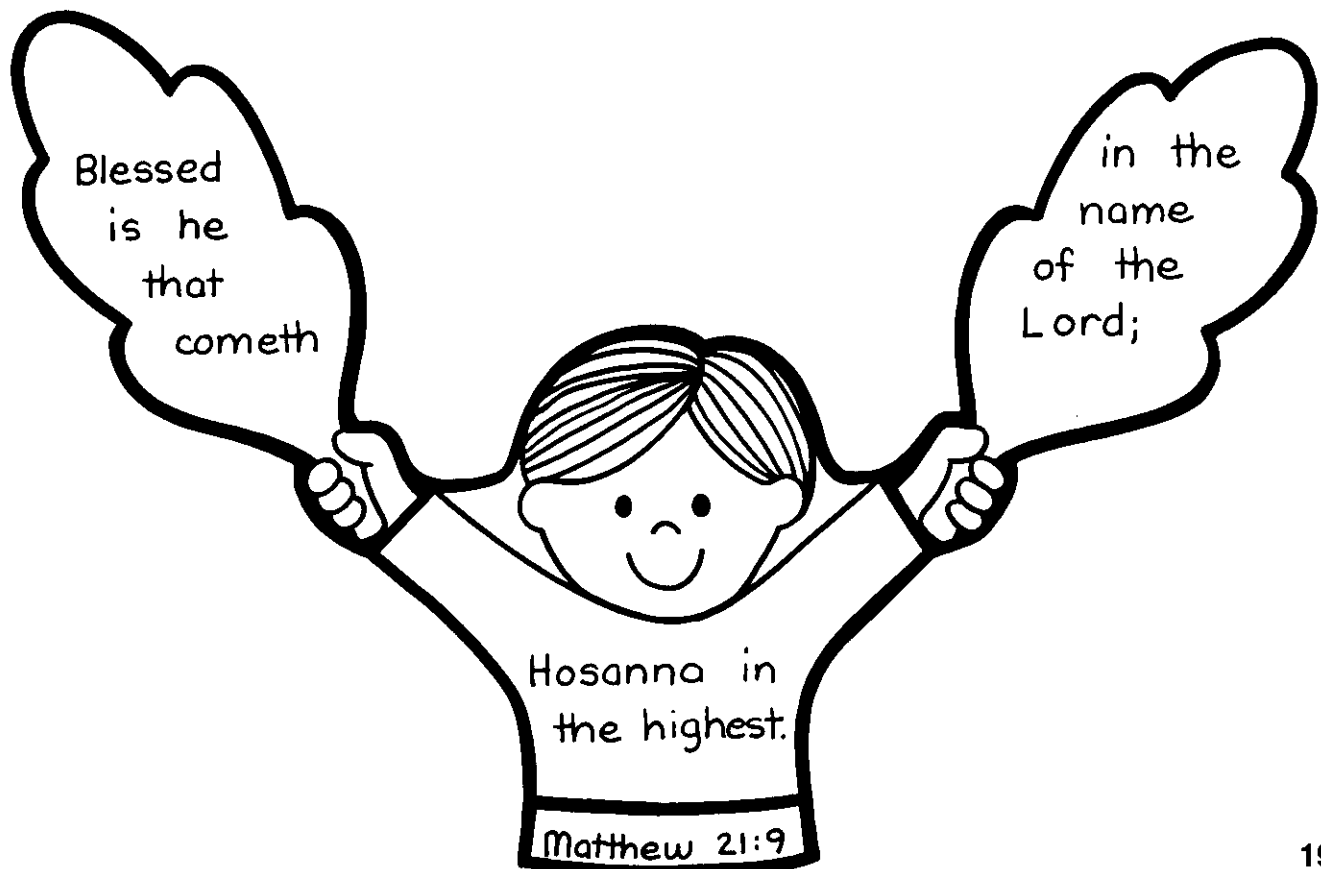
SUPPORT MATERIAL

Rejoice! — Coloring book, Standard Publishing

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Luke 22:39-44; 23:33-38

OBJECTIVE The students will be able to describe how Jesus suffered for us, and will learn to worship the King by remembering His suffering.

MEMORY VERSE Surely he hath borne our griefs, and carried our sorrows. — Isaiah 53:4

Remembering Our King Who Suffered

MEMORY VERSE IN ACTION

SURELY — Touch lips with right index finger; move hand away from body.

