

# united kingdom

JESUS'  
DEATH

the Kingdom story from creation to revelation

# JESUS' DEATH

## Introduction

*Jesus had been arrested, beaten and tortured. He endured an unjust trial and was finally sentenced to death.*

## Luke 23:32-33

*Jesus and two others, both criminals, were led out to be executed. When they came to a place called the Skull ... they drove nails through Jesus' hands and feet and nailed Him ... to ... a cross made of two planks of wood. ... The criminals were also crucified – one on His right and one on His left.*

## Luke 23:35-37

The crowds watched and the leaders scoffed. "He saved others," they said. "Let Him save Himself if He is really ... *the Promised King*." The soldiers mocked Him. ... They called out to Him, "If you are the *Promised King*, save Yourself!" ...

## Luke 23:39-43

One of the criminals hanging beside Him scoffed, "So You're *the Promised King*, are You? Prove it by saving Yourself – and us, too, while you're at it!" But the other criminal protested, "Don't you fear God even when you have been sentenced to die? We deserve to die for our *wrong doings and disobedience*, but this Man hasn't done anything wrong." Then he said, "Jesus, remember me when You come *back with power to rule*." And Jesus replied, "I assure you, today you will be with Me in paradise."

## Luke 23:44-49 (John 19:30)

By this time it was about noon, and darkness fell across the whole land until three o'clock. The light from the sun was gone. ... Then Jesus shouted, "It is finished!" And with those words He *died*. When the Roman officer overseeing the execution saw what had happened, he worshipped God and said, "Surely this Man was innocent." ... Jesus' friends, including the women ... stood at a distance watching.

## Luke 23:50-53 (John 19:40)

.... Now there was a good *religious leader* ... who did not agree with what the other religious leaders had done. ... He went to *the governor* and asked for Jesus' body. ... He *and another man* took the body down from the cross (*the planks of wood*) and wrapped it in a long sheet of linen cloth and laid it in a new tomb that had been carved out of rock.

## Luke 23:54-56 (Mark 15:46)

This was done late on Friday afternoon. ... As Jesus' body was taken away, the women *who had been His followers walked behind* and saw the tomb where His body was placed. *A huge stone sealed the entrance of the tomb*. Then the women went home and *made up* spices and ointments *to prepare Jesus' body for burial, according to their custom*. By the time they were finished, *their religious day of rest* had begun. ... And so they *had to wait until Sunday before they could return to the tomb and take care of Jesus' body*.

# TELLING THE STORY

## Why this story?

*Jesus is sentenced to death following an unjust trial. He endures a torturous death, yet even when He is hanging on the cross dying, He is interested in those around Him who want to know more about His Kingdom. It looks as if the Promised King is dead.*

Just as had been foretold, Jesus endured an unjust trial and was sentenced to death. As He hung on the cross, the two criminals with Him were arguing about if Jesus was the Promised King. Again Jesus sees faith and responds to the person's heart. Even in this dark time, we see people recognising Jesus as the King. The story ends with Jesus' body being laid in the tomb, yet not fully prepared for burial as the time for the religious day of rest (the Sabbath) had begun. So the body would have to wait to be prepared properly, when the women could return to the tomb on Sunday.

## Key concepts to include in your story

- Jesus and two criminals were led out to be crucified
- The crowds watched and the leaders scoffed; the soldiers mocked Him
- One criminal scoffs, asking Jesus to prove He is the Promised King by saving Himself and them
- The other criminal shows his understanding of who Jesus is and his fear of God
  - Jesus responds to him, 'today you will be with Me in paradise'
- At noon darkness falls over the land, until 3pm
  - Jesus calls out, 'It is finished'
  - The Roman officer worships God and says 'surely this Man was innocent'
- A good religious leader asks for Jesus' body. It is released to him and is wrapped in a linen cloth and placed in a new tomb carved out of rock
- The women who had been Jesus' followers saw where the body was taken
- A huge stone sealed the entrance
- They went home to prepare spices for His body for burial as was custom; however, as their religious day of rest had started, they would have to wait until Sunday to return to the tomb to prepare the body

## Notes about how the story was crafted

We moved directly from the previous story where Jesus was turned over to be executed to the point when Jesus and the two criminals with Him were led out to be crucified. Be sure that your story includes a transition from the Arrest and Trial story.

