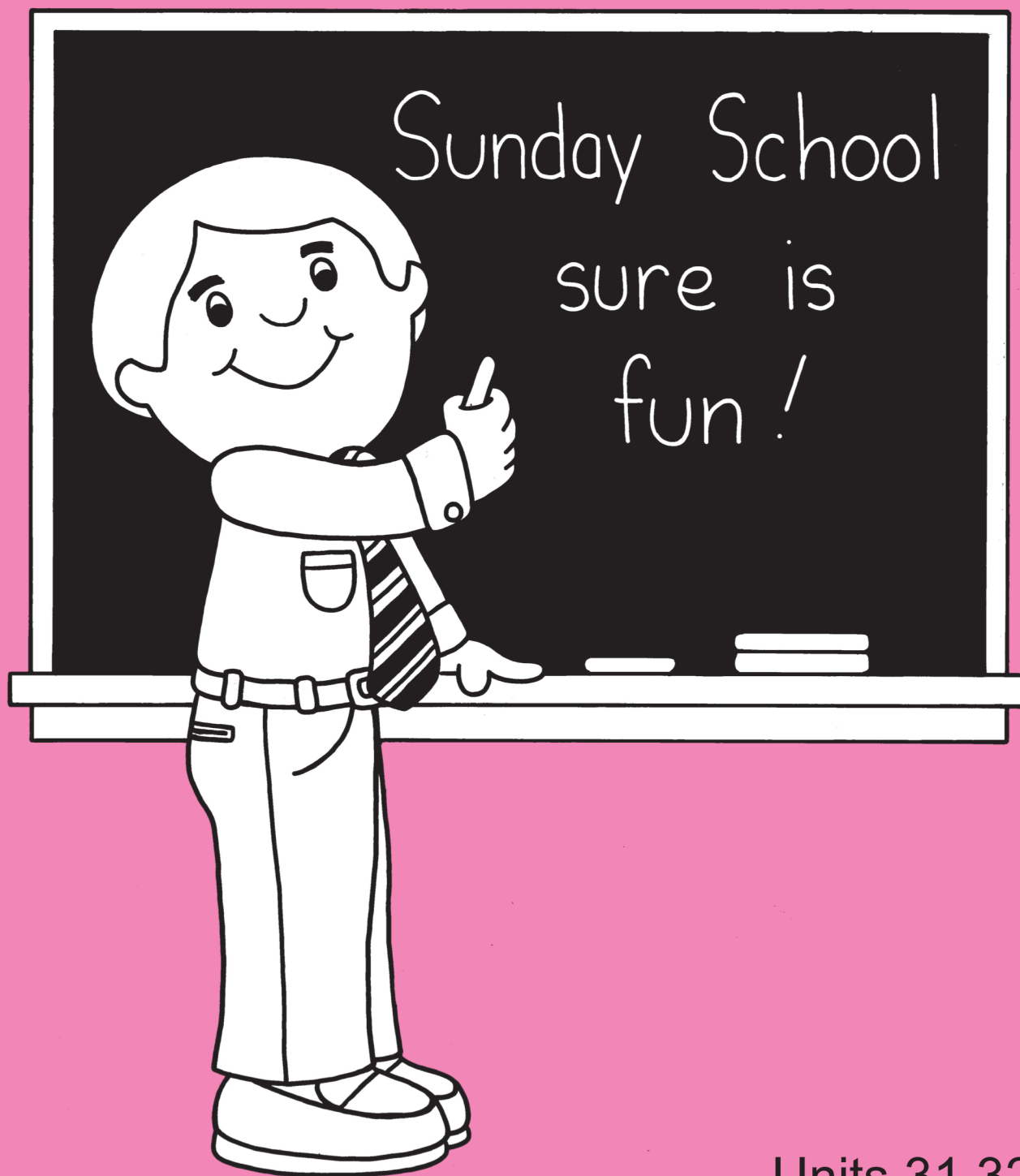


PRIMARY PALS

TEACHER'S GUIDE



Units 31,32,33

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Primary Pals Teacher's Guide

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The Primary Pals Teacher's Guide has been written to help you—the teacher. This guide will be a source of background information, lesson outlines, discussion questions, suggestions for in-class activities, and other pieces of information that will be helpful as teaching aids.

This guide is for those who teach primaries, with supplemental helps for those teaching the same lessons at a beginner level. Choose the ideas that are most applicable to the age and interests of the class you teach.

In order to be prepared for teaching this material, it is suggested that you obtain a set of coordinating handouts for students. By familiarizing yourself with the stories and activities contained in them, you will be better able to relate the textual materials to what the students have already studied at home.

Each student handout includes a story related to the Bible text chosen for that lesson, activities which help the child learn what the lesson is about, a memory verse, and suggestions for the parents on something they could do with their child to help get God's Word into his/her heart.

This guide should be taken to your Round Table where additional notes can be entered. Use the space provided following each lesson. The information in this book is not a substitute for your own research of the lesson, but it is to enhance your study each week. May God bless you as you study this material and prepare to teach it to your students.

Jesus' Last Days

Lesson 31a — Lazarus Raised From the Dead

Lesson 31b — Triumphal Entry

Lesson 31c — Lord's Supper and Foot Washing

Lesson 31d — Betrayal and Crucifixion

OVERVIEW

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

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

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

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

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

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

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

SPECIAL NOTE FOR THIS UNIT

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

GAMES FOR REVIEW

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

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

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

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

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

CONTEST IDEAS

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

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

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

BULLETIN BOARDS

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

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

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

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

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

UNIT SONGS

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

CHART IDEAS

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

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

SUPPORT MATERIAL

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

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

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

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

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

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

Lazarus Raised From the Dead

MEMORY VERSE IN ACTION

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

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

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

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

MEMORY VERSE VISUALIZED

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

BIBLE LESSON OUTLINE

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

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

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

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

Response: The students will be able to explain the

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

BACKGROUND INFORMATION

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

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

IN-CLASS ACTIVITIES

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

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

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

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

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

QUESTIONS

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

How did Jesus raise Lazarus from the dead?

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

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

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

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

Why don't many people believe in Jesus today?

PRESCHOOL SUGGESTIONS

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

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

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

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

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

REVIEW IDEAS

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

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

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

COORDINATING SONGS

"My God Is So Great"

"He's Able"

"God Can Do Anything But Fail"

"I Believe in Miracles"

"God Can"

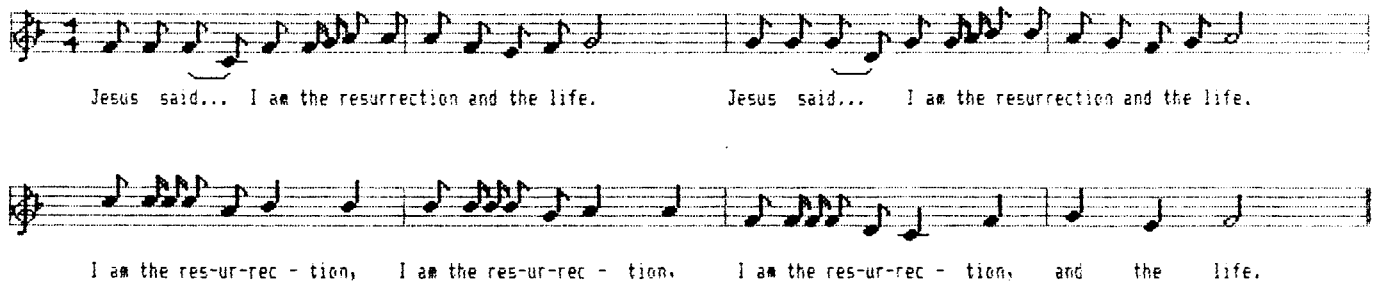
SUPPORT MATERIAL

Lazarus Lives — A Magic Picture Book

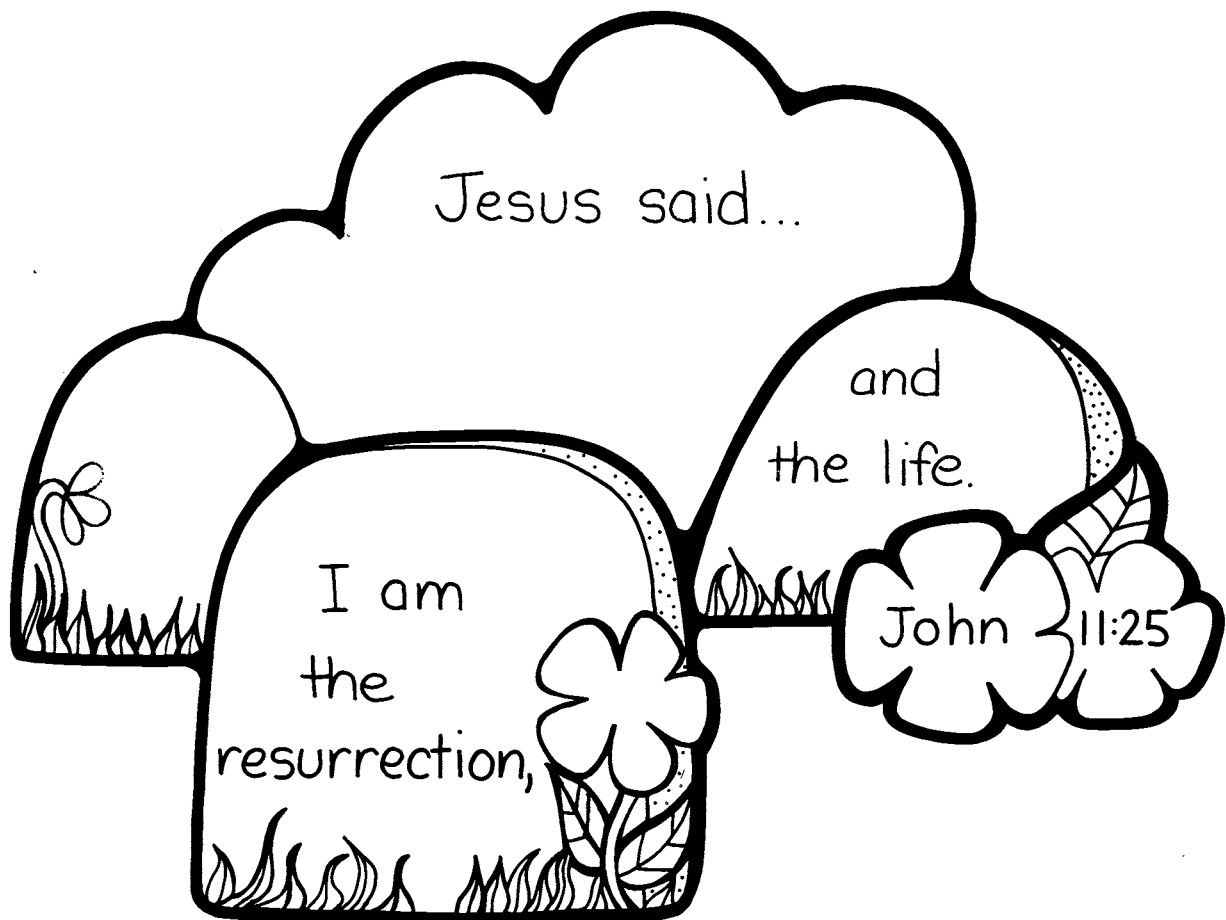
Acting for God — The Helping Hands Series, Shining Star Publishing

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

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Mark 11:1-11

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

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

Triumphal Entry

MEMORY VERSE IN ACTION

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

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

IS HE — Point up.

THAT COMETH — Make beckoning motion, using both arms.

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

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

MEMORY VERSE VISUALIZED

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

BIBLE LESSON OUTLINE

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

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

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

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

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

BACKGROUND INFORMATION

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

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

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

SPECIAL NOTE FOR THIS LESSON

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

IN-CLASS ACTIVITIES

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

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

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

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

QUESTIONS

What happened when Jesus went into Jerusalem?

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

How did the people feel about Jesus?

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

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

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

What do you think *Hosanna* means?

What are some words we say when we praise Jesus?

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

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

Is He a king now?

PRESCHOOL SUGGESTIONS

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

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

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

REVIEW IDEAS

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

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

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

COORDINATING SONGS

"Praise Him, Praise Him"

"Let's Just Praise the Lord"

"Ho, Ho, Ho, Hosanna"

"Hallelu, Hallelu"

"Father I Adore You"

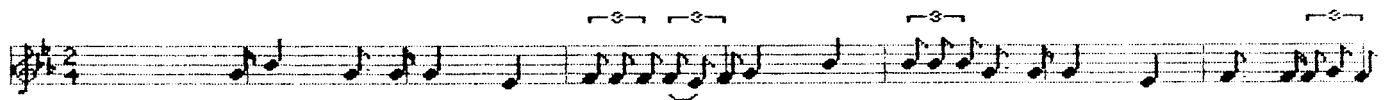
SUPPORT MATERIAL

Jesus Rides Into Jerusalem — Arch Book

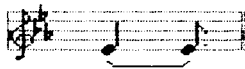
The Most Wonderful King — Arch Book

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

MEMORY VERSE SONG

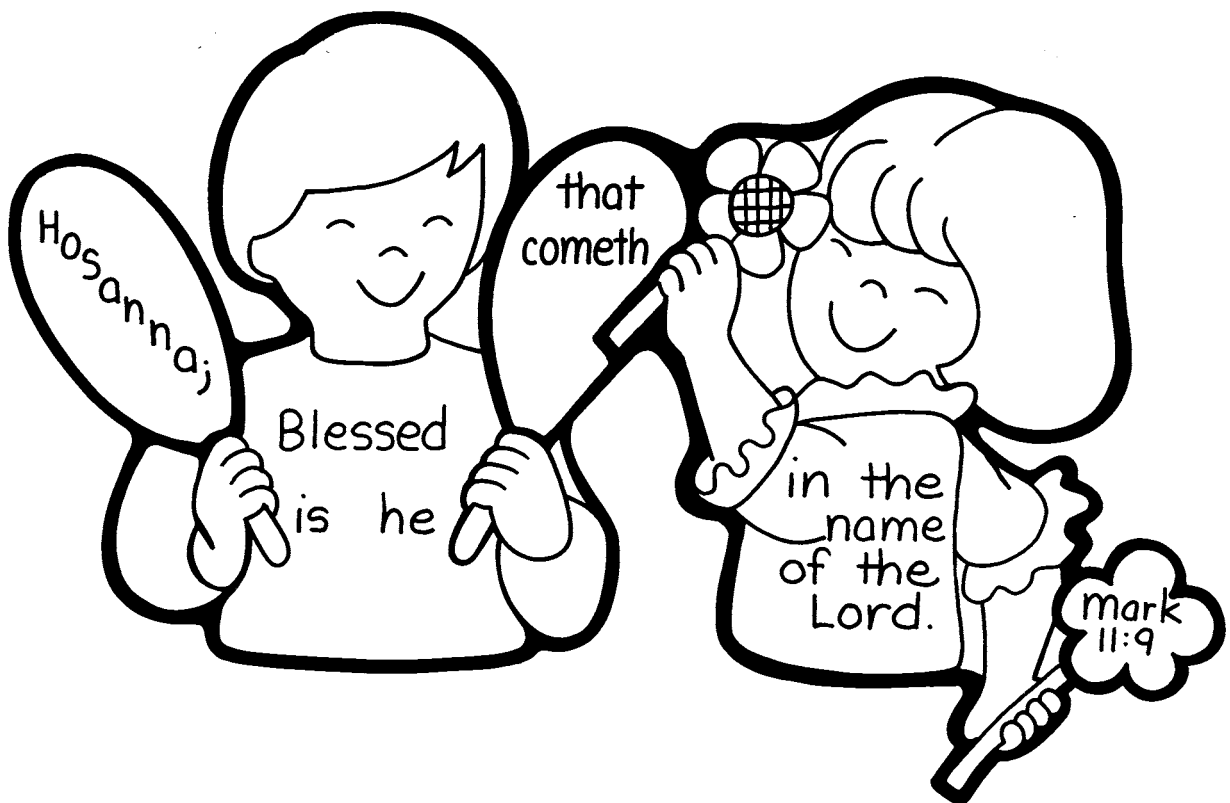


Ho-san - na; ho-san - na; Blessed is he that com - eth; blessed is he that com - eth in the name of the



Lord.