HE — Point up.

HATH BORNE — Extend hands, palms up, to the left of body; carry imaginary object to left of body.

OUR GRIEFS — Hold palms in front of face; move palms and head down with sad facial expression.

AND CARRIED — Extend hands, palms up, to the left of body; carry imaginary object to left of body.

OUR SORROWS — Hold palms in front of face; move palms and head down with sad facial expression.

MEMORY VERSE VISUALIZED

The figure kneeling before the Cross is a representation of the suffering Christ went through for us — the subject of this week's verse. Cut apart the three sections on the heavy black lines. (See pattern at the end of this lesson.) Display the pieces in order as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: For your class opener, bring a photo album to class and follow the suggestions given under In-Class Activities.

1. Describe Christ's agony in the Garden as He prayed.
2. Bring out His willingness to do His Father's will, even though it meant great suffering.
3. Briefly summarize the cruel treatment Jesus received. (See Mark 15.)
4. As He was crucified, the religious leaders mocked and scorned Him.

Climax: Christ was rejected by those who gathered at the cross — the Romans, the Jews, the one thief. Even His friends apparently didn't do or say anything in His defense.

Conclusion: Christ willingly suffered the pain and death of the cross that we might have eternal life, and

we should remember what He went through for us.

Response: The students will be able to describe the suffering Jesus went through, and will realize that in remembering this we can worship Him.

BACKGROUND INFORMATION

Undoubtedly, Jesus' physical and emotional suffering was excruciating. He was arrested like a common criminal and forsaken by those who were closest to Him. He was unjustly tried and ridiculed by the leaders of the nation to whom He had been sent. He was led before Pilate, a pagan ruler, and falsely accused by His own people. He was stripped and beaten by cruel, war-hardened soldiers. He suffered the Roman flogging which many others had not lived through. Then He was crucified. This was a form of torture designed by the Romans to greatly lengthen the death process in order to incite fear into all who saw so that they might not rebel against Roman authority. All this (see Psalm 22), however, is only briefly mentioned in the Scriptures. After all, many thousands of others also suffered the same fate at the hands of the Romans. The emphasis of the Scriptures is not on Jesus' physical suffering but on the fact that our sins were placed upon Him and that He suffered death in our stead. "Worthy is the Lamb that was slain to receive power, and riches, and wisdom, and strength, and honour, and glory, and blessing" (Revelation 5:12).

The Christian is commanded to remember Christ's "death till he come" (1 Corinthians 11:26), by partaking in communion.

SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 7d for additional ideas.

IN-CLASS ACTIVITIES

Give each child a small blue felt rectangle, about 2" x 3". As you go through the story of the crucifixion,

give each child the small felt pieces representing the hill of Calvary, and the three crosses (see Patterns). Let them build the scene with you as you tell the story.

Bring some sharp thorns and some large nails to help the children visualize the suffering Jesus went through for them.

Give each student in your class one or two chenille wires (pipe cleaners). Have them make some object representing a part of this week's lesson. When they have completed their objects, go around the class and have each student tell what he made and how it fits into the lesson.

Bring a photo album to class. Bring out that usually pictures record happy events that we want to remember. Look through and point out some examples. Jesus' death was a sad time, but we want to remember it because it reminds us of how much He loves us. Our Bible text gives us a word picture to help us remember what He went through for us. Pick out several Scriptures and read them aloud while your students close their eyes and try to picture the scene in their minds.

Use a chalkboard and simple line drawings (stick figures) to illustrate the story (see Patterns).

Find a picture of the crucifixion scene which is fairly detailed. (Easter Ideals magazines are a good resource for this type of picture.) Let the students study the picture for a minute or two. Then put the picture away, give each student pencil and paper, and have them write down as many things as they can remember from the picture. Give a small prize to the student recalling the most items.

Make a mobile of the Easter story (see Patterns).

Let each child make an Easter card to give to someone, telling that Jesus died for all (see Patterns).

QUESTIONS

How do you think Jesus felt when He knew it was time for Him to die on the cross?

When Jesus prayed, an angel came and strengthened Him. Children also have angels in Heaven who will help them when they cry for help. Explain.

Jesus was willing to suffer and die for our sins. How can we repay Him? How can we show Him how thankful we are?

How can our testimony give praise to Jesus for dying on the cross?