We changed 'they nailed Him to the cross' to **'they drove nails through Jesus' hands and feet'** and included the detail **'a cross made of two planks of wood'** to ensure our audience understands what happened. Luke excludes a detailed description of the crucifixion, and we do not want to include too much gruesome detail, but equally it is important that listeners understand an element of what a crucifixion entails.

Some verses of Luke 23 have been omitted from this story in order to make the story easier to remember and retell, and to focus on the main points of the story. This story attempts to show Jesus' purity and lack of sin, while showing that He forgave and accepted others. Luke 23:34 has been omitted because Jesus has shown His power, authority and willingness to forgive in other stories. In addition, He shows His authority to forgive and accept people into the Kingdom in the very next verses as He forgives and accepts the criminal hanging next to Him. When possible, it is usually more effective and memorable to show a concept through the storyline itself rather than saying it. In this case, Jesus' acceptance of the criminal shows His willingness to forgive.

Some names have been omitted from this story in order to make this story easier to remember.

**Promised King** is used for **God's Messiah** in Luke 23:35 as a consistent title for Jesus throughout this story set.

**Wrongoings and disobedience** is used for **crimes** in Luke 23:41. The example stories have been using the term **disobedience** for **sin**, so this is an attempt to provide consistent terminology throughout the stories.

**Come back with power to rule** is a simpler and more descriptive way to say **come into Your Kingdom**.

The term "Roman officer" has been retained in this story because previous stories have mentioned Rome. If your audience does not know about the Roman history in these stories, you may ignore the reference to Rome and simply say *military officer*.

A few extra details about the spices for burial and the religious day of rest have been added to the story in order to make the cultural context more understandable.

The story is meant to end unsatisfactorily, foreshadowing the resurrection day.

## DISCUSSION POINTS

### Retelling the story

- As your group retells this story, help them see the scenes in the story.
  - Set the scene with the transition from the previous story and the description of Jesus and the two criminals nailed to the cross on the hill.
  - Describe the derisive mocking of the crowd.
  - Describe the dialogue between Jesus and the two criminals: one mocks Jesus and the other understands that Jesus is innocent and is the King. He asks to come into the Kingdom. Jesus agrees.
  - Jesus dies: He is innocent, and He has completed His work ("It is finished.").
  - The religious leader takes Jesus to the tomb.
  - The women see where He is and prepare to go in two days time.

### Questions for discussion

*You don't have to ask all of these questions in your discussion times. These questions are discussion starters, but you will find that often, once people feel comfortable, they talk about many of these things naturally. However, these questions are helpful to keep a conversation going where needed, and they provide a logical sequence of working through the story. Even if you don't ask all the questions in a group, try to ask people what this story means for them personally. You'll find that as you continue to interact with God's Word at a deep level, God's Spirit will reveal things for your life in a wonderful way!*

- What do you like about this story?
- What bothered you about this story?
- What does this story show you about God?
- What does this story show you about people?
- What does this story mean for your life? How will you live your life differently having learned this story?
- How will you remember this story? (*Tell it!*)
- Is there anyone you would like to tell this story to? Or anyone you would like to practice with? E.g. Your children, your best friend, your wife, your husband, a mum at the school gate, your work colleague, your neighbour. (It's true that

the best way to learn a story is to tell it. So why don't you give it a go and chat to each other next week about how you found it?)

- How does this story contribute to our understanding of the Gospel? How is this story part of the Gospel?