MEMORY VERSE VISUALIZED



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

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

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

Lord's Supper and Foot Washing

MEMORY VERSE IN ACTION

IF YE KNOW — Tap fingers on temple.

THESE THINGS — Point to things around room.

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

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

THEM — Point with index finger left to right.

MEMORY VERSE VISUALIZED

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

BIBLE LESSON OUTLINE

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

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

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

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

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

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

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

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

BACKGROUND INFORMATION

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

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

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

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

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

SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 7c for additional ideas.

IN-CLASS ACTIVITIES

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

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

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

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

QUESTIONS

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

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

What did the bread represent?

What did the wine (juice) represent?

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

Why do you think Jesus washed Peter's feet?

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

Why do we still wash each other's feet?

What does *example* mean?

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

PRESCHOOL SUGGESTIONS

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

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

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

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

REVIEW IDEAS

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

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

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

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

COORDINATING SONGS

"Take My Life and Let It Be"

"I Am Thine, O Lord"

"Where He Leads I'll Follow"

"Break Thou the Bread of Life"

"Sweet, Sweet Spirit"

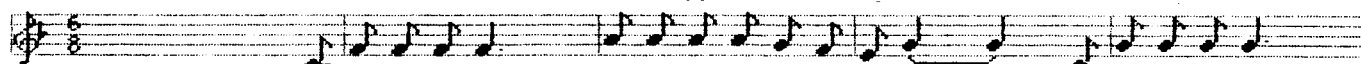
"Blest Be the Tie"

"Family of God"

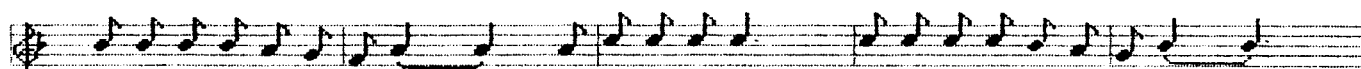
SUPPORT MATERIAL

The Bread and the Wine — Arch Book

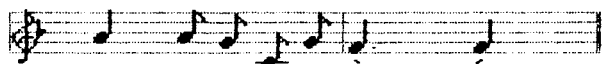
MEMORY VERSE SONG



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

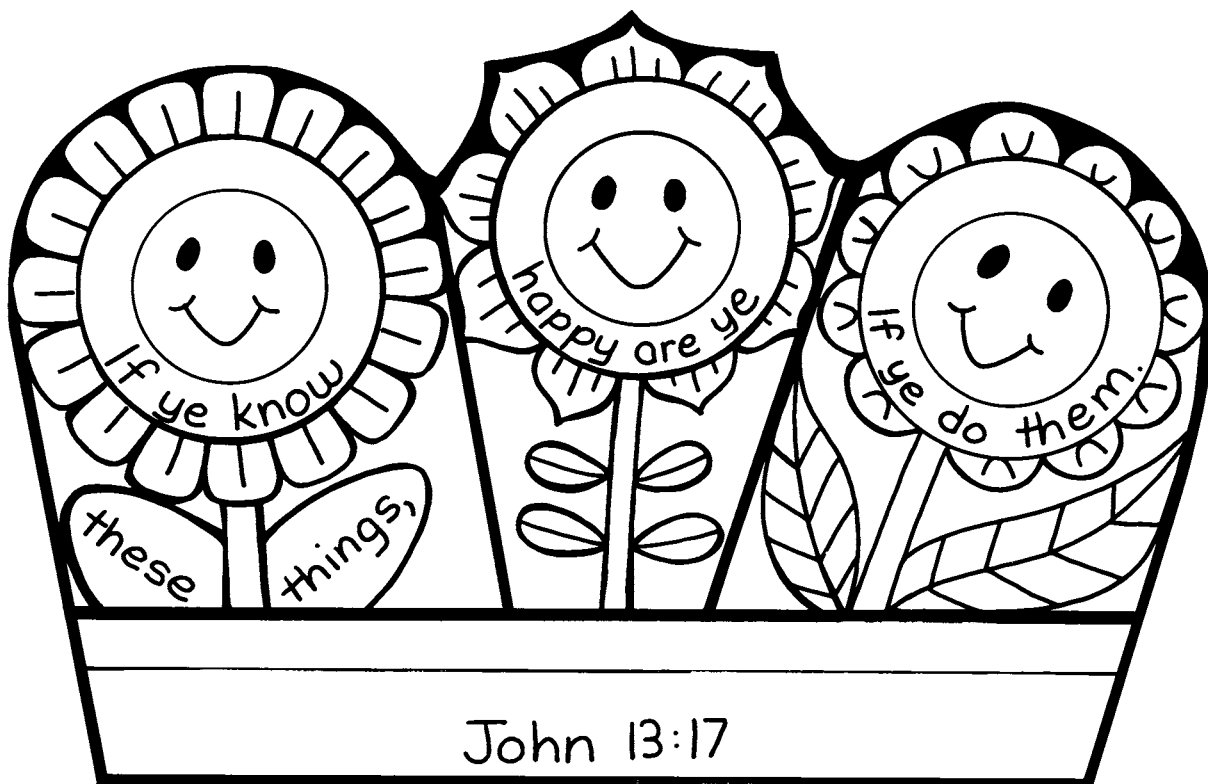


happy are ye if ye do them. If ye know these things, happy are ye if ye do them.



John thirteen sev-en - teen.

MEMORY VERSE VISUALIZED



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

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

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

Betrayal and Crucifixion

MEMORY VERSE IN ACTION

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

WAS ONCE — Hold up one finger.

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

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

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

OF MANY — Move open hand, left to right.

MEMORY VERSE VISUALIZED

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

BIBLE LESSON OUTLINE

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

1. Judas betrayed Jesus with a kiss and the multitude seized Jesus. Peter cut off the ear of the high priest's servant with a sword.

2. Jesus was led away to the high priest.

3. Pilate delivered Jesus to the soldiers. He was beaten, a purple robe put on Him, and a crown of thorns placed on His head. He was mocked and spit upon.

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

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

Response: The students will be able to relate the

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

BACKGROUND INFORMATION

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

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

SPECIAL NOTE FOR THIS LESSON

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

IN-CLASS ACTIVITIES

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

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

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

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

QUESTIONS

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

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

What does *crucify* mean?

Why was it necessary for Jesus to die?

Who did Jesus die for?

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

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

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

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

Where is Jesus' real Throne?

PRESCHOOL SUGGESTIONS

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

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

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

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

REVIEW IDEAS

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

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

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

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

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

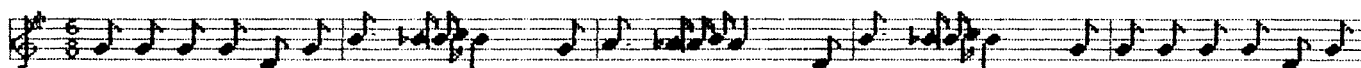
COORDINATING SONGS

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

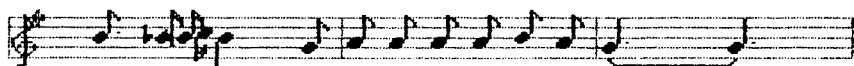
SUPPORT MATERIAL

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

MEMORY VERSE SONG

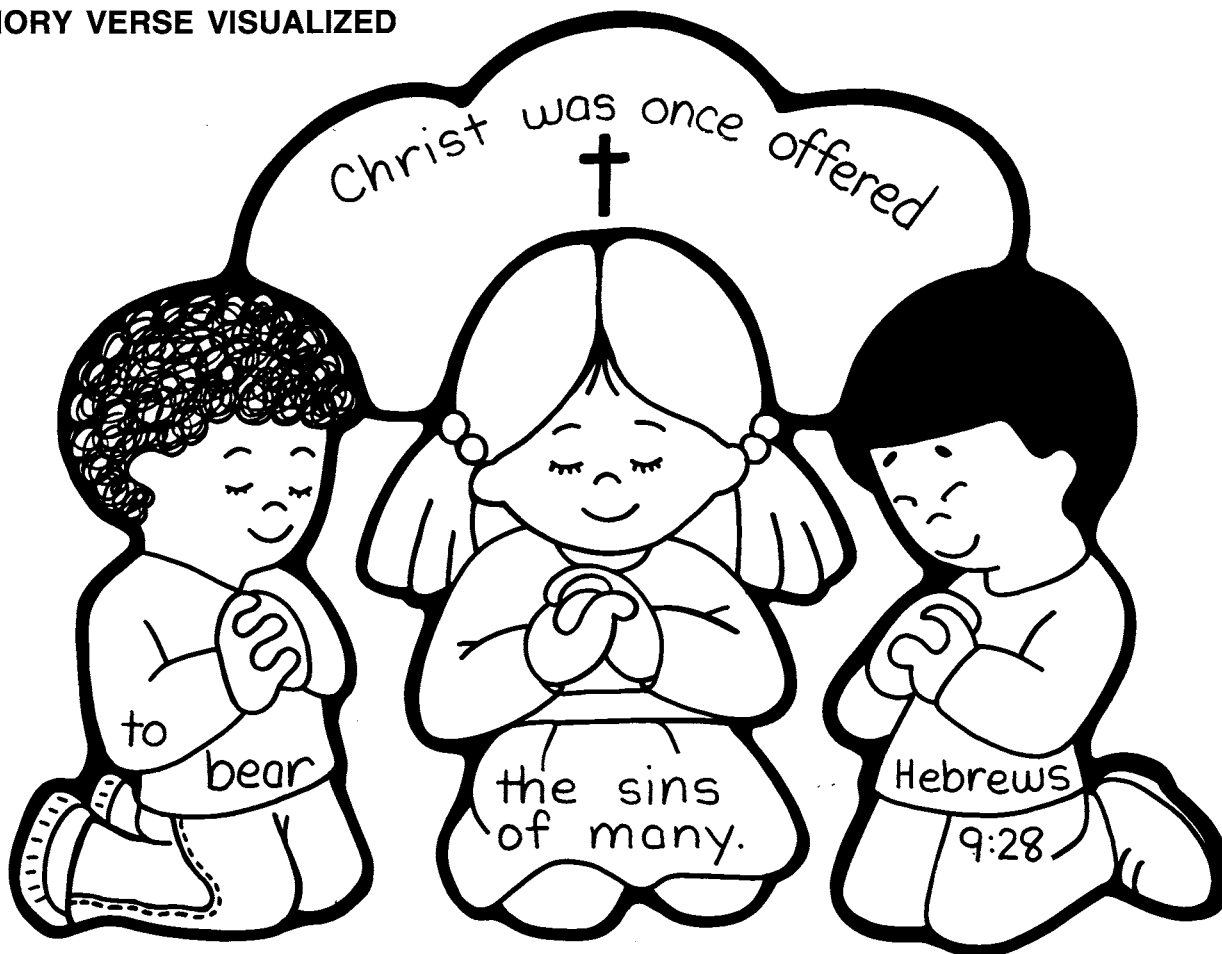


Christ was once offered to bear the sins of many, bear the sins of many - y, bear the sins of many. Christ was once offered to



bear the sins of many. Hebrews nine verse twenty-eight.

MEMORY VERSE VISUALIZED



Jesus Is Alive!

Lesson 32a — Easter

Lesson 32b — On the Way to Emmaus

Lesson 32c — Doubting Thomas

Lesson 32d — Jesus Will Come Again!

OVERVIEW

The Easter miracle is the heart of the Christian faith, and the basis for our belief that we, too, will someday be resurrected. This month's unit focuses on the miracle of the risen Christ, tracing the events from His resurrection until His return to Heaven.

In conjunction with the special seasonal activities no doubt planned for this Sunday, the celebration spirit of Easter should be the theme of your first lesson. It stands in direct contrast to the events studied on the previous Sunday. Help your students understand how the sorrow over Jesus' death was changed to joy when those who visited His tomb discovered that He had indeed risen from the dead.

On the second Sunday, one of the notable events following the resurrection of Jesus is studied — His appearance to two men who were walking on the road to Emmaus. The story of how they recognized Him as He broke bread with them should lead into a discussion of

how Jesus reveals Himself to us. Your students should learn that Jesus can be very real to them too.

The focus on the third lesson in this series is on the blessings of believing. The text uses the example of Thomas who doubted the resurrection of Jesus because he had not been present the night Jesus appeared to His disciples. Emphasize that Jesus said we would be blessed if we believe, even though we have not seen Him in the flesh. Your students should understand that this promise is for them too.

Forty days after Jesus' resurrection from the dead, after having been seen by many witnesses, He ascended into Heaven. This is the topic of our concluding lesson for the unit. As you describe how He left this earth in a cloud, help your students realize that someday He will come back again in the same manner. Conclude your lesson and the unit's material by talking about the necessity of being ready for His return.

SPECIAL NOTE FOR THIS UNIT

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

GAMES FOR REVIEW

Enlarge the figures of the boy and girl speaking (see Patterns) and mount on the two sides of a large board. Write your questions on speech balloons of an appropriate size for the figures. Write the Bible texts which answer the questions on separate pieces of paper. On a different board, tape these pieces of paper. Divide your group into two teams. Post a speech balloon question coming from one of the figures. The first team to determine which Bible verse is the correct answer may go and take that slip of paper and attach it under

the question. The complete verse should then be read aloud. Keep score, and when all of the questions have been answered, the team with the most points wins.

Use overhead transparencies to help your group review the memory verses for this month. Write the verses on the transparency and cut apart into pieces. (You may wish to deal with just one verse at a time.) Mix up the pieces on the overhead for rearranging. Another possibility is to put the words in order but leave out key words to be filled in. Or words can be taken away one by one until the students are reciting from memory.

CONTEST IDEAS

Make a copy of the "Road to Emmaus Contest" pattern for each child (see Patterns). Each Sunday place a "footprint" on succeeding spaces, as the child earns the footprints. Footprints are earned by coming to Sunday

school, bringing Bible, saying memory verse, etc. (Footprints may be cut out from the pattern and glued on, or they may be drawn on the space.) Continue the contest until every child has reached the goal, Emmaus. Each child should get a prize, but the first arrival should be given a special prize.

Explain to your group (class or departmental project) that your goal for the month is to make a long Easter chain. Each loop will represent a specific behavior or accomplishment. Cut loops from pastel colors, and on each loop write what must be done to earn that loop. For instance: a pale blue loop for attendance, pale pink for bringing Bible, pale green for knowing memory verse. Hang the lengthening chains from your ceiling or drape them across a platform area. If there is a special behavior that you especially wish to emphasize, attach a paper flower to the chain for those who do that.

With this Spring Bunny Contest, challenge each child to come regularly, memorize Bible verses, bring his Bible, and bring friends. Cut out a rabbit for each child (see Patterns) and let him put his name on it. Put a numbered trail on your bulletin board with these words: "How Far Can You Hop?" Each time a child does one of the behaviors, let him move his rabbit along the trail one space.

BULLETIN BOARDS

Draw a large cross at the center of the board with a wide-tip brown marker. In each corner place a symbol of one week's lesson. In one corner use a construction paper tomb; in another use three flannelgraph figures to symbolize the "Road to Emmaus"; in another use a plastic or rubber glove to symbolize the hand of Jesus; in another use cotton fiberfill to symbolize the clouds Jesus went to Heaven in (let the children help you glue it on). Decorate borders; use clusters of bright artificial flowers at corners to brighten the board.