Did the people still feel the same about Jesus as they did when He rode on the donkey in Jerusalem? Why?

Did the words, "Jesus the King of the Jews," which Pilate wrote on His cross have the same meaning as when the people called Jesus their king in Jerusalem? Why? What had happened to change their feelings?

What did Jesus want His disciples to do while He was praying alone?

PRESCHOOL SUGGESTIONS

Prepare in advance and bring to class little decorated angels (see Patterns) made from posterboard for each student, to remind them that even as Jesus was comforted in the Garden by an angel, so is there an angel, though unseen, to help them in every time of trouble.

Let your children construct a scene depicting this Sunday's lesson. Precut a hill, and three crosses from construction paper. Using a blue sheet of construction paper as a background, let the children glue on the green hill and the brown crosses. To finish the project, let them put on stickers of flowers around the base of the crosses. Write the words JESUS DIED FOR _____ on the top of their paper. Let the children write their name on the line.

Cut out a paper chain of crosses. (Cut as many or few as needed.) Ask the children to name some people for whom Christ died: Mommy, Daddy, Grandma, neighbor, etc. Write each name on a different cross. Let the children color them and take them home.

REVIEW IDEAS

Bring 12 colored plastic eggs in an egg carton. In each one, have a symbol of the Easter story. Open the eggs one at a time (being sure you have them in the correct order) and discuss what part of the lesson the symbol stands for. Following are the items to include: 1) Bread — the Lord's Supper; 2) Coin — the money paid Judas; 3) Piece of string — the rope which bound Jesus; 4) Piece of purple cloth — the robe they put on Jesus; 5) Thorn — the crown of thorns; 6) Small cross made from paper or wood; 7) Nails — the nails in Jesus' hands and feet; 8) Sign — Jesus of Nazareth, King of the Jews; 9) Small sponge — vinegar given to Jesus; 10) Spear — cut from paper, or spear made from match stick; 11) Rock — to represent tomb; 12) Empty egg — to represent the empty tomb. This review idea could also be used as a review on Easter Sunday, but most of the objects have to do with this Sunday's lesson.

Make a large crossword puzzle grid on a chalkboard. Write the clues to the crossword on slips of paper. (Give verses where the answers can be found when needed.) Have volunteers come to the front and read

the clue. If they know the answer, let them fill it in on the chalkboard grid. If they are not sure of the answer, someone from the audience can respond. Be sure to have a Bible available so they can look up the answers if necessary.

Do a Word-Picture review. Select 8-10 important words from the story that can be illustrated with a simple picture. (See Patterns for some ideas.) Mount each picture and word on a sheet of construction paper. Attach a square of sandpaper on the back. Use a large flannel board to display words as they are introduced. Have volunteers come forward, pick up a word-picture, and tell what part this object had in today's story. Some words to use: thorn, nail, spear, sponge, cross, whip, tomb, hill, sign (Jesus, King of the Jews), robe, soldier.

"Were You There?"

"For God So Loved the World"

"Oh, What He's Done for Me"

"Have You Heard the News?" — Salvation Songs

"Wordless Book Song"

"They Crucified My Lord" — Salvation Songs

"The Old Rugged Cross"

"Oh, How I Love Jesus"

SUPPORT MATERIAL

The Crucifixion and Resurrection — Panorama, Standard Publishing

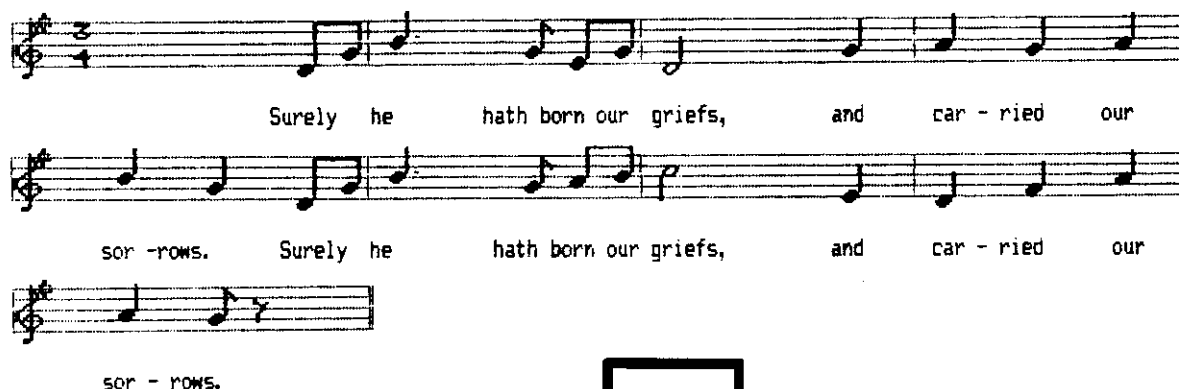
Crucifixion and Resurrection — Pict-o-graph, Standard Publishing

The Road to Skull Hill — Tape No. 148, Series 10, Your Story Hour, Inc.