### Questions people may have

*This section can never be exhaustive. Remember that during your group discussion times, you want to focus on the above questions rather than get sidetracked by deeply academic issues. Part of the joy of experiencing and studying God's Word in this way is allowing God's Spirit to teach us and reveal His truth to us through the narrative of the individual stories, and ultimately through the narrative of the larger story line. However, we understand that sometimes people feel they need some deeper answers. Sometimes, the storyline has to speak for itself, and we have to trust it to do so. However, if your group needs some deeper answers in order to go on, here are some basics that you can discuss. If you have unresolved questions, please come and ask, and we'll help you find the answers.*

- If Jesus had wanted to, could He have come down from the cross? If so, why didn't He?
  - *Jesus had the power, as God, to come down from the cross. However, if He had chosen to save Himself, He would not have been able to save others. It was His death that paid the penalty for the sins of others (see the Isaiah 53 story, Mark 8:35 and Mark 10:45). Jesus had already said that He would lose His life, and on several other occasions He had refused to give the people the miraculous sign they had been looking for because He realised that they did not really want to believe in Him (e.g. Mark 8:11-13). In this case, giving the people a miraculous sign would not have solved their problem – they needed Him to pay for their sins. In Mark 14:36, as Jesus is praying in the garden, we see very clearly that Jesus had set His face towards this task, and He was determined to complete it. Hebrews 12:2 also tells us that Jesus was determined to follow through with His task.*
- Why did the people place a huge stone in front of the entrance to the tomb? Who did that?
  - *Many Palestinian tombs of that time were cut into the sides of old rock quarries. The chambers would have been closed with large stones or boulders to keep out animals and intruders. The religious leader who placed Jesus in the tomb would have been the one to close it with the stone (Mark 15:46; Matthew 27:60). The stone would have probably been a large, flat rock, about 3 feet in diameter and able to be rolled into place along a groove sloped toward the doorway. Although one man could have rolled the stone into place, it would have taken several strong men to roll it aside. Matthew 27:66 mentions that the tomb was sealed as well (probably by the Temple guards), which probably refers to a wax seal that would provide evidence if the tomb had been tampered with.*
- Some groups of people say that Jesus did not really die. How do we know that He did?
  - *Several details in the Gospel accounts seem to be written to show doubters that Jesus really did die. John 19:33-34 mentions that Jesus was already dead when the soldiers broke the legs of the criminals, and that Jesus' side was pierced with a sword – which caused blood and water to flow out. By the time John wrote his books, there were a group of people who said that Jesus was never fully a man and therefore never fully died. John included details about Jesus' death to prove to the doubters that even if Jesus had not been dead by the time His side was pierced with a sword, He would be after that. The water mixed with blood was a medical sign that the either: 1) the sword pierced Jesus' heart and both blood and the fluid from the pericardial sac flowed out, or 2) haemorrhagic fluid from the chest cavity flowed out. Either way, John was emphasizing Jesus' death.*

- In those three hours that Jesus hung on the cross, what was happening in the spiritual realm?
  - *The darkness described in Luke suggests the presence of evil. The fact that darkness came at the hour of Jesus' suffering reminds us of Luke 22:53, when Jesus told the religious leaders that darkness was their hour. As Jesus, the Light of the world (John 9:5), was dying, darkness reigned.*

*Matthew and Mark both record Jesus' words, "My God, my God, why have you forsaken me?" (This is taken from Psalm 22, the theme of which is when the righteous are temporarily abandoned to the enemy with no present help in sight.) It is interesting that Jesus calls God "God" rather than "Father" as He usually does. Perhaps this reflects Jesus' separation and forsakenness from God His Father at this moment as He is bearing the full weight of the sins of the world. (Deut. 21:23, Gal. 3:13, 2 Cor. 5:21) However, Jesus continues to call Him "My" God – He still does not assume that God has completely left Him. We have no indication of how long Jesus felt this separation from God. And by the end of His suffering, Luke 23:46 suggests that whatever was happening in the spiritual realm, Jesus still saw God as His Father. Even to the end of His life, Jesus was in control. He talked to His father, and all four gospel accounts suggest that He gave up His own spirit – it was not taken from Him against His will. (Matthew 27:50; Mark 15:37; Luke 23:46; John 19:30)*