Create an Easter bulletin board using paper Easter lilies (see Patterns). For each lily, cut a white 5" square of paper and round off the corners. Overlap the edges about 1/4" and glue together to form a cone shape. Paste a yellow strip of paper about 1" wide and 4" long in the cone to make the stamen of the lily. Cut stems and leaves from green construction paper. Arrange these in the left corner of your board on a blue background. On the right side, cut out letters spelling a favorite Easter verse or message such as "He Is Risen!" In the upper right-hand corner, attach a large, colorful butterfly.

Cover your board with light-blue paper. Across the top in large letters place the words, JESUS WILL COME

AGAIN. Underneath, in smaller letters, put "Are you ready?" Put a large figure of Jesus near the top of your board (see Patterns). Cut clouds from fluffy white batting material, and glue around the figure of Jesus. Across the bottom of your board, make low hills from green paper. Let your students make figures from chenille wires. Shape a 9" piece in the middle to form a round, flat head. Twist the wire for about an inch to form the body. Bend ends to form legs and feet. Twist a shorter piece of chenille wire around the body twice and shape arms and hands (see Patterns). Glue round circles for faces on back. Hats or hair cut from construction paper could also be glued on. Draw in features, and attach figures to the hill on the bottom of the board. Be sure some of them appear to be looking up at Jesus!

CHART IDEAS

Make a puzzle chart for your students using the "Jesus Is Alive" poster (see Patterns). Color and laminate one poster for each child or cover with clear plastic contact paper. Decide what activities will be recorded for this month: attendance, bringing Bible, knowing verse, etc. Cut the poster into pieces, making as many pieces as there are total possibilities. Each week give your students the number of pieces he earned for that Sunday. At the end of the unit, those two have completed their puzzle should receive a prize.

On the first Sunday of this unit, give each of your children a piece of light-green construction paper on which you have written the words, "Look! Jesus Is Alive!" (see Patterns). On each Sunday, let them attach a shape on which they have printed the memory verse of the week. (The shapes are: a tree, a butterfly, a squirrel, and a flower.)

Make a picture wheel chart showing the main events covered in this unit's stories (see Patterns). On the first Sunday, give children the base marked into four quarters and the first picture to color and glue on. On subsequent Sundays, let them attach the other sections. On the last Sunday, give them the 3/4 top circle and help them attach it to the base with a fastener.

SUPPORT MATERIAL

Family Life Institute Series of cassette tapes — Number 60

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

Stories of Jesus Activity Book — Level One, ages 3-8, Warner Press

TEXT Matthew 28:1-10

OBJECTIVE The students will be able to describe the events of the Resurrection. They will be able to explain that, though there was sorrow over Jesus' death, there was much joy that first Easter morning when it was discovered that Christ had indeed risen from the dead.

MEMORY VERSE The Lord is risen indeed. . . . — Luke 24:34

Easter

MEMORY VERSE IN ACTION

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

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

INDEED — Touch tip of right index finger to mouth, palm facing left, and move slightly up and forward.

MEMORY VERSE VISUALIZED

An angel standing before the empty tomb illustrates this week's memory verse. (See pattern at end of lesson.) Cut apart the sections as indicated by the heavy black lines. Put the arrangement back together one section at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Give each child a puppet made from the "Jesus Is Alive!" puppet pattern described under In-Class Activities. Explain that these puppets are telling the message that was given on the first Easter day, and also the reason why we celebrate Easter every year.

1. Mary Magdalene and the other Mary came early on Sunday morning with sweet spices to anoint the Lord's dead body.

2. The two Marys said, "Who shall roll away the stone?" When they looked the big stone was rolled away.

3. An angel sitting in the tomb said, "Ye seek Jesus . . . he is risen; he is not here."

Climax: The announcement by the angel "He is risen, He is not here" amazed the two Marys. They ran quickly to tell Peter and the disciples.

Conclusion: The resurrection of Jesus caused great joy that erased the grief from the hearts of His believers.

Response: The students will be able to describe the events that took place that first Easter morning. They can tell of the joy that filled the hearts of Christ's followers.

BACKGROUND INFORMATION

We do not have many Scriptures in the Old Testament that foretell the Resurrection. In Psalm 16:10 we read "Thou wilt not leave my soul in hell; neither wilt thou suffer thine Holy one to see corruption." This does not specify the number of days Christ would be in the grave, but it would indicate a short time as bodies start to decompose in three or four days in that climate.

In Matthew 12:40 Jesus plainly told the people that as Jonas was in the whale's belly three days and three nights so would the Son of Man be in the heart of the earth. On other occasions He mentioned rising from the dead, but His disciples and followers didn't grasp what He was saying. When He was placed in the tomb they did not dream that He would rise again. In fact, on the first day of the week, certain women brought spices to anoint His body since there was not time enough to do so when He was placed in the tomb. They were greatly perplexed when they found the stone rolled away and Jesus gone. An angel told them that Jesus was risen as He had said. The women ran and told the disciples, but they refused to believe that He had risen. Peter and John hurried to the tomb and confirmed that it was empty.

Jesus had risen and appeared unto several of His followers, but most of the disciples just couldn't accept the fact that He was alive. He appeared to the eleven as they sat at meat and reprimanded them for their unbelief.

The fact of the Resurrection gives absolute authority to all that Jesus said. The resurrection of Christ is of necessity the central doctrine of the New Testament. "If Christ be not raised, your faith is vain" (I Corinthians 15:17). Because of the Resurrection, Jesus is not a vague historical figure, but the living Lord of the present. He is not a religious leader of the past to be talked about, but the living Christ to be met personally.

SPECIAL NOTE FOR THIS LESSON

Refer to Lessons 7e and 20c for additional ideas.

IN-CLASS ACTIVITIES

Help your class make “Sonrise” Easter cards for their parents. Gather cans of different sizes. Let the children use these to trace circles, one inside the other, on a piece of construction paper. Then have them draw lines to look like sun’s rays and color the design. Fold the card, and write an Easter message on the inside.

Make an Easter surprise basket to help you teach the truths of the holiday. Fold up the bottom third of a piece of construction paper and staple the sides closed. Out of the top third, cut a handle for your basket. Make up a secret code and then use a felt-tip pen to write this code on the basket. Surround the code with stickers and Easter decorations. Fill your basket envelope with construction paper egg shapes, one for each of your students. On each shape, write a simple Easter message in code such as “Jesus Lives,” “He arose,” or “Jesus Is Alive!” During class time, have students take turns pulling an egg from the basket, figuring out the code, and reading aloud the message.

Help each of your students make a stained-glass window display (see Patterns). Cut out a copy of the pattern, lay it on the folded edge of a sheet of construction paper. Trace the pattern onto the paper. Then staple the loose edges of the construction paper together so that it won’t slip when the child is cutting it. The paper can then be opened. Put a small bit of glue along the edges of the sides, tomb, and Jesus. Let the children choose a piece of colored tissue paper and place it on the glued side of the design, thus making a small stained-glass look. When the glue is dry trim the excess tissue around the edges. These would look pretty if all the children chose to hang them in your classroom window to give a stained-glass effect.

QUESTIONS

What is the true meaning of Easter?

Why were the women going to Jesus’ grave?

Why were they worried when they saw the stone rolled away?

How do you think the stone was rolled away?

Who was the man sitting on the stone? (See Matthew 28:2.)

Jesus wasn’t there. Where was He?

Where is Jesus now?

Jesus had told His disciples what was going to happen. Why didn’t they understand when they saw the empty tomb?

PRESCHOOL SUGGESTIONS

Make tiny Easter basket treats for your children using large gumdrops. With the wide end at the top, hollow out a little bit of the gumdrop. Use a piece of chenille wire for a handle, insert it in the sides by bending the tips of the handle at right angles. Attach a tiny bow on the top of the handle and put tiny candies in the hollowed-out spot.

Give each of your children one of the “Jesus Is Alive!” hand puppets (see Patterns). Let them color the child. Help them fold on the line indicated, then staple or tape the sides of each puppet together. The children may put their fingers between the front and back sections. Let them make their puppets “talk” about the good news that Jesus is alive.

Fold a 6½” by 8” piece of heavy paper in half so it becomes 6½” by 4”. Lay the butterfly shape (see Patterns) next to the folded edge, and cut out the shape. Unfold both pieces and use them as stencils. Make one set of butterfly stencils for each of your children to use. Supply the children with paper on which they may color their stencil design. They may trace around the outside of the butterfly shape or trace inside the hole from which the shape was cut. Tell the children that their butterfly represents new life. Aren’t we glad to know that Jesus arose and now lives in Heaven?

REVIEW IDEAS

Use pictures from someone who has been to the Holy Land in recent years, and show your group how Jerusalem looks today. Emphasize areas related to the Easter story, such as Jerusalem, the Garden of Gethsemane, Golgotha, the Garden tomb.

Plan an Easter celebration for your whole group. Inflate pastel-colored balloons, and let the students draw Easter symbols or messages on them and hang them around your meeting area. Bring Easter sugar cookies cut in the shape of flowers or butterflies and sprinkled with multi-colored sugar. Play Easter songs as background music. Have a bare tree branch in a bucket of sand, and let each child cut out a butterfly, flower, or bird to put on the tree (see Patterns). Recite your Easter verse together, and sing the memory verse song.

COORDINATING SONGS

“This Is Happy Easter”

“Rolled Away, Rolled Away”

“Countdown” — 2nd verse is Easter — CEF

“All of My Burdens Went Rolling Away”

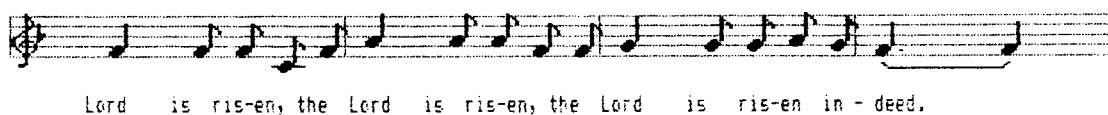
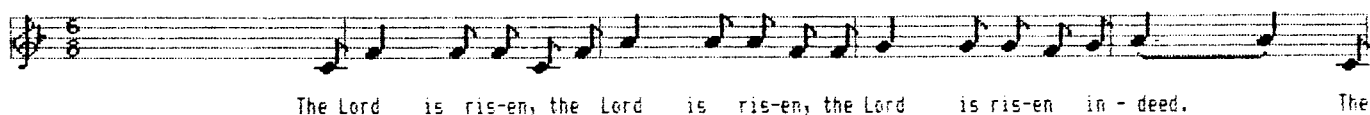
"Be Glad and Sing" — Primaries Sing, page 39, 1-3 grades
 "Easter Day" — Primaries Sing in Home and Church, Page 62
 "Christ Arose"
 "Jesus Rose on Easter Day"

"Because He Lives"
 "He Lives"

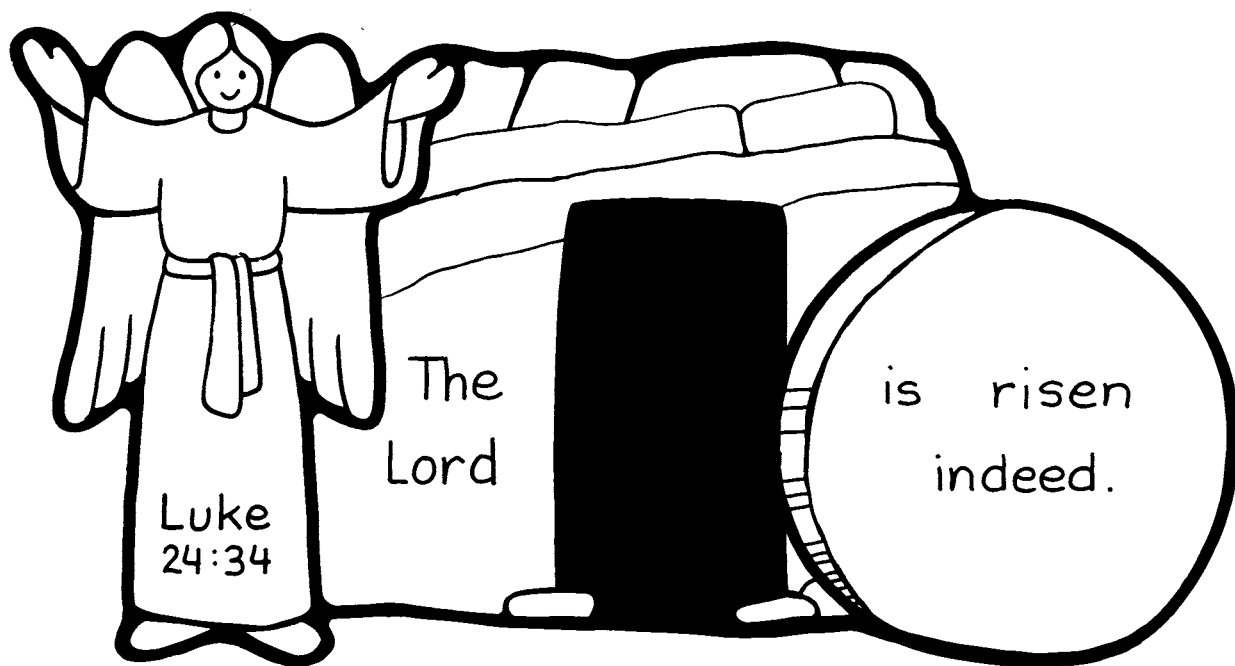
SUPPORT MATERIAL

The Easter Women — Arch Books
 Kiri and the First Easter — Arch Books

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Luke 24:13-35

OBJECTIVE The students will be able to explain that Jesus walked with the two on the road to Emmaus and later that day revealed Himself to them. They will realize when Jesus speaks to us He lets us know that He is real and that we can trust in what He says.

MEMORY VERSE Thy word is a lamp unto my feet, and a light unto my path. — Psalm 119:105

On the Way to Emmaus

MEMORY VERSE IN ACTION

THY WORD — Hold hands before body like an open book.

IS A LAMP — Cup hands together as though hiding something inside, move hands up and to the sides, ending with both palms facing out expressing the number five on each hand.

UNTO MY FEET — Point to feet.

AND A LIGHT — Cup hands together as though hiding something inside, move hands up and to the sides, ending with both palms facing out expressing the number five on each hand.

UNTO MY PATH — Point to floor, move finger up along an imagined path before you.

MEMORY VERSE VISUALIZED

This week's memory verse is illustrated by a boy who is studying a Bible by the light of a candle. (See pattern at end of lesson.) Cut the sections apart as indicated by the heavy black lines. Assemble them a piece at a time as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Begin your class session by having each of your children cover their eyes with their hands. Tell your group that you are going to touch one of them and that student should say a few words. The others must try to guess who is speaking. They will not be able to recognize the speaker by sight because their eyes are covered. Then explain that today's story is about some men who didn't recognize Jesus, even though their eyes were physically open.

1. As Cleopas and a friend were on their way to Emmaus, Jesus walked with them but they didn't recognize Him.
2. As they walked with Jesus the two friends expressed their grief regarding recent events concerning the Lord.
3. He expounded the Scriptures to them concerning Himself.

Climax: As they ate bread together at Emmaus, Jesus revealed Himself and they knew Him.

Conclusion: Just as the two at Emmaus did not recognize Christ, we know Him personally only after He reveals Himself to our hearts.

Response: The students will be able to explain that Jesus walked with the two on the road to Emmaus and later revealed Himself to them. They can explain that when Jesus speaks to us He lets us know that He is real.

BACKGROUND INFORMATION

Jesus appeared to several people on the day of His resurrection. He first appeared unto Mary. He also appeared to the women who came to anoint His body (Matthew 28:9). He appeared unto Peter and to the eleven in the evening as they sat at meat. Our text is about the two who talked with Him on the way to Emmaus. No one can be sure who these two were. There is no evidence to prove that the Cleopas mentioned here is the same as Cleophas of John 19:25. Some Biblical scholars think the unnamed disciple might have been Luke himself. The account sounds as though the writer was there in person.