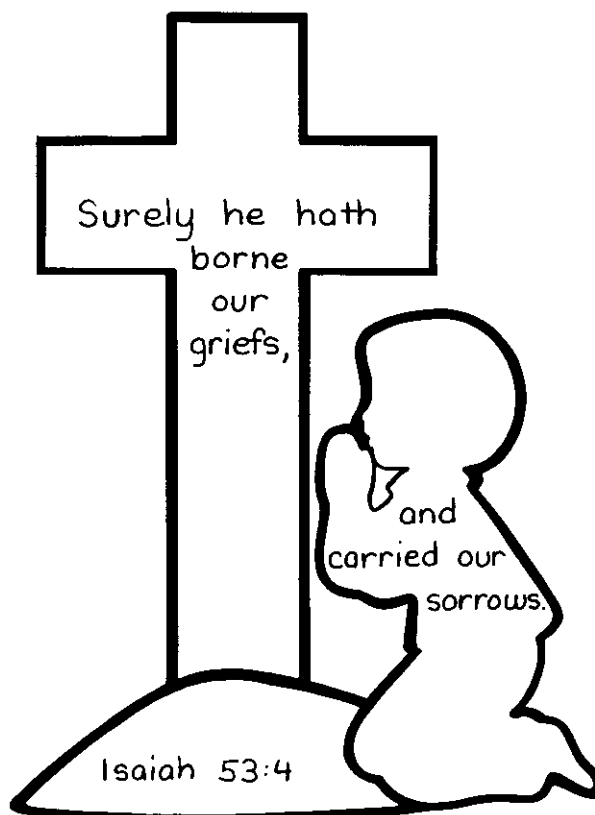
COORDINATING SONGS

"Jesus Loves Me"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Matthew 28:1-8

OBJECTIVE The students will be able to describe Christ's resurrection, and will be able to explain how we worship by singing songs and praising the Lord.

MEMORY VERSE He is not here: for he is risen, as he said. — Matthew 28:6

Rejoicing in Our Resurrected King

MEMORY VERSE IN ACTION

HE — Point up.

IS NOT HERE — While shaking head “no,” extend hands, palms up; make small horizontal circles: right hand clockwise and left hand counterclockwise.

FOR HE — Point up.

IS RISEN — Right index and middle fingers standing in left palm; move right hand up.

AS HE SAID — Place right index finger horizontally in front of lips and rotate finger in front of lips.

MEMORY VERSE VISUALIZED

Use the empty tomb, with the angel and the stone to one side, as your visualization of this week's memory verse. (See pattern at the end of this lesson.) Cut the pieces apart and display them one at a time as your students learn the verse.

BIBLE STORY OUTLINE

Introduction: Use the Easter basket filled with Easter symbols as your opener for this Sunday, following the suggestions given under In-Class Activities.

1. Describe the sorrow in the hearts of the women who came to the tomb, and explain what their intention was.

2. There was an earthquake, and an angel rolled the stone from the door of the tomb.

3. The angel told the women that he knew they came to seek Jesus, who was crucified.

Climax: The angel showed the women the empty tomb, and gave them the tremendous news — that Jesus was risen from the dead.

Conclusion: The message of the angel and the empty tomb confirmed what the Lord had told them — that He would rise again the third day.

Response: The students will be able to describe the events which took place that first Easter morning, and will be able to explain why we should praise the Lord for this wonderful occurrence.

BACKGROUND INFORMATION

The doctrine of the Resurrection of Jesus is the cornerstone of the Christian faith. It is the doctrine that separates our religion from all others.