# JESUS' DEATH – for children

## Introduction

*Jesus had been arrested and beaten. He had to go through a trial that was not fair – where people lied about Him. The people were going to punish Jesus by killing Him.*

## Luke 23:32-33

*Jesus and two others, both criminals, were led out to be killed. When they came to a place called the Skull ... they nailed Jesus' hands and feet to a cross – made of two pieces of wood. ... The criminals were also nailed to crosses just like Jesus – one on His right and one on His left.*

## Luke 23:35-37

*The crowds watched and the leaders made fun of Jesus. "He saved others," they said. "Let Him save Himself if He is really ... the Promised King." The soldiers made fun of Jesus, too. ... They called out to Him, "If you are the Promised King, save Yourself!" ...*

## Luke 23:39-43

*Then one of the criminals hanging beside Him began to make fun of Jesus, "So You're the Promised King, are You? Prove it by saving Yourself – and us, too, while you're at it!" But the other criminal disagreed, "Don't you fear God even when you are about to die? We deserve to die for the things we've done wrong and the ways we've disobeyed God, but this Man hasn't done anything wrong." Then he said, "Jesus, remember me when You come back with power to rule as King." And Jesus replied, "I tell you the truth, today you will be with Me in paradise."*

## Luke 23:44-49 (John 19:30)

*By this time it was about noon, and darkness fell across the whole land until three o'clock. The light from the sun was gone. ... Then Jesus shouted, "It is finished!" And with those words He died. When the Roman officer that was there saw what had happened, he worshipped God and said, "Surely this Man was innocent – He didn't deserve to die." ... Jesus' friends, including the women ... stood at a distance watching.*

## Luke 23:50-53 (John 19:40)

*... Now there was a good religious leader ... who did not agree with what the other religious leaders had done. ... He went to the governor and asked for Jesus' body. ... He and another man took the body down from the cross (the pieces of wood) and wrapped it in a long piece of cloth and laid it in a new tomb – or grave – that had been cut out of rock.*

## Luke 23:54-56 (Mark 15:46)

*This was done late on Friday afternoon. ... As Jesus' body was taken away, the women who had been His followers walked behind and saw the tomb – or grave – where His body was placed. A huge stone blocked the entrance of the tomb. Then the women went home and made up spices and perfumes to put on Jesus' body since that is what they usually did before someone was buried. By the time they were finished, their religious day of rest had begun. ... And so they had to wait until Sunday before they could return to the tomb and take care of Jesus' body.*

# TELLING THE STORY – for children

## Key concepts to include in your story

The story will need to be simplified at varying levels based on the age group of the children you are teaching. This means that many of the details in the story will need to be summarized. However, you should include the following concepts in your story.

- Jesus and two criminals were led out to be crucified
- The crowds watched and the leaders scoffed; the soldiers mocked Him
- One criminal scoffs, asking Jesus to prove He is the Promised King by saving Himself and them
- The other criminal shows his understanding of who Jesus is and his fear of God
  - Jesus responds to him, 'today you will be with Me in paradise'
- At noon darkness falls over the land, until 3pm
  - Jesus calls out, 'It is finished'
  - The Roman officer worships God and says 'surely this Man was innocent'
- A good religious leader asks for Jesus' body. It is released to him and is wrapped in a linen cloth and placed in a new tomb carved out of rock
- The women who had been Jesus' followers saw where the body was taken
- A huge stone sealed the entrance
- They went home to prepare spices for His body for burial as was custom; however, as their religious day of rest had started, they would have to wait until Sunday to return to the tomb to prepare the body