It is not known for certain where Emmaus was. The text says it was about threescore furlongs from Jerusalem, but gives no direction. It is thought that it was located near the village of El Kubiebeh which is seven miles northwest of Jerusalem.

Emmaus was evidently the home of these disciples and they were returning there following a visit to Jerusalem. They were talking of the events of the day when Jesus overtook them. They did not recognize Him as His appearance had changed (Mark 16:12). After questioning them about their conversation, He reproved them for their unbelief, but went on to expound the Scriptures concerning Himself.

When they came to their village they asked the

Stranger to come in with them as the day was far spent. They sat down to eat and as Christ blessed the food they recognized Him as the Lord. He vanished from their sight and they hurried back to Jerusalem to tell the news that they had seen Jesus.

IN-CLASS ACTIVITIES

Use finger puppets portraying Jesus and the two disciples to tell the story (see Patterns).

Have all your class close their eyes. Tell them you have invited someone to visit your class, but they are not to look to see who it is. Have another teacher, parent or guest step in and say a few words to your class. After they have opened their eyes, explain that this was much like the disciples who were with Jesus on the road to Emmaus. It was like their eyes were closed. They could hear Jesus, but somehow they didn't recognize Him.

Take a variety of books to class — a cookbook, songbook, dictionary, etc. Explain that each of these books teaches us something. But there is only one Book that teaches us how to get to Heaven, and that is the Bible. It is a "light to our feet" because it shows us the way we should go.

Explain to your group that today you are going to talk about opposites. Show some examples: black and white paper, a hard rock and a soft piece of cotton, a big car and a little one. Show a sad face stick puppet. (See patterns given for Lesson 8a and 17b, and Unit 18.) Ask your class what the opposite of being sad is. Go into the story of the disciples on the road to Emmaus feeling very sad. Then, at the proper point in the story, reverse the stick puppet and show the happy face. The disciples now had an opposite feeling from the one they started the day with, because they knew that Jesus really was alive!

QUESTIONS

What happened when the two men were walking to Emmaus?

What did Jesus tell them?

What do you think happened when the two men went back to Jerusalem?

Why didn't Cleopas and his friend know Jesus when He walked with them?

How do you think they felt when they realized it was Jesus who was with them?

Why did they go back to Jerusalem to tell the disciples?

Don't you think they were too tired after their long journey?

Has Jesus ever talked to you? How did you know it was Jesus?

After you met Jesus (got saved), were you so excited you wanted to tell others right away?

PRESCHOOL SUGGESTIONS

Give your children an especially large Jesus sticker for their Bibles. Explain that God's Book tells about Jesus and how Jesus wants us to live.

Show pictures of friends going for a walk together. Talk about how much fun it is to be with a friend. Ask how they would like to take a walk with Jesus. Lead into your story of the two disciples on the way to Emmaus, and how they met and talked with Jesus. When they sit down to eat together, pass out a small snack for your children.

Show a sad heart with tears, and explain that all of Jesus' friends felt sad when they thought He wouldn't be with them anymore. But when they met Jesus on the road, and knew He was truly alive, then they felt happy! Show happy heart with a big smile.

REVIEW IDEAS

Build your review around the message of the memory verse. Have a large basket or container with a big question mark on it in front of your group. Explain that lots of times we have questions about what is right or what we should do. God's Word has the answers! In the basket place a number of questions that can be answered by a Bible verse. Have students come up and pull out a question and read it aloud. Other students should be prepared ahead of time with a Bible and the answers. When they hear their question read, they can come up and read the answer out of the Bible.

Focus your review on the memory verse for this week. Bring supplies for a camping trip such as a sleeping bag or backpack. Include a lantern in your supplies. Describe how dark it gets at night, and turn out the lights in your assembly area. Tell the children you can't see to do the things you need to do, and ask what you need. When they say, "A light," light your lantern. Then parallel this to the Bible. It is our "light" to tell us what to do. But it will do us no good unless we read it, just like your lantern did no good until you lit it.

COORDINATING SONGS

"This Little Light of Mine"

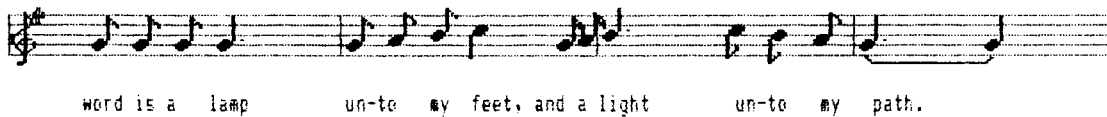
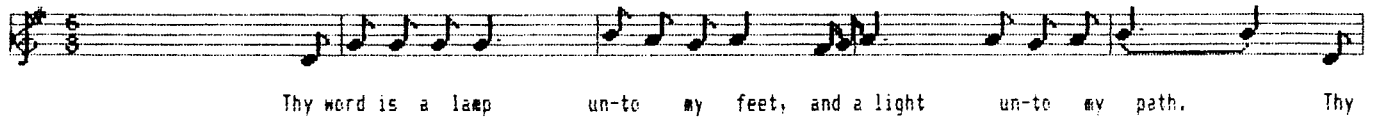
"Give Me Oil in My Lamp"

"When We All Get to Heaven" — Sunbeam Songs, Vol. 1, Page 27

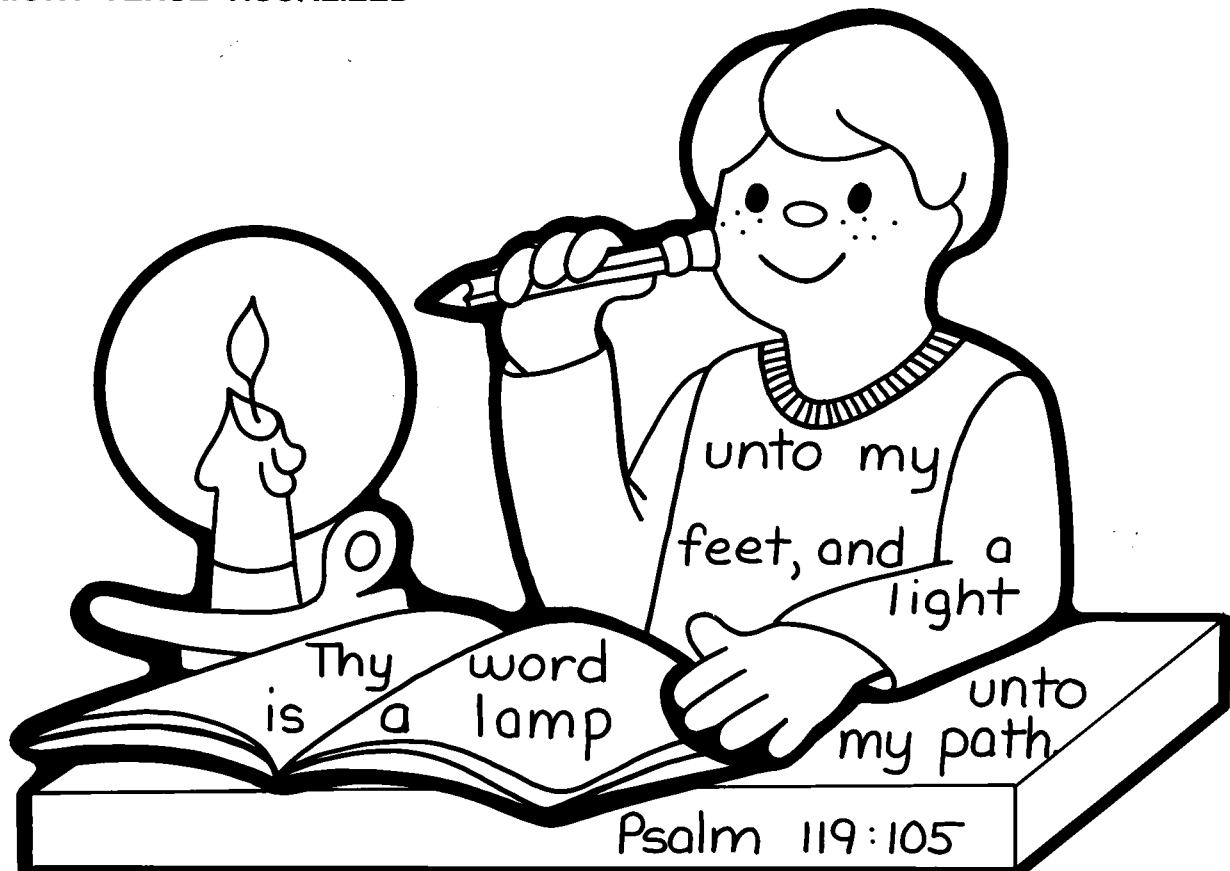
"Away Far Over Jordan" — Choruses, Vol. 3 by Zon-
 dervan
 "A Sunbeam"
 "Thy Word Have I Hid in My Heart"

"Read Your Bible, Pray Every Day"
 "Stop and Let Me Tell You"
 "I Just Keep Trusting My Lord"
 "Every Promise in the Book is Mine"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT John 20:24-31

OBJECTIVE The students will be able to explain that when Thomas saw Jesus he believed, but Jesus said we would be blessed if we believed even though we have not seen Him.

MEMORY VERSE Blessed are they that have not seen, and yet have believed. — John 20:29

Doubting Thomas

MEMORY VERSE IN ACTION

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

ARE THEY — Point to others.

THAT HAVE NOT SEEN — Place hand over eyebrows, close eyes, shake head no.

AND YET HAVE BELIEVED — At eye level, hold fists on top of each other as though holding to an imaginary rope.

MEMORY VERSE VISUALIZED

Our memory verse for this week focuses on believing without seeing. It portrays a small boy covering his eyes. (See pattern at end of lesson.) Cut apart the sections as indicated by the heavy black lines, and put the pieces up one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class by showing your students the set of flashcards described under In-Class Activities. Talk to them about which things they believe in, and which they do not believe in. Explain that the most important thing to believe in is Jesus. The Bible story today is about one of Jesus' helpers who learned a lesson about that.

1. Thomas, one of the twelve disciples, was not with them when Jesus appeared to them the first time, so they told him, "We have seen the Lord."

2. Doubting Thomas said that he would not believe except he could see the prints of the nails and put his hand into Christ's side.

3. Christ appeared again to the disciples, Thomas being present. He told Thomas to behold His hands, and put his hand into His side. Thomas answered, "My Lord and my God."

Climax: Thomas believed in Christ's resurrection after the Lord revealed His wounds to him.

Conclusion: When Thomas saw Jesus he believed, but we are blessed for believing even though we have not seen Him.

Response: The students will be able to tell how Thomas learned to believe, and will be able to explain why it is important for us to believe even though we have not seen Him.

BACKGROUND INFORMATION

Quite often when we speak of Thomas we call him "Doubting Thomas." Of course many people know the story of his failing to believe the report that Jesus had risen from the dead. But we must remember that the others didn't believe the women who told them that Jesus had arisen. In fact, they were terrified when Jesus appeared in their midst and Jesus had some trouble convincing them He was not a spirit (Luke 24:36-45).

We do not wish in any way to minimize the gravity of doubt and unbelief. In Revelation 21:8 we find that the fearful and unbelieving head the list of those who will be cast into the lake of fire. Our only hope of finding God is to believe that He is, and our only hope of receiving from God is to believe His promises.

Unbelief was among the first sins introduced to mankind. Satan persuaded Eve to disbelieve God, and then it was easy for him to get her to disobey God. From that time on mankind has been filled with unbelief. With the exception of Noah and his family, the entire antediluvian world perished because of unbelief.

IN-CLASS ACTIVITIES

Bring a box of cereal to class — also some napkins. Show the class the cereal box (Kix, Cheerios, etc.). Tell them that they can see the box and that it says it has a certain cereal in it. We have to believe the message on the box even though we can't see inside until we open the box. Open the box and put the cereal on each napkin for the children. Now you can see the cereal and you can feel them and you can taste them, and now you really know that the cereal was truly in the box. Then show your Bible to the class. In the Bible are all

kinds of things Jesus wants us to know. We can see the printed words and read them and believe them. It tells that Thomas, Jesus' disciple, did not believe that Jesus had risen from the grave until he actually saw with his own eyes the nail prints in Jesus' hands and feet. When Jesus showed him the nail prints then Thomas believed. Jesus wants us to believe Him all the time, even if we can't see Him.

Talk to your class about things they believe or don't believe in. Show them a series of Do You Believe flashcards and let them tell you whether or not they believe in those things (see Patterns). Bring out that the most important thing to believe in is the Bible, God's Word.

Ask your class if they believe in things they haven't seen. Ask how many have been to Disneyland. If possible have some pictures, posters, and souvenirs of Disneyland (or any other place the children would know about). Ask the children who have been to Disneyland to tell the others about their favorite thing there. Bring out that even though we haven't been to Disneyland, we can believe in it because others have told us about it. In our Bible story today, Thomas didn't believe because he hadn't seen Jesus, even though others told him about Jesus' being alive. Ask your class to imagine that someone offered to give you tickets to Disneyland. You wouldn't even be interested in them if you didn't believe that Disneyland exists. In the same way, we could miss Heaven if we refuse to accept the offer Jesus made. We must believe in Him, to be ready for Heaven.

Blindfold one student. Tell him that you have a treat in your hand. Ask if he believes you. If he says yes, give him the treat. Explain that in our lesson today, Thomas did not see Jesus so he felt he could not believe.

QUESTIONS

What proof did Thomas want?

When Jesus saw Thomas what did He have Thomas do?

What did Jesus say about people who could believe even if they did not see Him?

Do you believe Jesus can be with you each day? How do you know?

Why didn't Thomas believe the other disciples when they told him they had seen Jesus?

Why did Thomas believe when he saw Jesus?

Do we always have to see things before we believe?

How do you feel when you tell your friends about Jesus and they don't believe in Him too?

PRESCHOOL SUGGESTIONS

Tell each child you have a penny in your hand for them. Ask them to hold out their hand and you will give it to them. When they hold out their hand, explain that this means they believe you. Repeat this several times, using stickers, animal cookies, etc., to reinforce the meaning of the word "believe." Tell them we believe in Jesus. Show a picture of Him. We believe He loves us and He takes care of us.

The thrust of this lesson for preschoolers should be "Jesus makes us happy." Even little ones can understand that Jesus does many good things for us. Talk about the word "blessed" and show objects representing things that make them happy. Some suggestions: a cuddly blanket, a soft puppy, a picture of a mommy or daddy, a doll bed, a favorite food to eat.

Make a set of the Thomas Story pictures (see Patterns). Show the pictures in the correct order as you teach your lesson. After you have completed your story time, mix up the pictures on your table and ask the children if they can tell you which picture was first, second, etc. They might enjoy having a little set of their own with which to "teach" their parents.

REVIEW IDEAS

Adapt the In-Class activity regarding Disneyland as a review, stressing the importance of believing.

Begin your review by summarizing Thomas's doubts, and focusing on the memory verse which tells us that those who believe even though they haven't seen Christ will be blessed. Tell your group that you have invited some people to share with them proof that this statement is true. Ask several volunteers to come to the front and relate a portion of their testimony, emphasizing some special blessings the Lord has given them, even though they have not seen Him. To make the review more visual, you might wish to have each volunteer carry a colorful one-word sign naming the blessing, or a picture representing this.

Attach a large piece of butcher paper to a board in front of your classroom. Divide it into six equal sections. Explain to your group that what we believe is very important. Thomas missed a blessing because he did not believe, and we can miss Heaven if we do not believe certain things. Discuss things Christians should believe and have a symbol prepared for each: God is Creator, Jesus is God's Son, all have sinned, Jesus died and rose again, we can be forgiven by Jesus, Heaven is prepared for those who believe. Display the symbols for each belief as you discuss them, and then mount them on the butcher paper.

COORDINATING SONGS

"Why Worry When You Can Pray?"