One of the major evidences of the Resurrection is the radical change in the lives of the disciples. The fact of the Resurrection became a reality in the hearts of these weak and vacillating disciples. In later years, threats, persecution and even death could not dissuade them from proclaiming the Good News. Because Jesus, their Master, had died and risen again, they, too, had the hope of eternal life and they could praise God in every situation because the fear of death was gone.

Even today, when anyone truly grasps the absolute fact of the resurrection of Jesus there is cause for praise and thanksgiving. “O death, where is thy sting? O grave, where is thy victory? . . . But thanks be to God, which giveth us the victory through our Lord Jesus Christ” (I Corinthians 15:55,57).

IN-CLASS ACTIVITIES

Cut out church and two small pictures (see Patterns). Cut the windows on the solid lines and fold open on dotted lines. Paste the small pictures behind the windows. Mount on blue construction paper. On the blue paper below the church print the words, WE WORSHIP JESUS BY SINGING SONGS AND PRAISING THE LORD. Let the children color the church.

Let the children color the cross with children singing (see Patterns) while explaining that one way they can praise God is by singing. It is a good way to show their love.

During the preceding week cut out appropriate pictures from old Easter cards (or other greeting cards), or magazines and take to class, together with white cardboard or heavy craft paper suitable for your project.

Help the children make bookmarks or greeting cards to take home. Have appropriate verse or message already printed on the bookmark or card so that the children only decorate in class.

Beginning with verse 5 of our text, through verse 7, copy the words, in large print, leaving a little extra space after (or between) each phrase. This can be done on heavy paper and then cut in pieces, separating each phrase of these verses. In class let the students assemble the phrases. This is the Easter message in brief. More of the lesson could be added, depending on the size of the class and time allowed for the activity. Also, the class could be divided to make a game or a contest.

Using the same small blue felt rectangle you used for the crucifixion scene, make a new scene portraying the Resurrection (see Patterns). Use the pieces representing the tomb, the stone, the angel, and Mary to tell how Jesus rose from the dead. If you wish, the whole scene can be rolled up and placed into a plastic egg to give to your students.

Bring an Easter basket filled with typical Easter symbols, and talk about each one. Include an Easter lily, a cross, eggs (new life symbolizes the Resurrection), a stuffed bunny (the One who made all the animals loved and died for us), little chicks (tuck a slip of paper under their wings saying, "Jesus Arose" or "He Is Risen"), candy (reminds us of all the fun and good things Jesus gives us for our enjoyment), doll dress (represents new Easter clothes because we want to look our very best as we celebrate this special day).

Make five finger puppets (see Patterns) for each child. Have them put them on their fingers in the correct order; the tomb on the little finger, angel on the next finger, music note on the middle finger, sun on the index finger, and smiley face on the thumb. Have them close their hand. As they recite this poem with their teacher they will raise one finger for each line of the poem until all the puppets are raised high.

Poem: Jesus arose on Easter Day.
An angel rolled the stone away.
We'll worship in song;
Sing praise all day long.
Jesus is King — He lives — Hooray!

QUESTIONS

What is your favorite praise song?

Why were the men afraid when they saw the angel?

Why did the women believe the angel but the keepers did not?

Do all people today believe that Jesus arose from the dead? Why or why not?

Do all people today believe that Jesus is coming again? Why or why not?

How do you think the devil felt when Jesus arose from the dead?

Explain "arose from the dead."

Will Jesus always keep His promises? Then, why are people afraid that He will not?

What does Jesus' arising from the dead mean to you?

How can we let Jesus know how glad we are that He arose from the dead?

PRESCHOOL SUGGESTIONS

Bring little packets or tiny baskets or bottles containing various spices. Let the children smell them. Also bring long strips of white flannel to show how the body of Jesus was wrapped.

Let each of your children make a cross bookmark commemorating Jesus' resurrection. Give them a cross cut from construction paper. Let them apply a sticker of Jesus in the center of the cross, and perhaps a flower sticker at the base.

Give each child a plastic egg with an Easter treat inside, an Easter sticker, and a little scroll with the words, "I'm so glad that Jesus lives!"

Give each child a basket or sack. They may decorate the sack. Let them hunt for colored plastic eggs into which you have put things pertaining to Easter; for example, candy, happy faces, notes that say, "I Love You," "Jesus Is Alive!" "Jesus Loves You," "Jesus Lives in Heaven," "He Has Risen."