## Example of a simplified version of the story for children

*Jesus had been arrested and beaten. He had to go through a trial that wasn't fair – where people told lies about Him. The people were going to punish Jesus by killing Him. So Jesus and two other people – both of whom were criminals – were taken to a place called the Skull to be killed. Jesus' hands and feet were nailed to a cross that was made of two pieces of wood. The same thing happened to the two criminals, and one of them was placed on the right side of Jesus and one on His left side. The crowds watched what was happening and the leaders made fun of Jesus. They said, "He saved others. Let Him save Himself if He really is the Promised King." Even the soldiers made fun of Jesus, and they yelled, "If You are the Promised King, save Yourself!" Then one of the criminals started to make fun of Jesus. He said, "So You're the Promised King, are You? Prove it by saving Yourself. And save us, too!" But the second criminal said to the first one, "Aren't you afraid of God? You're about to die. We deserve this punishment for the things that we've done wrong and the ways we've disobeyed God. But this Man hasn't done anything wrong." Then the second criminal said to Jesus, "Jesus, remember me when You come back with power to rule as King." And Jesus said, "I tell you the truth, today you will be with Me in paradise." By this time it was about noon, and darkness fell across the whole land until three o'clock. The light from the sun was gone. Then Jesus shouted, "It is finished!" And then He died. There was a Roman officer that was watching, and when he saw what happened, he worshipped God. The Roman officer said, "This Man must have been innocent and didn't deserve to die." Jesus' friends, including the women, were also nearby watching everything. There was also a good religious leader who did not agree with what the other religious leaders had done. So he went to the governor and asked for Jesus' body. Then he and another man took Jesus' body off the cross, wrapped Him in a long piece of cloth and put Him in a new tomb – or grave – that had been cut out of a wall of rock. This happened late on Friday afternoon. As Jesus' body was taken to the tomb, the women who had been Jesus' followers walked behind them to see where His body was being placed. A huge stone was put in front of the tomb once Jesus was put inside so that no one could get in. Then the women went home and made some spices and perfumes to put on Jesus' body since that is what people usually did before someone was buried. But when the women finished making everything, they had to wait. Their religious day of rest had started so they weren't allowed to do any work. They had to wait until Sunday before they could return to the tomb and take care of Jesus' body.*



## Retelling the story

The following activities can be used to vary your storying sessions with the children and keep the action fresh and exciting. They also help the children learn the stories in different ways. You'll find as children journey through this story set with you, they become more and more capable of learning even complicated stories quickly and well. Varying activities and keeping it fun helps the children write the stories on their heart so that they can pull them out of their toolbox whenever a situation comes up where they can use them!

- **Charades** – Have participants choose one line from the story and use actions to convey that line to the rest of the group. The child that guesses correctly goes next.
- **Skit** – Assign parts to groups and have them act out the story as you or a participant narrates. This can be done as a group or in smaller teams. If done in teams, you may choose to have each team act out the whole story, or assign sections and have them perform the skits in chronological order one after the other.
- **Song** – This activity seems to work best in small groups of older and more advanced students. If you believe your group would enjoy this activity, have them write and perform a song based on a story or a portion of a story. To make this task easier, have each group choose a song melody as their foundation and change the lyrics as needed, as opposed to starting from scratch.
- **Sign Language** – This is a great way to incorporate kinaesthetic learning into storying. Work with the participants to develop "sign language" for keywords in the story. This will help them to remember the order and progression of the story. This activity may also be done as a group or in smaller teams. If done in teams, have a participant from each team narrate as the group demonstrates their motions. The more creative, the more likely they are to remember it! Sign language is a good activity if younger and more inexperienced storytellers are part of the group.
- **Perspective Shift** – This creative and critical thinking activity works best later in the story set. Assign groups of children different characters in the story. They then adjust the story they have learned to the perspective of that character. For example, they could tell the Fall story from Adam and Eve's perspectives or the Abraham story from Abraham's perspective.
- **Memory** – The storyteller starts this activity by saying the first line of the story. The story then moves around the circle as each participant tells a line. An alternate method is to go back and forth between partners as they tell the story to each other.
- **Popcorn** – The storyteller also starts this activity. As children remember, they raise their hand. When ready, the storyteller yells "pop" and the name of someone with their hand raised. That person will then jump in until more hands are raised and they shout "pop" to pass the story to another child. You will likely need to demonstrate how this works.
- **Interview** – Children are assigned different characters. A child designated as "interviewer" asks the characters questions about what happened in the story and the character answers according to his or her role. For example, the interviewer could ask Adam about what he witnessed or the actions he took in the garden when he ate the fruit, and Adam would give his answer.
- **Action words** – Before telling the story, the storyteller gives instructions associated with particular words. Children listen for those words in the story, and must do appropriate action when heard. For example, the storyteller would tell the participants to wiggle their arm like a snake anytime they hear the word "snake." There should be multiple words associated with actions in the story. This activity also works well with a younger audience.