"I Do Believe, I Now Believe" — Salvation Songs for Children No. 3

"He That Believeth"

"Only Believe"

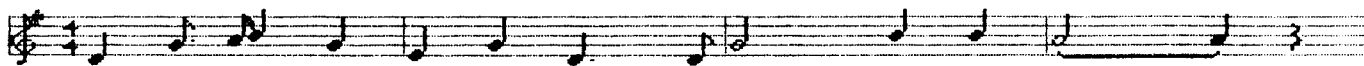
"Lord, I Want to be a Christian"

"Into My Heart"

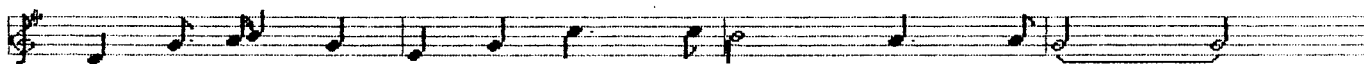
SUPPORT MATERIAL

Doubting Thomas — Arch Book

MEMORY VERSE SONG



Bless - ed are they that have not seen, and yet have be - lieved.



Bless - ed are they that have not seen and yet have be - lieved.

MEMORY VERSE VISUALIZED



TEXT Acts 1:9-12; John 14:1-6

OBJECTIVE The students will be able to tell that Jesus will return to earth someday in the same way He left — in a cloud. They will be able to describe how they can be ready to meet Him and go to Heaven with Him.

MEMORY VERSE For the Son of man shall come in the glory of his Father with his angels. — Matthew 16:27

Jesus Will Come Again!

MEMORY VERSE IN ACTION

FOR THE SON OF MAN — Move right middle finger to left palm, left middle finger to right palm.

SHALL COME — Use both arms with beckoning motion.

IN THE GLORY — Extend left palm facing up, right finger tips touching left palm; raise right hand wiggling fingers.

OF HIS FATHER — Point up.

WITH HIS ANGELS — Raise hands to shoulders pointing out; flutter like wings.

MEMORY VERSE VISUALIZED

Our memory verse for this week focuses on the second coming of Christ, and is illustrated by two angels and a cloud. (See pattern at end of lesson.) Cut apart the sections as indicated by the heavy black lines, and assemble the pieces in the proper order as your students recite each section of the verse.

BIBLE LESSON OUTLINE

Introduction: Pack a suitcase as described under In-Class Activities. Open your session by asking your students "When do we pack a suitcase?" They will answer that we do this when we are planning to go somewhere. Tell them that if we have Jesus in our hearts, we are planning to go somewhere very special, but we have to be ready.

1. While the disciples looked, Jesus ascended into the heavens, disappearing in a cloud.
2. Two men in white apparel told them that Jesus would come again in the same manner.
3. We can be ready for His return by believing in Him. He is "the way, the truth, and the life."

Climax: Just as Christ ascended into the heavens, the angels declared that He would come again.

Conclusion: Jesus will return someday to receive those who are ready to meet Him, and take them to Heaven. It is vital for us to prepare for that day.

Response: The students will know that Jesus will re-

turn some day. They will be able to tell what we must do to be ready to meet the Lord in the air.

BACKGROUND INFORMATION

There are many Scriptures that pertain to the second coming of Christ. They need to be studied carefully as it is very clear that there are two phases to His second coming. The first phase is the rapture of the saints. This is detailed in I Thessalonians 4:16-18, "The dead in Christ shall rise first: Then we which are alive and remain shall be caught up with them in the clouds, to meet the Lord in the air: and so shall we ever be with the Lord." In I Corinthians 15:52,53 we read that our mortal bodies will be changed to immortal in the twinkling of an eye. We are warned to be ready because Jesus will come as a thief in the night, and those who are not prepared will be left. Jesus spoke about two sleeping in a bed, the one taken and the other left; two women grinding at the mill, one taken and the other left; two in a field, the one taken, the other left.

The second phase is when Jesus comes as King of kings, and every eye shall see Him. He will overthrow the armies of the Antichrist, bind the Devil and cast him into the bottomless pit, and reign upon the throne of David. (See Isaiah 9:6,7; Daniel 7:14; Zechariah 14:9.) The Jews will realize that Jesus, whom they spurned two thousand years before, is indeed the promised Messiah.

SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 21e for additional ideas.

IN-CLASS ACTIVITIES

Use a metal baking sheet as a backdrop for your lesson. Use double-stick tape to make a green hill (from felt or construction paper) at the bottom of your scene. Attach cotton-covered clouds at the top. Cut out figures representing Jesus and His disciples (see Patterns). Have a small metal strip attached to the back of the

Jesus figure. At the proper time in the story, move Him upward by using a magnet against the back of the metal baking sheet.

Give each child a copy of the prayer (see Patterns). Let them cut out the circles at the bottom of the page, and finish the prayer by pasting the circles in the right places on the prayer.

Give each child a copy of the Getting Ready List page (see Patterns). Help them complete the list as you talk about different things we should do to make sure we are ready when Jesus comes back.

Have a suitcase packed with items representative of things we should do to be sure we are ready for Jesus' return. Some possibilities: a clean heart, a Bible (for instructions), a church paper or invitation (working for Jesus), a clock (using your time right until Jesus comes).

Give each child a copy of the angel blowing a trumpet with a crossword grid inside (see Patterns). Write out Matthew 16:27, Matthew 24:31, and 1 Thessalonians 4:17 as clues. Let them work the crossword grid using the Bible verses to help them.

QUESTIONS

How did Jesus leave this earth?

Jesus **will** come again. The New Testament mentions His second coming over 300 times! What must we do to be ready for the second coming of Jesus?

How do we know Jesus will come again?

Who were the two men in white apparel that the people saw when Jesus went up into Heaven?

What was their message?

How will Jesus come back again? Like another baby? In the clouds? What does the Bible say?

What is Jesus doing now?

Talk about Heaven. What will be there? What will not?

PRESCHOOL SUGGESTIONS

Jesus returns in a cloud (see Patterns). Cut a slit on the dark line under the cloud and insert the pull-tab with the figure of Jesus. Some masking tape on the back of the pull-tab will strengthen it, or you may cut the figure and tab from heavy paper or cardboard. As you tell of Jesus' return move the figure down.

Use angel finger puppets for Lesson 4a or angels given for Lessons 16b and 28a. Give one to each child as you talk about how Jesus will come back again with His angels.

Give each child a copy of the cloud with windows cut as indicated by dotted lines (see Patterns). Cut windows and paste picture of Jesus in one window and one of His angels in each remaining space.

Give each child the coloring picture of Jesus coming in the cloud (see Patterns). Children could color the sky and glue cotton on the cloud. As an alternative, color the picture yourself and cover it with clear plastic contact paper or have it laminated. Cut apart into pieces and let your little ones put the puzzle together.

REVIEW IDEAS

Open your review by explaining that God has given us some instructions regarding things we must do in order to be ready when He comes. Tell your group that you are going to give them a set of instructions, and whoever has finished it by the time a preset alarm goes off will get a small treat. Give them a list of several things to do: write out their memory verse, turn to a certain verse in the Bible and read it to their teacher, etc. (Adjust the instructions and time length according to the ability of your group.) When the timer goes off and treats have been awarded, liken this to the rewards that will be received by those who are ready when Jesus comes back.

Dramatize a short skit beginning with receiving a letter announcing the arrival of relatives. You are not sure of the time when they will come but it will be soon. Make a number of preparations such as putting on good clothes, fixing a nice dinner, being sure the house is clean, calling others to tell of the expected arrival. Compare this to our anticipation because Jesus will soon be coming, even though we don't know the exact time. What kind of preparation are we making for His return?

COORDINATING SONGS

"Countdown"

"I'm Going to Heaven Some Day"

"Heaven Is a Happy Place"

"Do Lord"

"For God So Loved the World"

"When He Cometh"

"Come and Go With Me to My Father's House"

"Jesus Is Coming Again"

"Say, Will You Be Ready?"

"This Little Light of Mine"

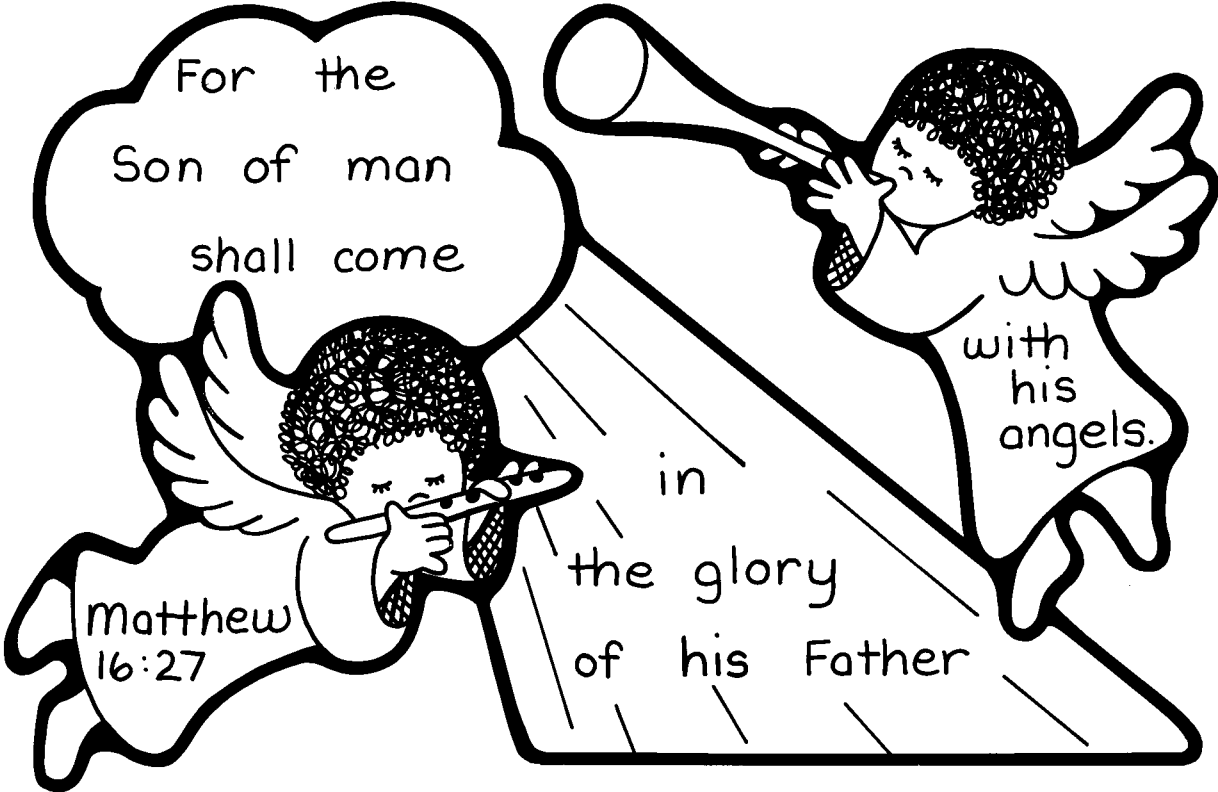
MEMORY VERSE SONG

For the Son of man shall come in the glo-ry of his Fa - ther with his an - gels;

with his an - gels; The Son of man shall come in the glo-ry of his Fa - ther the Son of man shall

come.

MEMORY VERSE VISUALIZED



Life of Moses

Lesson 33a — Baby Moses

Lesson 33b — God Calls Moses

Lesson 33c — The Plagues in Egypt

Lesson 33d — The Red Sea Crossing

Lesson 33e — Miracles in the Wilderness

OVERVIEW

Our final unit of this quarter focuses on Moses, the national hero who delivered the Israelites from Egyptian slavery. God used this man to lead His chosen people in their journey to Canaan.

Our first lesson narrates the miraculous sparing of Moses' life shortly after his birth. Though a royal edict ordered the execution of all Israelite male children at birth, Moses spent the first 40 years of his life in the royal court of Pharaoh. As you explain this story, you will want to help your students recognize that God can be trusted to care for us too.

When circumstances brought a dramatic change in Moses' situation, he found himself in the desert tending sheep. There, in a spectacular manner, God called him to be the leader of His people, and this is the topic of our second lesson. As you talk about the scene at the burning bush, bring out that God has a plan for each one of us also, even though it likely will not be revealed in such an amazing manner.

Our third lesson takes up the series of ten plagues sent by God to counter Pharaoh's attempt to keep the people of Israel in bondage. This horrifying judgment on Egypt was God's way of delivering His chosen people. Your students should understand through this story that God has power to deliver, and that power will be exercised for those who trust Him.

In our next lesson the Children of Israel, fleeing before the army of Egypt, faced the Red Sea. The story of how God parted the waters and allowed them to pass through on dry ground is one of the favorites of children this age. Reinforce the theme of God's power to deliver as you teach this lesson.

God's providential care in providing food and water for His people in their time of need is the main thought of the final lesson in this unit. As your students learn about the miracles that God performed in the wilderness, they should realize that He cares for His people today and has promised to supply their needs.

GAMES FOR REVIEW

Place a small coin and a question inside each of several balloons and blow them up. Attach the balloons to a board to start. Let each student take a pin and pop a balloon. If the student correctly answers the question he may keep the coin. This could also be done using the Wordless Book colors.

Play a game similar to Memory using the set of Moses symbol cards (see Patterns). Lay all the cards face down on your table. Allow each student, in turn, to turn over two cards. If he makes a pair, he is allowed to keep them. If they do not match, he must turn them back over and the next person gets a turn.

CONTEST IDEAS

Make a spinner dividing it into thirds and marking the sections for attendance, bringing Bible, and knowing memory verse. Let one of the students spin. If the spinner lands on "Bible," those who have brought their Bible get a prize. A prize can be given for each section.

Spring is a good time of year to feature a kite contest. Make a brightly-colored kite for each child, and let them decorate it and print their name on it in large letters. Attach a long string to the base of each kite and suspend the kites from the ceiling of your class or department area. Each Sunday that a child comes, brings his Bible, brings a friend, or says his memory verse, add a bow to the tail of his kite.

On a large bulletin board, make two sections of the Red Sea with a path between. Divide your group into teams (by classes, boys and girls, or however you wish) and assign a color to each team. Cut out people shapes from each of these colors (see Patterns). Pin a number of people from each color on the left side of the Red Sea. Each Sunday of the unit, a person can be moved to the other side of the sea for each child who attends, brings a Bible, a friend, or whatever you designate as the purpose of the contest. At the end of the unit, the team having the most people of their color on the right side of the Red Sea is the winning team.

BULLETIN BOARDS

Title your board **THE LIFE OF MOSES** (see Patterns). Make a winding trail moving from the top left corner down to the lower right corner. Mark five main places along the trail for the five events covered in our lessons. On each Sunday, post a picture of that event, using the symbols or illustrations from the Primary Pals stories. Along the trail you could also put small representations of other events in Moses' life such as the tables of stone, Mt. Sinai, the brazen serpent.

Title your board **LOOK WHAT HAPPENED TO MOSES** (see Patterns). Cover your board, cutting five windows into the paper so that students can lift up flaps. Put the boy and girl looking toward the windows on the lower right and left corners of your board. Be sure to outline around the windows to indicate the areas to lift up. Underneath each flap, place an enlargement of the symbols or story illustration from Primary Pals, or another of the pictures given to go with the lesson. Or enlarge the symbols given for the Moses Mobile described in Chart Ideas. Use the bulletin board as a teaching tool as you tell each week's story.

Use a light-blue background for your board, with blue foil waves. Tack a lightweight baby blanket on the right side, and on it attach a very lightweight stuffed baby doll or a picture of a baby (see Patterns). Add some lily pads and bulrushes in the left corner, and title your board **BABY MOSES**. If you have room for a table in front of the board, decorate it as a river, hanging green streamers from the edge of the table to look like reeds. Your students could color "lily pads." Put a basket, baby doll and blanket on the table. Then students could reenact the story with their classmates.