Make a sun visor for each student (see Patterns). Cover the visor with clear adhesive paper. Fold up on the straight dotted line. Then fold down on the curved dotted line. On each will be printed the words THE SON IS RISEN. Explain to the children that "THE SON" is Jesus and that He "IS RISEN" from the dead and lives in Heaven today.

REVIEW IDEAS

Check into the rental of a slide or movie production showing the story of Christ's death and resurrection.

Have two or three students dress as soldiers. Have your group pretend these were the guards at the tomb on the morning Jesus arose. Interview them.

Use the book, "Story of Easter for Children" as the basis for an overhead.

COORDINATING SONGS

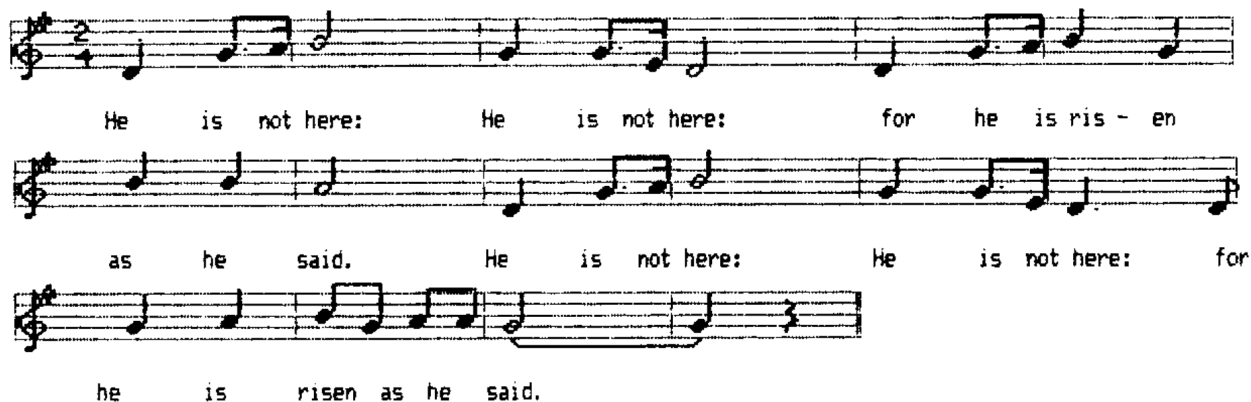
"He Lives"
"Rejoice in the Lord Alway"
"Ho-Ho-Ho-Hosanna"
"Clap Your Hands"
"Come and Praise the Lord Our King"
"I Will Sing Unto the Lord"
"It's Bubbling"

"When Your Cup Runneth Over With Joy"
"The Joy of the Lord"
"Oh, Say, But I'm Glad"
"J-O-Y"
"I'm Excited"

SUPPORT MATERIAL

The Happiest Day — by Ruth Shannon Odor, Standard Publishing
A Promise Kept — Tape No. 148, Series 10, Your Story Hour, Inc.

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT John 21:1-19

OBJECTIVE The students will be able to relate Christ's instructions to Simon Peter, and will understand that one of the ways we can worship Jesus our King is through service to Him.

MEMORY VERSE Yea, Lord; thou knowest that I love thee. He saith unto him, Feed my sheep. — John 21:16

Serving Our King

MEMORY VERSE IN ACTION

YEA LORD — While shaking head “yes,” point up.

THOU KNOWEST — Tap fingertips on temple.

THAT I — Point to self.

LOVE — Cross fists over heart.

THEE — Point up.

HE SAITH UNTO HIM — With right middle finger touch left palm, with left middle finger touch right palm (Jesus).

FEED — Thumbs touching fingertips, extend hand as though feeding an animal.

MY SHEEP — Extend left arm; with right hand, palm up, extend only index and middle finger to make “scissors,” and act as though you’re clipping wool from left forearm.

MEMORY VERSE VISUALIZED

Cut apart the heart, rays, and people sections of the visualization of this week’s verse as indicated by the heavy black lines. (See patterns at the end of this lesson.) Display the sections one at a time as your students learn each part of the verse.

BIBLE STORY OUTLINE

Introduction: Bring a complete table setting to class, as described under In-Class Activities. Explain how each piece of the place setting has its own particular use, and all the uses are a little different. Jesus has a use for each one of us too.