# Children's Teaching Materials

Sunday mornings will begin in the warehouse with a joint children's worship time led by a youth worship band followed by a storying session with the roving storyteller. Then groups will disperse to their usual meeting locations for the age-appropriate teaching of the story and activities that reinforce that story's message.

## Sparks

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                              |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 10:30 | Retell the story (combining "Jesus' Arrest & Trial" and "Jesus' Death" stories) using a Storybook Bible.                                                                                                                                                                                                                                                                                                                                                                                                         | Resources Needed: <ul style="list-style-type: none"><li>• Storybook Bible</li><li>• Rice cakes</li></ul>                                     |
|       | Snack – rice cakes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                              |
| 10:45 | Discussion: "That's My King" activity<br>~ Show 4 different pictures of kings to the children. The first can be a king with servants. Talk about why that's NOT my king. Then show a king with treasure. Talk about why that's NOT my king. Then show a king with a big palace, and talk about why that's NOT my king. Lastly, show a picture of Jesus (simple, humble). Talk about why this IS my king.<br><br>~ Have copies of the four pictures hidden around the room. Hunt for the real King Jesus picture. | <ul style="list-style-type: none"><li>• Pictures of kings (with servants, treasure and big palace)</li><li>• Picture of King Jesus</li></ul> |
| 11:15 | Music: (use a story-appropriate song)                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Music</li></ul>                                                                                      |
| 11:20 | Play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                              |

## Little Flames

|       |                                                                                                                                                                                                                                                                                                                                                              |                                         |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 10:30 | Begin with prayer. (Don't repeat a specific prayer, but follow the general idea of the prayer below.)<br>~ Say "Hi" to God, tell Him we're glad He's there with us and ask Him to help us see Him, hear Him and know Him. Invite Him into everything we'll be doing today.<br><br>Keep today's focus in mind: "Jesus is the Promised King that died for me." | Resources Needed:                       |
| 10:35 | Tell a combined version of the following stories: "Jesus' Arrest & Trial" and "Jesus' Death."<br><br>Retell the story.                                                                                                                                                                                                                                       | Crafted version of the combined stories |
| 10:45 | "Knowledge Harvest" conversation:<br>~ Ask specific questions related to the crafted story used above.<br>~ Discuss why Jesus, as the Promised King, died for me.                                                                                                                                                                                            |                                         |