UNIT SONGS

"Jesus Never Fails" — Singspiration
 "I Just Keep Trusting My Lord" — Singspiration
 "Why Worry When You Can Pray?" — Singspiration
 "God Can Do Anything But Fail" — Singspiration
 "I Know Who Holds the Future" — Singspiration

"Got Any Rivers?" — Singspiration (Lesson 33d)
 "How Did Moses Cross the Red Sea?" (Lesson 33d)
 "God Will Take Care of Us All" — Primary Children Sing
 "No Problem Is Too Small for Jesus" — Sunbeam Songs, Vol. 2
 "What's a Miracle?" — Sunbeam Songs, Vol. 2

CHART IDEAS

Let each of your children make a Moses Book, using the bubble letters spelling Moses. Also copy and cut out five pages of that shape for each student (see Patterns). Each Sunday give him one page and let him either draw a picture of that lesson or write his memory verse for the week. At the end of the unit assemble the book and attach together at the left side with brads, or by threading through the holes with yarn.

Give each child a copy of the chart using the name Moses (see Patterns). Cut on the dotted lines so that each letter lifts up. Then back that sheet with a solid, uncut sheet. Each Sunday that the child attends, let him lift one of the letters and glue the small picture for that week underneath.

Give each child a copy of the manna basket which has been reproduced on brown construction paper (see Patterns). Or you may wish to copy them on white paper and let each child color his own basket. Cut the slit as indicated by the dotted line. Tape a backing piece behind the basket slit so manna can be put into the basket. Each Sunday of the unit, let them add pieces of manna to their basket for specific things; such as, attendance, knowing the memory verse, and bringing their Bible.

Help your students make Moses Mobiles for this month's chart (see Patterns). On the first Sunday, help them cut out the word "Moses" and punch the holes as indicated at the bottom of each letter. (To make the mobile more durable, cover this main piece with clear contact paper before they cut it out.) They should also cut out the baby in the basket and attach it by a length of yarn to the hole in the letter M. On the following Sundays, they will attach the burning bush to the letter O, the small frog to the letter S, the parted water to the letter E, and the basket with manna to the last letter S. On the final Sunday, attach a longer length of yarn to the top of the M and S, so the mobile can be hung.

SUPPORT MATERIAL

Family Life Institute series of cassette tapes — Numbers 9, 10, and 12
 Stories About Moses — Pict-o-graph, by Standard Publishing
 Moses, Volume 1, Biblegram, CEF Press

TEXT Exodus 1:22; 2:1-10; Hebrews 11:23

OBJECTIVE The students will be able to explain that Moses' parents had faith in God so they did not fear the king (Pharaoh). They will know that we can trust God in the same way.

MEMORY VERSE The Lord is my helper, and I will not fear what man shall do unto me. — Hebrews 13:16

Baby Moses

MEMORY VERSE IN ACTION

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

IS MY HELPER — With left fist extended, lift it with right palm.

AND I WILL NOT — Shake head no.

FEAR — Open eyes and mouth wide as your hands tremble at eye level.

WHAT MAN — Point to others.

SHALL DO — Cup hands, palms down, then move from side to side.

UNTO ME — Point to self.

MEMORY VERSE VISUALIZED

A sleeping child illustrates our memory verse for this week. (See pattern at end of lesson.) Cut the four pieces apart as indicated by the heavy black lines. Arrange the puzzle, a piece at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: If possible, open your class session by bringing a real baby for your children to see. (As an alternative, use a baby doll.) Let your children touch him and talk about how precious babies are and how we love them and want to take care of them. Move into your lesson by telling your class that today's Bible story is about a special little baby whose parents loved him very much.

1. Pharaoh decreed that every baby boy born to the Israelites should be cast into the river.
2. When Moses was born his mother hid him for three months; then she laid him in an ark and put it in the river.
3. Miriam saw Pharaoh's daughter rescue Baby Moses from the river and volunteered his mother to be his nurse.

Climax: Moses stayed in his own mother's home until he was old enough to go to live with Pharaoh's daughter and "he became her son."

Conclusion: God protected Baby Moses in the river,

then brought about events for his rearing and education.

Response: The students will be able to explain that Moses' parents trusted God, and did not fear the king. Because they trusted in God, Moses was rescued and well-kept as he grew up. They should know that they can have that same faith and trust in God.

BACKGROUND INFORMATION

God showed Abraham that his descendants were going to live four hundred years in a land that was not theirs. They would be servants and would be afflicted. Genesis 15:13

This was the condition that existed when Moses was born. In an effort to curb the population growth of the Israelites, Pharaoh had decreed that all male babies be thrown into the river. To a Levite couple, Amram and Jochebed, was born a son during this time, but his parents refused to obey the king's command and hid him three months. His mother felt that he could no longer be hidden, so she made an ark of bulrushes and hid him among the flags upon the very river in which presumably the boy babies were to be drowned!

We see here the providence of God in the protection of the little fellow. He did not tip over and drown nor was he eaten by a crocodile, but was preserved in a remarkable manner. The daughter of Pharaoh came to the river, spotted the ark, and had it brought to her. When she saw the baby she had compassion on him and even unknowingly engaged the baby's mother to nurse him until he could be taken to the court. Pharaoh's daughter named him Moses because she had drawn him out of the water.

SPECIAL NOTE FOR THIS LESSON

See ideas for Lesson 9c.

IN-CLASS ACTIVITIES

Give your children the eight numbered squares and a copy of the grid sheet (see Patterns). Let them draw

the picture in the grid by tracing over each square into the correct space on the grid.

Let each child make his own basket for Baby Moses (see Patterns). Help them cut on the dark lines, fold on the dotted lines, and paste on the areas indicated. Then have them cut out the Baby Moses and fold back on the dotted lines. Put the baby in the basket.

Help each child make his own booklet about Baby Moses (see Patterns). Help them follow the instructions on each page. Cut the pages apart, assemble, and staple together.

Let your children make the baby in the bulrushes (see Patterns). Cut the large and small groups of bulrushes from two shades of green construction paper. Use a brown felt pen to add lines and details. Slit down between several of the bulrushes in the smaller group, so the basket can slide between them. Glue the smaller piece on top of the larger along the sides, leaving the top of the bulrushes open. Cut out the baby and the basket parts. Glue the two parts of the basket together, leaving an opening for the baby. Put the baby into the basket and slip both behind the top rushes.

QUESTIONS

What did Pharaoh (the king) want to do to all boy babies?

When Pharaoh's daughter found Moses, what did she do?

Why did Pharaoh want to kill the baby boys? Why not the girls?

Why do you think Moses' mother put him into the basket and in the river?

Why did Moses' sister hide and watch Moses?

How do you think Pharaoh's daughter felt when she found Baby Moses?

How would you feel if you found a real live baby in a little boat?

How do you think Moses' mother felt when her daughter came to bring her to Pharaoh's daughter to be the baby's nurse?

What do you suppose Moses' mother had been doing while she was waiting to see what would happen to her baby?

How would you feel if that were your baby brother in the river? Would you trust God?

PRESCHOOL SUGGESTIONS

A picture of Baby Moses in the bulrushes and Pharaoh's daughter finding him (see Patterns) could be colored and folded, and then unfolded as the lesson is told.

Make each child a mitt showing Baby Moses in the palm of Jesus' hand (see Patterns). Using a fabric transfer pencil, trace over the design in the book. Iron it onto a piece of cloth. Use liquid embroidery to outline the design on the fabric. Cut out on heavy lines and stitch with right sides together on dotted lines. Clip as indicated. Finish wrist edge. Turn inside out and press.

Give each child a copy of the baby in a basket, with the lid to fold down (see Patterns). Let them color the basket and then fold the lid down to cover the baby.

Use the set of six flashcards (see Patterns) to review the story of Baby Moses. Lay them out on your table and see if your little ones can put them into the correct order.

REVIEW IDEAS

Draw a picture on posterboard of Baby Moses in a basket. Attached by tape at the top, have strips of green construction paper with questions on them covering the picture. Let the students take turns selecting a strip and answering the question on it. If the answer is correct they get a sticker; if not, let someone else try. Continue until all questions have been asked and the picture is revealed.

This would be a good lesson to dramatize, using some of your students. One boy could be Pharaoh. Have him wear a crown and hang a sin-spotted heart around his neck. Other children could portray Moses' mother and Miriam. Drape a scarf over each of their heads. Other girls could be the princess and her maidens. Have the princess wear a crown also. Other simple props should include a doll, basket, blue sheet for water, and some bulrushes made by attaching fronds of green construction paper to the front of a chair. Miriam can then kneel down behind the chair as she watches the baby.

Show a real baby to your children, if possible the younger brother or sister of one of the children in your group. Explain how much the family loves this baby, and tell them that Baby Moses' family loved him the same way. Talk about how hard it would be to hide a baby, because they need so many things — show some of the things, such as blanket, bottle, diaper. Play a tape of a baby's crying. Show a basket as you talk about what God showed Baby Moses' mother to do in order to save his life.

COORDINATING SONGS

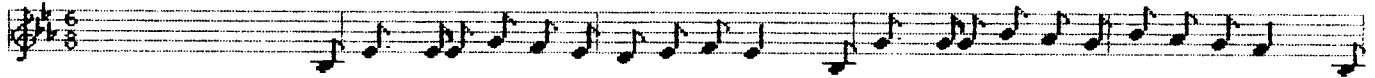
"I Wonder How It Felt"
"More About Jesus"
"God Is Watching Over You"
"Jesus Loves the Little Children"

SUPPORT MATERIAL

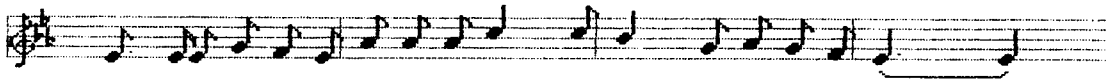
Baby Moses — A Magic Picture Book

The Story of Baby Moses — My Very First Coloring Book, Warner Press
Baby Moses in a Basket — A Happy Day Book
Acting for God — The Helping Hands Series, Shining Star Publishing
Baby Moses — Visual Graph, Scripture Press
The Princess and the Baby — Arch Book
The Princess and the Baby, No. 9 — The Lion Story Bible, A Lion Book

MEMORY VERSE SONG



The Lord is my helper, and I will not fear; The Lord is my helper, and I will not fear; the



Lord is my helper and I will not fear what man shall do un-to me.

MEMORY VERSE VISUALIZED



TEXT Exodus 3:1-14; Hebrews 11:24-26

OBJECTIVE The students will be able to explain that God knew where Moses was and called him to do a special task. They can explain that God knows where we are and has a plan for us also.

MEMORY VERSE Walk worthy of God, who hath called you unto his kingdom and glory. — I Thessalonians 2:12

God Calls Moses

MEMORY VERSE IN ACTION

WALK WORTHY — Extend hands palms down; move one hand in front of the other in imitation of our feet when walking.

OF GOD — Point up.

WHO HATH CALLED — Beckoning motion using both arms.

YOU — Point to others.

UNTO HIS — Point up.

KINGDOM — With left hand out, palm down, place right palm on left hand; then move right hand in a horizontal circle ending back on top of left hand.

AND GLORY — Extend left palm facing up. With right finger tips touch left palm; raise right hand wiggling fingers.

MEMORY VERSE VISUALIZED

A pair of shoes is the visual representation of this week's verse. (See pattern at end of lesson.) Cut the four pieces apart as indicated by the heavy black lines. Display them one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a real telephone to class. (If a real phone is not available, make one from paper using the pattern given in Primary Pals for Unit 12.) Talk about getting a call from someone. Explain that today's story is about a man who got a very special call, but it wasn't on the telephone. It was much more unusual!

1. Moses was tending his father-in-law's sheep in the desert. When he came to Mount Horeb the angel of the Lord appeared unto him in a burning bush.

2. God called Moses and he answered, "Here am I." The Lord told Moses to take off his shoes for he was on holy ground.

3. The Lord had seen the affliction of His people and He told Moses, "I will send thee to Pharaoh." Moses was called to bring Israel out of Egypt.

Climax: Moses felt that he wasn't capable of such a task and said, "Who am I?" but God promised, "Certainly I will be with thee."

Conclusion: Moses felt incapable to lead Israel out of Egypt. We feel unable to do things for the Lord but God promises, "Certainly I will be with thee."

Response: The students will be able to explain that God knew Moses and his qualifications, and called him to a special task. They will realize that God knows us and also has a plan for us.

BACKGROUND INFORMATION

The Bible has little to say about Moses from the time of his being presented to the Egyptian court until he slew an Egyptian taskmaster and had to flee for his life. In the seventh chapter of Acts, Stephen declares that Moses was learned in all the wisdom of the Egyptians and was mighty in words and deeds. Stephen also states that Moses supposed that the Israelites would have understood that God by the hand of Moses would be their deliverer. The historian Josephus says that God revealed in a dream to Amram that Moses would be the one to deliver the Israelites. In any case, Moses got ahead of the Lord's time and was forced to flee from Egypt and he went to the land of Midian.

When Moses arrived in Midian, he helped some shepherd girls water their flocks. The girls' father, Jethro, appreciated what Moses had done and invited him in to eat bread. Moses was contented to work as a shepherd for Jethro and married one of his daughters. We aren't told anything more about Moses until God called to him from the burning bush.

When the time came for God to deliver the Children of Israel from bondage, God knew exactly where to find the man for the job. He wasn't in the palace of a king, but a sheepherder out on the backside of the desert. He had made his choice not to be called the son of Pharaoh's daughter and was ready to suffer affliction with the children of God.

IN-CLASS ACTIVITIES

Give each child a coloring sheet showing Moses standing in front of the burning bush (see Patterns).

Use the cut-out figure of Moses (see Patterns) and his sheep to tell your story. Find a real branch to serve as your burning bush, and set this on a styrofoam base. Add the small orange construction paper flames around it. God's voice is represented by speech balloons. Cut these out and mount them on craft sticks. Stick into the styrofoam base so the words seem to be coming from the bush.

Bring a telephone to class. Ask if anyone has ever had someone call them on the telephone and ask them to do something. Explain that your story today is about a man whom God called and asked to do a specific task — but He used something far more unique than a telephone to get in touch with Moses!

After telling the story of Moses, discuss with your class some things God might call a person in our day to do. Bring some implements of various occupations: a fireman's hat, a textbook (for teacher), a broom (for housewife), a typewriter (for office worker), a badge (for policeman). Let your group talk about ways these people could be called of God and used by Him as they go about their daily work. Conclude by showing ways we can all work for God: a church invitation (invite others), a smiling face (be sure the joy of the Lord shows in our life), a songbook (do our part in the church work), etc.

QUESTIONS

How did God show Himself to Moses?

What job did God have for Moses?

Explain how the bush was on fire and yet didn't burn up.

Tell of some other unusual ways, either in the Bible or about people you know, in which God got someone's attention.

Has God ever asked you to do something for Him?

Why did Moses wonder why God chose him to deliver the people of Israel?

How do you think God chooses people to work for Him?

Do you think God had a plan for Moses' life even when he was a tiny baby in the basket?

Do you think God has a plan for your life?

PRESCHOOL SUGGESTIONS

Give each of your children a copy of the scribble picture of the burning bush (see Patterns). Let them add flames coming from the bush.

When Moses came before the burning bush, God told him to take off his shoes because he was on holy ground. Reproduce copies of Moses' shoes for each child (see Patterns). Punch holes around edge as indicated. Give each child a length of yarn with a tape-wrapped tip. Let them lace around the shoe.

Let your preschoolers make a simple burning bush. Fold a piece of orange construction paper in half crosswise. Cut this into half of a simple bush shape. Using blunt scissors, let each child cut snips along the edges, being careful not to cut all the way to the fold. When the bush is unfolded, the snips will make "flames."

REVIEW IDEAS

Have a teacher walk out calling for a student and the child pretending to be hiding. Have the teacher continue calling, saying, "Tommy, where are you? I want you to do something for me. Where are you? I know I'll find you. There you are! I would like you to . . ." Bring out that the Lord has something for us to do and He knows where we are, but we need to answer when He calls.