1. Simon Peter and some of the other disciples went fishing, but caught nothing through the whole night.
2. At morning, Jesus stood on the shore and called to them, telling them to cast their nets on the other side. When they obeyed, the net was filled with fishes.
3. Peter recognized the Lord’s voice, and swam to shore. The other disciples landed the boat.
4. Jesus gave them food to eat, and then asked Peter three times if he loved Him more than these. Peter responded in the affirmative each time.

Climax: Jesus’ command to Peter was that he should “Feed my sheep.”

Conclusion: Jesus’ words to Peter indicated the importance of serving God by telling others the message of the Gospel.

Response: Your students should be able to relate Jesus’ command to Peter to our responsibility to work for Him in our day.

BACKGROUND INFORMATION

When studying this event at the Sea of Galilee, it is probably best understood when one knows more precisely the actual words spoken by Christ and Peter. When Peter said, “I go a fishing,” he most likely was not abandoning Christ and returning to his old occupation, but simply going fishing to supply himself and his friends with needed food. This seems even more likely when one views the enthusiasm with which Peter greeted Christ when he realized who He was (John 21:7). The Lord then begins to question Peter about his love. When Jesus inquired, “Peter, do you love Me more than these?” He could have meant “Do you love Me more than these fish and this occupation?” or “Do you love Me more than you love these other men?” or “Do you love Me more than these other men love Me?” The latter is the most likely in view of the fact that Peter had boastfully stated he would never forsake the Lord (Luke 22:33). Jesus, in the first two instances uses the word *agape* for love, which has the meaning of “full and complete devotion and respect with all your will.” Peter responds with the word *phileo* which has the meaning of “the close love of a friend with the emotions.”

The conversation probably went something like this: “Peter, do you love Me with your full devotion more than these others do?” “Yes, Lord, You know that I love You as my close Friend.” “Feed My lambs . . . Peter, do you love Me with your full devotion?” “Yes, Lord, I love You as my dear Friend.” “Feed My sheep . . . Peter, do you really love Me as a dear Friend?” Jesus was calling Peter to more than friendship. He was calling him to a life of service that required not just emotion but the will. At this third inquiry Peter was grieved. Jesus had now used the same word for love as Peter had and seemed

to be questioning him even at this level of love. Perhaps, too, this threefold question reminded Peter of his threefold denial of Christ a few days earlier. However, these words of Jesus penetrated Peter's heart and he became a faithful Apostle and shepherd of God's flock (1 Peter 5:2-4). Peter truly did learn to love Christ with his complete devotion and will. Tradition tells us that Peter, too, was crucified for his testimony of Jesus.

IN-CLASS ACTIVITIES

Make a water and fish chart (see Patterns). Cut the water out of light blue construction paper and glue it to a sheet of yellow paper. Cut a piece of 4" x 8" nylon net. Fold in half lengthwise and staple ends and bottom to the water. Have the open edge of the net at the top. Cut as many fish as you want from gray construction paper and place inside of the net. Across the top, print the words WE CAN WORSHIP JESUS BY BEING FISHERS OF MEN. While telling the story of the disciples' fishing and Jesus' calling to them, let the children write on the back of the fish the names of people whom they could invite to Sunday school — family, friends, and others — so they can hear about Jesus. This is what Jesus told the disciples and Peter — to go and tell others.

Take to class a "fish net" (nylon netting) and Pepperidge Farm (or other) fish-shaped crackers or cookies. See how many fish the kids can "catch" by answering questions concerning the lesson. More fish can be added to the catch (put in the net) by making suggestions of things we can do that make Jesus happy and show our love for Him. This could also be made into a game or contest by dividing the group. Divide the crackers/cookies afterwards so each student has some whether or not he was able to answer a question. Perhaps the fish net could be given as a prize to the student with the most correct answers or suggestions.

Give each child a number of cut-out figures with a name sign (see Patterns). Help them write a name in each sign of someone they might tell about Jesus. Let them take the figures home, and bring them back when each person represented has been told about Jesus or invited to church. You may wish to post the returned figures on a class board.

Bring construction paper, stickers, and bits of trim to class. Let each child make a personalized invitation to give to someone, inviting him/her to church or some special activity of the Sunday school. Be sure that each invitation includes the necessary information: who, what, where, when and why.

Run off a number of the Bible-verse slips (see Pat-

terns), so that each student has several. They may be reproduced on colored paper, or the students may color them. Have the children write verses on these and give them to acquaintances that they wish to tell about Jesus. Have a number of suggested verses written out for the children to copy, or allow them to select their own favorites.