|       |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                    |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10:50 | Biscuit break – Use this relatively calm opportunity for a little chat and prayer time.                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Biscuits</li> </ul>                                                                                                                                                                       |
| 10:55 | Popcorn Prayer<br>~ Have simple prayers, popcorn style: "Thank you, Jesus, for _____!"                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                    |
| 11:00 | Craft: "That's Not My King" / "That is My King"<br>~ Make pictures to show what is NOT my king. Include lots of servants or treasure or a big palace, etc.<br>~ Make a picture to show what your King Jesus is like. (humble, simple, etc)                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Paper</li> <li>• Magazine cut-outs</li> <li>• Stickers</li> <li>• Crayons</li> <li>• Glue or tape</li> </ul>                                                                              |
| 11:10 | Music: Choose one or two songs that fit today's story.                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Music</li> </ul>                                                                                                                                                                          |
| 11:15 | Learn the words of the week: "Jesus is the Promised King that died for me." Use visuals for the kids to help them learn the words.                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Visuals to help learn the phrase</li> </ul>                                                                                                                                               |
| 11:20 | Game: Relay Race<br>~ Have two teams race to stick pictures (representing parts of the story) on the wall.                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Pictures representing today's story (cross, soldiers, spear, garden, crown of thorns, purple robe, black cloud, etc); have duplicate copies for each team</li> <li>• Blue tack</li> </ul> |
| 11:30 | If there is any remaining time (or the previous activities finish early), allow the children to freely choose to do whatever they want to do. Play story-relevant music in the background. Leaders should engage with the children during this time: celebrate them, pray for them, love them.<br>~ Play with story-oriented toys<br>~ Role play<br>~ Play-dough creations<br>~ Colouring station | <ul style="list-style-type: none"> <li>• Story-oriented toys</li> <li>• Play-dough</li> <li>• Colouring sheets</li> <li>• Blank paper</li> <li>• Crayons</li> </ul>                                                                |

### Blaze

|       |                                                                                                                                                                                                                                           |                                                                                |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|       |                                                                                                                                                                                                                                           | Resources Needed:                                                              |
| 10:30 | Welcome and rules. Review last week's story, and give a straight-forward telling of the new story. At the end, have the leader explain that this is just the first half of the story. Then tack a "To be continued ..." sign on the wall. | <ul style="list-style-type: none"> <li>• Sign: "To be continued..."</li> </ul> |
| 10:35 | Split the children into groups. Have each group create a skit for their story. Then each group can perform their skit for everyone else.                                                                                                  |                                                                                |
| 10:50 | Discuss the questions:<br>~ What do you like about this story?<br>~ What bothered you about this story?<br>~ What does this story show you about God?<br>~ What does this story show you about people?                                    |                                                                                |

~ What does this story mean for your life? How will you live your life differently having learned this story?

~ How will you remember this story? *Tell it!*

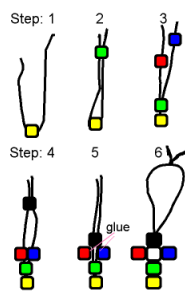
~ Who will you tell this story to?

#### 11:05 Game: Relay Race

~ Split the children into teams of four. One person is Jesus and one person is Joseph (the good religious leader). Joseph hops backward on one leg across the room to a leader (the governor) and gives him a high-five. Then Joseph hops backward on one leg back to his team. Two other team members wrap Jesus in a sheet. Another two (or more) team members roll Jesus across the room into the "tomb." If the sheet comes unwrapped, they have to start over.

- Sheets (one per team)
- Strong tape (one roll per team)

#### 11:15 Craft: Crosses



~ Make three crosses: one all white (to represent the criminal who accepted Jesus), one all black (to represent the criminal who rejected Jesus) and one made of beads. See the last page in this lesson material (The "Colours of Christ" Cross Craft) for detailed instructions and the meanings for each colour bead.

- White paper
- Black paper
- Scissors
- String or cord
- Coloured beads (black, red, white, blue, green and yellow)
- Glue

#### 11:25 Circle Time: praying, reflection, responses and offering

- Container for the offering

### TNT

10:30 Welcome and rules. Review last week's story, and give a straight-forward telling of the new story. At the end, have the leader explain that this is just the first half of the story. Then tack a "To be continued ..." sign on the wall.

#### Resources Needed:

- Sign: "To be continued..."

10:35 Split the children into groups. Have each group create a skit for their story. Then each group can perform their skit for everyone else.

10:50 Discuss the questions:

~ What do you like about this story?

~ What bothered you about this story?

~ What does this story show you about God?

~ What does this story show you about people?

~ What does this story mean for your life? How will you live your life differently having learned this story?

~ How will you remember this story? *Tell it!*

~ Who will you tell this story to?

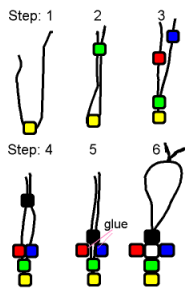
#### 11:05 Game: Relay Race

~ Split the children into teams of four. One person is Jesus and one person is Joseph (the good religious leader). Joseph hops backward on one leg across the room to a leader (the governor) and gives him a high-five. Then Joseph hops backward on one

- Sheets (one per team)
- Strong tape (one roll per team)

leg back to his team. Two other team members wrap Jesus in a sheet. Another two (or more) team members roll Jesus across the room into the "tomb." If the sheet comes unwrapped, they have to start over.

11:15 Craft: Crosses



~ Make three crosses: one all white (to represent the criminal who accepted Jesus), one all black (to represent the criminal who rejected Jesus) and one made of beads. See the last page in this lesson material (The "Colours of Christ" Cross Craft) for detailed instructions and the meanings for each colour bead.

- White paper
- Black paper
- Scissors
- String or cord
- Coloured beads (black, red, white, blue, green and yellow)
- Glue

11:25 Circle Time: praying, reflection, responses and offering

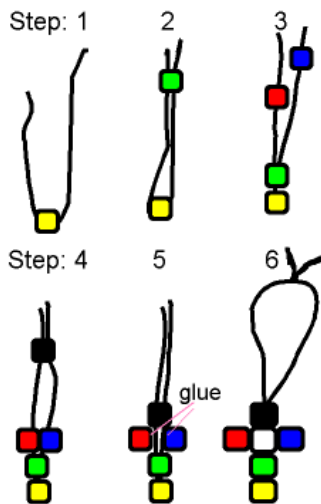
- Container for the offering

### What you will need:

- ~ 6 beads per child: black, red, white, blue, green and yellow/gold
- ~ Thin cord or lace that will fit through your beads
- ~ Clear glue

### Instructions:

In preparation, cut your cord. If you're making a necklace, start with three feet of cord. For a bookmark, bracelet or key chain use one foot of cord.



1. Place the yellow/gold bead onto one end of the cord and place it in the centre.
2. Put the cord ends together and pull them through the green bead.
3. Put the red bead onto one side of the cord and the blue bead on the other side. Pull them tight.
4. Put the cord ends together again and pull them through the black bead.
5. Place a very small dot of clear-drying glue onto the red and blue bead – at the centre of the cross where they touch. Wedge your white bead between the red and blue bead so that the white bead's holes touch the sides of the red and blue bead where the glue was placed. Pull the string tightly and tie a knot against the top of the black bead. **(Optional: You may pre-glue the red, white and blue beads together before the teaching time with the children. This will make it easier for the children to put together. Allow enough time for the glue to dry!)**
6. Tie the ends of the cord. Wrap the cord ends around your finger and loop it through the hole. Pull tight.

Share your "Colours of Christ" cross with a friend! See the below guide to explain what each colour means.

### Meanings of each colour:

#### Black = Sin

The black bead reminds us of our sin (or disobedience), which separates us from God.

#### Red = Jesus' blood

The red bead reminds us that Jesus loves us so much that He died so we could have a relationship with God (and be saved).

#### White = Forgiveness and being washed clean

The white bead shows us how Jesus will wash us clean when we ask Him to forgive us and we choose to believe and follow Him.

#### Blue = Water/Spirit baptism

The blue bead represents baptism. We are baptised with water to show that we believe and follow Jesus. The Holy Spirit comes to live in us when we choose to trust in Jesus and belong to Him.

#### Green = Christian growth

The green bead reminds us to continue growing in our faith by praying, studying God's Word (the Bible) and living how Jesus taught us (by following His example).

#### Yellow/Gold = Eternal life

The yellow/gold bead represents living with Jesus forever in Heaven. God promises us that anyone who believes in Jesus will have eternal life.