Interview someone in your church that God has called to a specific job for Him.

Bring a number of items indicative of the call of God. Bring a rod first, and talk about God's call to Moses. Then show items that might relate to a call in our day; for example, typewriter (church secretary), invitation (seaman worker), musical instrument (orchestra member), Bible (minister), Bible story book (Sunday school teacher).

COORDINATING SONGS

"Jesus Loves Me"

"Trust and Obey"

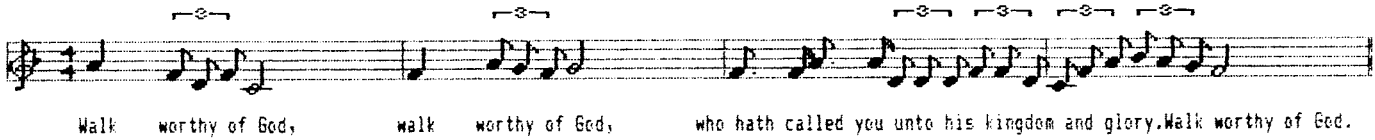
"Faith of Our Fathers"

"I'm Gonna Work"

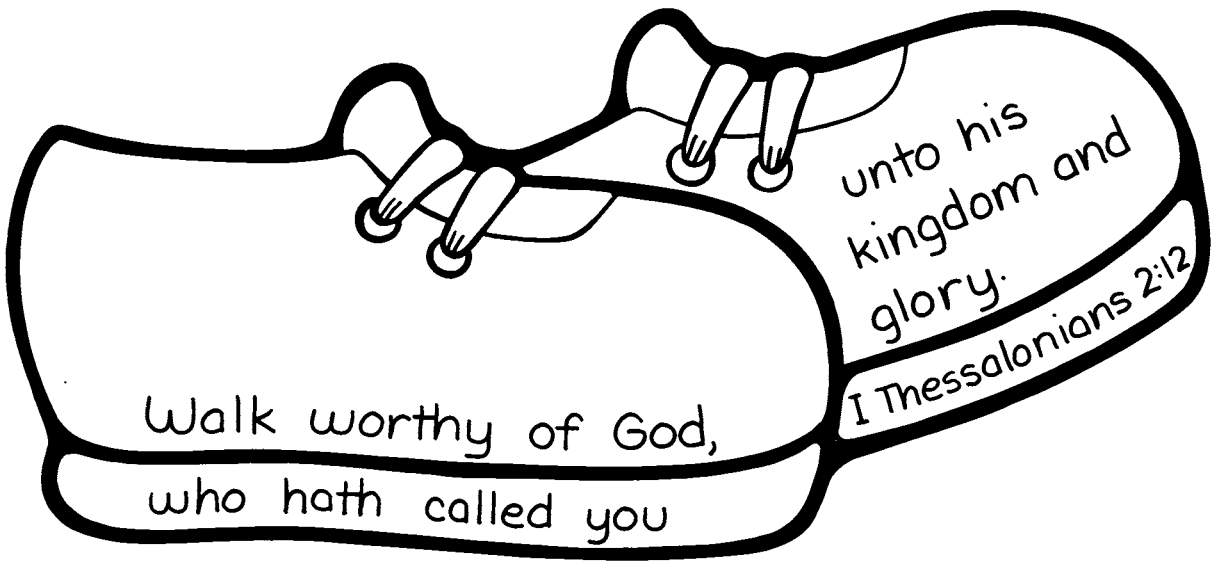
SUPPORT MATERIAL

Moses and the Burning Bush — Visual Graph, Scripture Press

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Exodus 5:1,2; 6:1,2; 7:20; 8:6,17,24; 9:6,10,23; 10:13,22; 12:29-31

OBJECTIVE The students will be able to tell about the different plagues that came upon Egypt. They can explain that God used these events to deliver the Children of Israel, and understand that when troubles come into their lives they can turn to God and He will deliver them also.

MEMORY VERSE The LORD shall help them, and deliver them . . . because they trust in him. — Psalm 37:40

The Plagues in Egypt

MEMORY VERSE IN ACTION

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

SHALL HELP THEM — With left fist extended, lift it with right palm.

AND DELIVER THEM — Abruptly move hands away from body, palms down.

BECAUSE THEY — Point to others.

TRUST — At eye level, hold fists on top of each other as though holding to an imaginary rope.

IN HIM — Point up.

MEMORY VERSE VISUALIZED

The visualization of this week's memory verse features a child helping another one who has a sore knee. (See pattern at end of lesson.) Cut the sections apart as indicated by heavy black lines. Put the arrangement back together, a piece at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Cut out the letters of the word "trouble" and spread them out on your table. As you open your class session, let the children help you arrange the letters to spell the word. Explain to your group that their lesson today is about some bad trouble that came on the people of Egypt because their ruler would not let the Children of Israel leave as God had commanded.

1. Moses and Aaron warned Pharaoh that he should let the Children of Israel leave Egypt, but he refused.
2. The Lord sent national calamities upon Egypt. Nine terrible plagues came and yet Pharaoh would not let the Children of Israel go to worship God.

3. Ten plagues were: river turned to blood, frogs, lice, flies, cattle died, boils, hail, locusts, darkness, firstborn of men and animals died.

Climax: The Lord smote all the firstborn in the land of

Egypt. This tenth plague brought terror in Egypt, and Israel was delivered from Egypt.

Conclusion: The ten plagues were used of God to bring about Israel's deliverance from the afflictions in Egypt. We can trust God to deliver us from our problems in miraculous ways.

Response: The students will be able to enumerate the ten plagues. They can explain that God has the same power today and He can deliver them from trouble and problems.

BACKGROUND INFORMATION

When God sent Moses to Pharaoh to deliver the Children of Israel out of Egyptian bondage, He also planned to punish the Egyptians at the same time. The Egyptians had not only been cruel to the Israelites, but they were a nation that did not regard the living God. They worshiped many different gods and goddesses that were symbolized by animals and other objects in nature. The utter worthlessness of these gods was manifested when the God of Israel struck at them directly or used them to bring misery upon the Egyptians. God purposely hardened Pharaoh's heart so that the power of God could be demonstrated.

The Nile River is practically the only source of water for the land of Egypt. The first plague that God sent was turning the water to blood which showed the powerlessness of Hapi, god of the Nile. The plague of the frogs showed the superiority of God over their frog god. Hathor, the cow goddess, could not stop the plague on the cattle. Amon-Ra, the sun god, could not prevent total darkness from covering the land of Egypt. But the God of the Israelites kept the sun shining in the land of Goshen. The goddess of harvest, Rennutet, could not keep the locusts and the hail from destroying their crops.

The final plague defied all the gods of Egypt and the

Lord slew the firstborn of man and beast throughout Egypt. The Children of Israel who had the blood on their doorposts and lintels escaped this terrible judgment.

IN-CLASS ACTIVITIES

Have a puppet named “Clue” take an item or a drawing of an item from the list below up to a volunteer (child). Let the child see if he can determine which plague it represents. He gets a smiley sticker if he guesses correctly.

1. Water colored red
2. Frog
3. Lice or person scratching
4. Fly or fly swatter
5. Cow or carton of milk
6. Bandaid
7. Ice cube
8. Grasshopper
9. Light bulb or blindfolded face
10. Picture of a baby

Use the figures suggested for the overhead review as stick puppets. Scale to an appropriate size and cut around them. Glue each one onto a Popsicle stick, and hold them up as you tell about each plague.

Use the finger puppets given for Moses, Aaron, and Pharaoh to enact the story (see Patterns).

Make a game to review the plagues that came to Egypt. Copy and laminate, or cover with clear plastic contact paper, the Trouble in Egypt game board and markers (see Patterns). Cut apart the markers and place them in an envelope. Let the children take turns pulling a plague marker from the envelope, match it to its correct shape on the board, then tell what that plague was.

Help each of your children make a frog as a symbol of the plagues that came to Egypt (see Patterns).

QUESTIONS

Which plague would have bothered you most?

Why didn't Pharaoh know who the Lord was?

How was God going to change Pharaoh's mind?

Do you think Pharaoh knew who God was after the plagues hit Egypt?

How would you like to turn on the faucet in the kitchen and have blood come out instead of water?

Name the plagues.

If you had been living in Egypt what would you have wanted Pharaoh to do about the Israelites? Why? How do you think the Children of Israel felt?

Why was Pharaoh so stubborn?

Why are people still too stubborn to listen to God?

Have you ever been in a place where it was so dark you couldn't even see your hand? How would it feel to stay in that dark place for three whole days?

Why do you think Pharaoh let the Children of Israel go after the last plague?

Why do people sometimes only believe or turn to God after they've had great sorrow? When is the best time to believe in God?

PRESCHOOL SUGGESTIONS

Explain to your little ones that when bad things happen to us, we are sad. (Show a sad face.) What are some of the things that make us sad? Owies (show bandaid), dark rooms (cover eyes) and big bugs (show plastic bugs). The people in our story today had all sorts of sad things happen to them because they wouldn't be kind to the people who loved God. God wants us to be kind to others. (Use books on kindness.)

Draw a sin-spotted heart in the center of a large piece of construction paper. Around the heart, allow your little ones to paste circle stickers on which you have drawn sad faces. Talk about how doing naughty things makes us and everyone around us sad.

Take a number of pennies and put press-on round circles on each one. On half of them draw sad faces, and on the other half draw happy faces. Place on your desk the two simple pictures showing Egypt and Goshen (see Patterns). Let your children sort the sad and happy penny faces, putting the sad faces on the Egypt picture and the happy faces on the Goshen picture.

REVIEW IDEAS

Prepare an overhead showing what each of the plagues were (see Patterns).

Pre-tape a series of simulated “news flashes” describing the various plagues as they occurred in Egypt. Have them done like a radio broadcast. It would be effective to use different voices. Have the speakers put lots of drama and excitement into their voices. If you wish, turn off the tape between each segment and discuss what the effect of that particular plague would have been upon the people.

COORDINATING SONGS

"He's Got the Whole World in His Hands"

"They That Wait Upon the Lord"

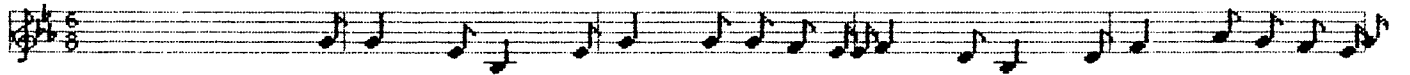
"Where He Leads Me I Will Follow"

"Oh, Be Careful Little Hands What You Do"

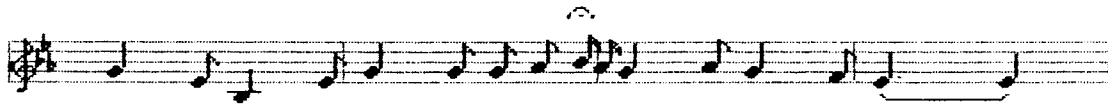
SUPPORT MATERIAL

Moses and the 10 Plagues — Arch Book

MEMORY VERSE SONG



The Lord shall help them, and de- liver them, the Lord shall help them, and de-liv-er them, the



Lord shall help them, and de-liv-er them: because they trust in him.

MEMORY VERSE VISUALIZED



TEXT Exodus 14:5-31; Hebrews 11:29

OBJECTIVE The students will be able to describe the things that took place just prior to the crossing. They will realize that when any pressure comes to their life they can turn to God and He will deliver.

MEMORY VERSE Fear ye not, stand still, and see the salvation of the LORD. — Exodus 14:13

The Red Sea Crossing

MEMORY VERSE IN ACTION

FEAR YE — Open eyes and mouth wide as your hands tremble at eye level.

NOT — Shake head no.

STAND STILL — Place right index and middle fingers in a standing position in left palm.

AND SEE — Place hand above eyebrows as though viewing something.

THE SALVATION — Abruptly move hands away from body, palms down.

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

MEMORY VERSE VISUALIZED

This week's memory verse is illustrated by a little girl's looking to Jesus for help. (See pattern at end of lesson.) Cut the three pieces apart as indicated by the heavy black lines. Arrange the puzzle a section at a time as your students recite each part of the verse.

BIBLE LESSON OUTLINE

Introduction: Take a baking pan or tray of water to class. Allow your students to try to separate the water using their hands. When they see they cannot do this, tell them that your story today is about a miracle God did when He parted the waters for the Children of Israel.

1. The Children of Israel were frightened when Pharaoh pursued them with chariots and horsemen. Moses told them "Fear ye not . . . The LORD shall fight for you."

2. The Angel of God and the pillar of the cloud came between the Children of Israel and the Egyptians giving light in the night to Israel and darkness to Egypt.

3. At the Red Sea the Lord told Moses to lift up his rod, and stretch out his hand over the sea. A strong east wind blew all night making a dry road for them in the midst of the sea.

Climax: When the Children of Israel had crossed the Red Sea safely, the Lord overthrew the Egyptians and

they were drowned.

Conclusion: God worked as Moses obeyed. The Red Sea parted and Israel was delivered. God will deliver us as we face the pressures and problems of life.

Response: The students will be able to tell the story of the Red Sea crossing and realize that when they are under pressure from the devil, the Lord will deliver them.

BACKGROUND INFORMATION

Though the Egyptians had suffered the terrible plagues that befell them, more judgment was yet to come. God further hardened Pharaoh's heart and he sent his army in pursuit of the Israelites.

God did not lead the Israelites out of Egypt through the country of the Philistines which was the shortest route to the Promised Land. The Philistines were a warlike nation and God did not wish to discourage the Israelites with war. So the Lord led them through the wilderness by a pillar of cloud by day and a pillar of fire by night. They followed God's leading to the shore of the Red Sea. They were now trapped in the wilderness by the army of Pharaoh coming in behind them. The Children of Israel were terrified because they were unarmed and apparently they could not escape to the right or left because of the rough terrain and the sea that was before them.

God had given Moses instructions on what to do and Moses told the Israelites to fear not, but to "stand still, and see the salvation of the LORD." God could easily have slain the Egyptian army as He did the Assyrian army at a later date, but He had a different plan. He told Moses to hold out his rod over the sea and the water divided. The Children of Israel went across on dry ground, but when the Egyptian army followed them, God caused their chariot wheels to fall off and slowed them down. When all the Egyptian army was in the sea, Moses again held out his rod over the sea and the water came together, drowning the Egyptians. We learn

from this that if we are serving God, we have nothing to fear, no matter how impossible the situation may seem.

IN-CLASS ACTIVITIES

Take a tray of water. Let the children try to separate the water with their hands. Explain that this is impossible for man to do.

Use a large piece of blue material to represent the Red Sea. Fold it so you can open up a center portion and have a strip of brown cloth laid there to represent the dry ground. Let your students hold a strip of people (see Patterns) and move them through the sea. Then move the strip of soldiers through. When they are in the center, fold the blue cloth back over them.

Attach magnetic strips to bottom piece of strips of people representing the Children of Israel (see Patterns). Hold a magnet under your background scene to pull the people through the Red Sea.

Use a paper chain of people to represent the Children of Israel. Make a simple Red Sea for them by folding a piece of blue construction paper so the two narrow ends meet in the middle. Underneath these flaps glue a strip of brown paper through the center to represent the path on dry ground.

QUESTIONS

How did Moses and his people get across the Red Sea?

Why did Pharaoh change his mind about letting Israel go?

What should Pharaoh have done?

Do you always learn to obey after your parents punish you? Why?

Why were the Children of Israel afraid when they saw the Egyptians coming after them?

How do you think Moses felt?

Can we trust God today to fight our battles? Can we trust our Sunday school teachers and ministers to lead us right?

What do you think about the cloud God made to separate the Israelites from the Egyptians? What side of it would you want to be on?

How would you feel if you were walking through a sea with big walls of water on both sides of you? What do you suppose they saw? Fish?

How could the bottom of the sea be dry ground?

PRESCHOOL SUGGESTIONS

Cut out and paste on Popsicle sticks the airplane, boat, car, truck, and bicycle (see Patterns). Explain that the Children of Israel didn't have any of these when they traveled.

Give each child a copy of the picture of Moses holding his rod beside the Red Sea (see Patterns). Let them color the picture. Spread a thin layer of glue on the path and let the children sprinkle sand on it.

Give each child the two halves of the Red Sea cut from blue construction paper (see Patterns) and let them draw waves on them. Help them cut the brown path with people on it to glue to the green construction paper background. Attach the two halves of blue to the green background at the center, top with a paper fastener. The two sides will swing apart to reveal the path between.

Give each child a copy of the Crossing of the Red Sea sheet (see Patterns). Have them circle the way the Children of Israel crossed over the water.

REVIEW IDEAS

Bring two sacks — one labeled "Problems" and one labeled "Solutions." Tell the class that all of us, like the Children of Israel, have problems. Open the Problems sack and read the slip of paper inside (preferably problems the children can relate to). The Children of Israel were also concerned about how to get away from the Egyptian army. But then open the Solutions sack and pull out a Bible, a Primary Pals, a miniature church (or picture of one) and praying hands. By coming to Sunday school and church and reading our Bible we learn to pray and trust that God will send a solution. He always does, just like He parted the Red Sea.

Have two puppets act out the song, "How Did Moses Cross the Red Sea?" Have children say the "No, no's" in the appropriate places.

Take two large pieces of cardboard and cut the top like waves. Paint them blue. Attach these to chairs and set up with a pathway between. Let your children walk between, pretending this is the Red Sea. Pretend the army is nearing, and push the chairs together.

Use an overhead to present this review. Use a piece of blue acetate cut down the center to represent the Red Sea. Split apart and move a strip of people through as you tell about the Children of Israel's crossing on dry land. When you put in a strip of soldiers, move the two pieces of blue acetate back together.

COORDINATING SONGS

"How Did Moses Cross the Red Sea?"

"Victory in Jesus"

"He's My Reason for Living"

"Walking With Jesus"

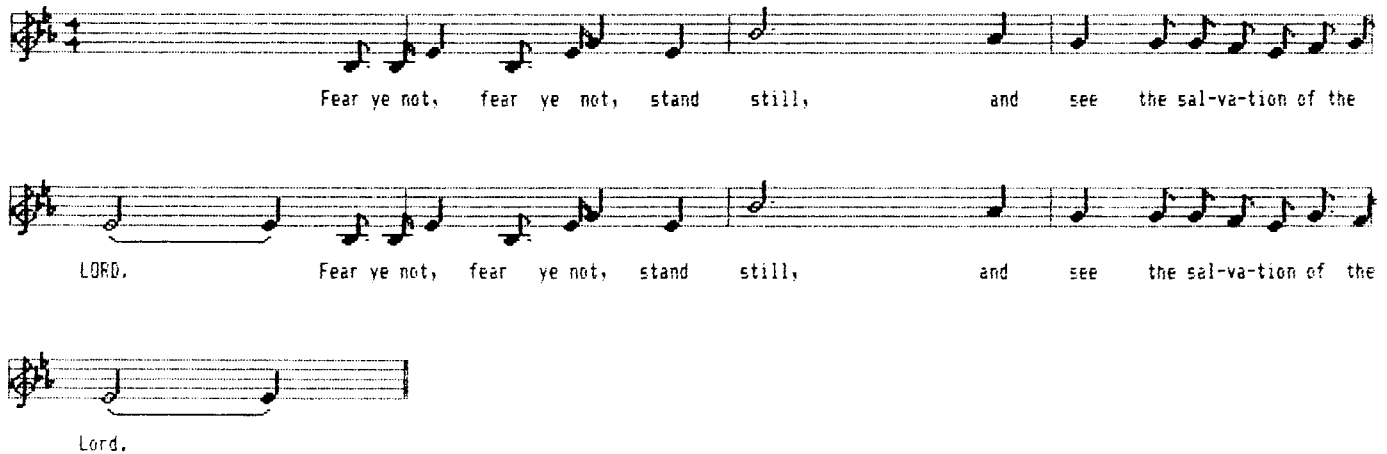
"Got Any Rivers?"

SUPPORT MATERIAL

When the Sea Opened — A Magic Picture Book

The Exodus — Arch Books

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Exodus 16:11-31; 17:1-6

OBJECTIVE The students will be able to describe the miracles that God wrought in the wilderness. They will know that God cares for His people today and will see to their well-being.

MEMORY VERSE The LORD thy God hath been with thee; thou hast lacked nothing. — Deuteronomy 2:7

Miracles in the Wilderness

MEMORY VERSE IN ACTION

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

THY GOD — Point up.

HATH BEEN WITH — Touch fists to chest, move them away from body.

THEE — Point to others.

THOU HAST LACKED NOTHING — Shake head no as fingers are being flexed on extended palm-up hands.

MEMORY VERSE VISUALIZED

A boy with his lunch box illustrates this week's memory verse. (See pattern at end of lesson.) Cut apart the sections as indicated by the heavy black lines, and put the pieces up one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Take an empty child's lunch box and thermos to class. As you begin your session, talk about being hungry and wonder what might be in the lunch box. After discovering that it is empty, discuss how it would feel to be hungry and thirsty, and not have any food or water. Tell your group that today's story is about some times when the Children of Israel felt just that way.

1. Meat and bread were promised by the Lord for the Children of Israel in the wilderness where there was nothing to eat.
2. In the evening quail came and covered the camp so the people had meat to eat.
3. In the morning when the dew was gone they found a small round thing on the ground. They called it manna. Moses said, "This is the bread which the Lord hath given you to eat."
4. When they had no water to drink the Lord told Moses to take his rod and strike the rock. Water came out of it for them to drink.

Climax: God miraculously provided food and water for the Children of Israel.

Conclusion: Moses trusted the Lord and as he followed God's instructions, about three million people were given food and drink in the wilderness.

Response: The students will be able to describe the miracles that God wrought in the wilderness. They will know that God cares for His people today and will see to their well-being.

BACKGROUND INFORMATION

Because the Egyptian army was drowned in the sea, it did not mean that the Children of Israel would have no more tests. They went a three days' journey into the wilderness of Shur and found no water. Then the water of Marah was found, but it was bitter. One would think that the Israelites would have waited to see how God would work out this problem, but they murmured against Moses. God told Moses to cast a certain tree into the water and the water would be made sweet. It wasn't the tree that made the water sweet, but Moses' faith and obedience to God.

The next problem that arose was their diminishing supply of food. Naturally, one wouldn't expect to find food in a desert to feed a multitude of people. But we must remember that God was definitely leading these people by a pillar of fire and a cloud. Though they could all see the visible leading of God, again they murmured against Moses and Aaron. Fortunately, God was very patient with the Israelites and gave them manna in the morning and quail at night. If we follow the leading of God, we do not have to worry about what is going to happen. We simply need to trust God to see us through.

As they continued on their journey they came to a place where there was no water. Instead of remembering how God had supplied water before, they again murmured against Moses. Evidently they were very forceful in their murmurings as Moses cried unto the Lord and said that the people were ready to stone him. The Lord told Moses to take his rod and smite the rock in Horeb

and it would bring forth water. Moses did as he was bidden and water came out of the rock in abundance. God did not bring forth water because the people murmured, but because He was merciful. Later on the Lord brought severe judgment upon them because of their murmuring (Numbers 11:1; I Corinthians 10:10). The Apostle Paul warns us in Philippians 2:14, "Do all things without murmurings and disputings."

IN-CLASS ACTIVITIES

Use flip-sided stick puppets to show happy/sad group of people, Moses with eyes closed praying/eyes opened, sun/moon, empty desert during day/quail in evening, manna in baskets/spoiled manna in baskets, rock/rock with water coming out (see Patterns). Use these to tell the story of the miracles in the wilderness.

Give each child a copy of the picture of Moses and the Children of Israel beside the rock (see Patterns). Cut around right side of rock on heavy line. Let the children color the picture and then fold on dotted lines to hide water. As you tell the story they may unfold their pictures to show water coming from the rock.

As a companion picture to the water from the rock, let the children draw manna in the picture of the Children of Israel with their baskets (see Patterns). The picture then can be colored.

Use a circle picture wheel to review the events of this lesson (see Patterns). Let children take turns moving wheel to the next section, telling what part of the story it represents.

QUESTIONS

What is manna? What are quail?

They gathered just enough manna for each day. What happened when they took too much?

What did they do differently on the sixth day?

How did they get water?

How do you think your mother would have liked fixing dinner with manna?

How do you think the people who looked for manna on the Sabbath felt when they didn't find any?

How many rocks do you know of that have water in them?

Have you ever hit a rock and had water come out?

What made the water come out of the rock when Moses hit it?

Talk about how God provides for you or for people you know.

PRESCHOOL SUGGESTIONS

Make Teacher Vi's Heavenly Manna. (Mix 1 cup butter with ½ cup powdered sugar. Add 2 cups flour and mix with hands. Shape into large ball. Place rounded pieces of dough — about the size of large peas — on greased cookie sheet. Bake at 300 degrees for 10 minutes or until golden.) Spread it out on the table in front of your little ones as you have them close their eyes and pretend it is night. (Or use any round cereal such as Oh's or Cookie Crisp, or puffed millet.) Let the children collect the manna into little baskets (see Patterns).

Give each child a small doll such as a Fisher Price or Playmobile person. Give them a folded piece of cardboard or construction paper to use as a small tent. Use one larger doll as Moses and have them bring their dolls in front of him to tell him their problem. Then they can have the little dolls collect the manna.

Help your little ones read the picture story (see Patterns). Let them paste on the sticker of Jesus in the appropriate spot. Read through the story several times so they can identify and say the word for each picture.

REVIEW IDEAS

Bring a number of empty food boxes, an empty cereal box, and an empty water pitcher, cup, or bottle. Explain that the Children of Israel had to carry their supplies with them. Ask your group what the children of Israel should have done when they ran out of their supplies. What did they do?

Talk about why we need food and water. Show pictures of ways we use water. Show pictures of various kinds of food. Describe how troubled the Children of Israel were when they found themselves without food.

Review the lesson by playing a game with your group. Divide them into two or more teams. On a chalkboard or large piece of butcher paper, mark off a game path of squares. Write a set of review questions on slips of paper, number them, and write the numbers on each square. (It is not necessary to put the numbers in consecutive order on the game path. You may also wish to include a few squares which say "Complaining! Go back to 1" or "Took too much manna. Miss a turn." Have a team member spin a spinner indicating whether he should move one, two, three, or four spaces. He must then answer the question which has the same number as the space on which he landed. If he cannot answer the question, or answers incorrectly, his team loses its next turn.

COORDINATING SONGS

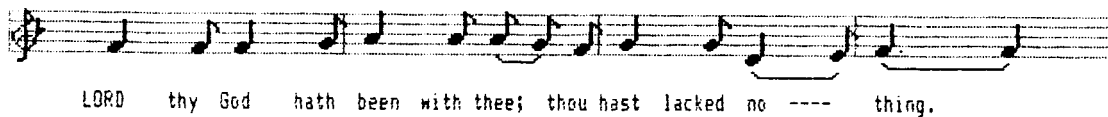
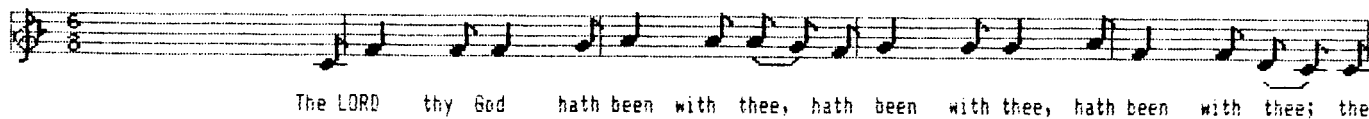
"God Will Take Care of You"

"My Lord Knows the Way Through the Wilderness"

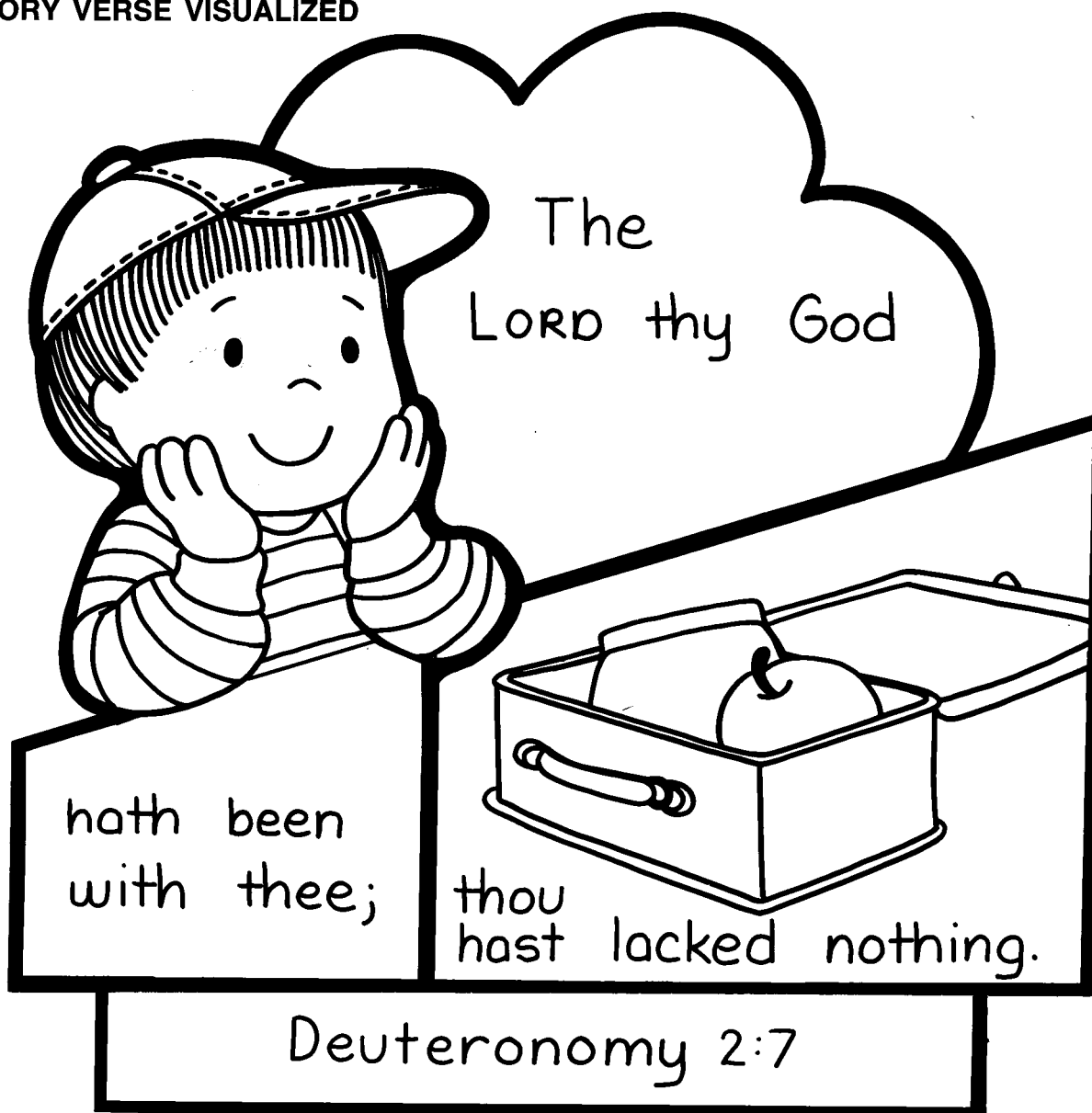
"Jesus Is the Giver"

"Lord We Thank You"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



Teacher's Name _____

A Bible study resource guide for
Primary Pals teachers

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