Bring a complete table setting to class. Explain how each piece has its use, and all the uses are a little different. Jesus has a use for each one of us too.

QUESTIONS

What did Jesus mean when He told Peter to "Feed my sheep"?

Why is it important to work for Jesus?

To have J-O-Y you must serve Jesus first, then others, then yourselves. Tell some ways you can serve Jesus by helping others.

Why did Jesus call Christians His lambs and sheep?

What is the best way to tell others about Jesus?

Why did Jesus ask Peter how much he loved Him?

Is it possible for us to love things more than Jesus? Explain.

Why didn't Jesus stay down here on this earth and be a King?

What are some jobs He wants us to do?

How old must you be to work for Jesus?

PRESCHOOL SUGGESTIONS

Show pictures of small children sharing, being kind, etc. These are ways they can work for Jesus. Or you may wish to use small dolls to dramatize these situations.

Ahead of class time, arrange a number of small tasks for the children to do, making sure there will be one job for everyone. Some suggestions: Pass out stickers, dust bench, put something on the bulletin board, pass out treats. As each job is done, compliment them on working for Jesus, and pin an I'M JESUS' HELPER badge on them (see Patterns).

Bring a number of objects to class which must be used in order to be worthwhile. Some examples: pen (must have hand), bike (needs hands and feet). We, too, should be used by Jesus so that we will be worthwhile.

Trace around each child's hand onto a sheet of con-

struction paper. Provide them with blunt scissors to cut out the hands. On each hand, write the words, **LITTLE HANDS CAN WORK FOR JESUS**.

Make a felt fish with "scale" pockets and button eye (see Patterns). Inside each pocket put a suggestion on being "fishers of men"; i.e., tell your friends that Jesus loves them, invite others to Sunday school, share with others so they will know you love Jesus.

REVIEW IDEAS

Have a church-like service. For the testimony period sing, "Stop and Let Me Tell You." After singing the word "stop," wait for someone to testify. This could be the teacher, a student, or perhaps an adult guest. If the children are shy, help them by asking them to tell you something for which they are thankful to Jesus. For in-

stance, Mom and Dad, house, pet, doll, health, or friends.

Another possibility along this line is using the song, "Kids of the Kingdom." Each child could say his name, after every few names, sing, "We Love the Lord."

Use a pair of scissors which have been separated. One half is God and the other half is us. It takes both pieces together to get the job done.

COORDINATING SONGS

"Lord, Lay Some Soul Upon My Heart"

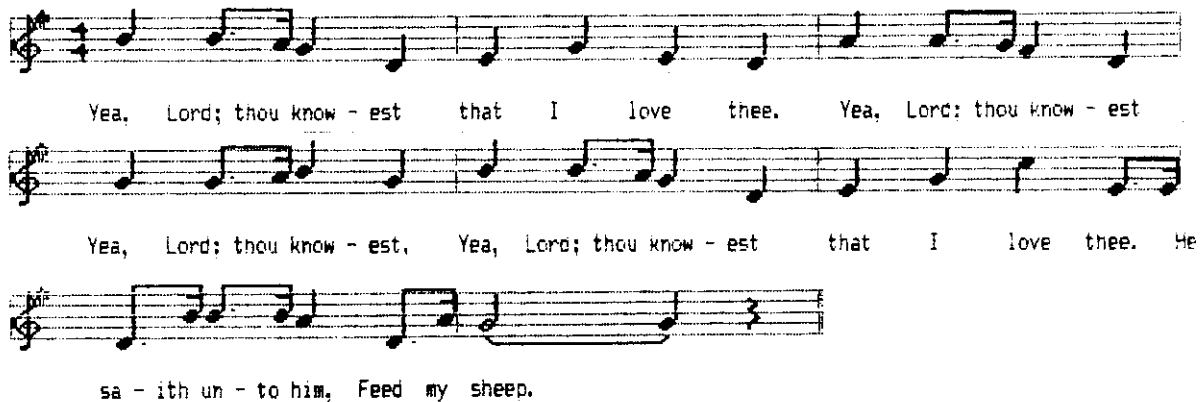
"Lead Me to Some Soul Today"

"I'll Live for Jesus"

"Bring Them In"

"Fishers of Men"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED

