

THE CROSS

LESSON TEXT

Matthew 26:57-27:50; John 19:25-37

LESSON OBJECTIVES

- The students will understand that Jesus experienced physical, emotional and spiritual pain during his trial and crucifixion.
- The students will explain how Jesus was separated from God during the crucifixion.
- The students will put into writing their thoughts about how Jesus' sacrifice affects them personally.

MATERIALS NEEDED

For each student:

- pen or pencil
- For the teacher:*
- 1 copy of "Good News from the Kingdom"
 - globe or map of the world
 - dictionary
 - extra Bibles
 - 1 copy of *Extreme Life* (the students' quiet time book)

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for every 4 or 5 students
- Page C, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Word Search
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Scripture Study
 Activity: Discussion Groups

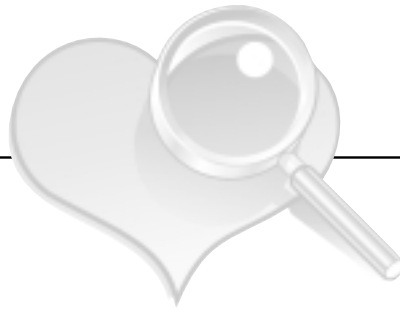
Getting It to Others

Scripture Memory: Romans 5:6
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

You see, at just the right time, when we were still powerless, Christ died for the ungodly.

Romans 5:6



FAITHFUL INSTRUCTION

TEACHER FOCUS

In order to help you adequately prepare your heart and mind to teach this lesson, read and study Matthew 26:57-27:50 and John 19:25-37. Although we cannot fully relate to his physical, emotional and spiritual suffering, we can understand in a small way the rejection, pain and separation from God that Jesus experienced. As you study these passages, think about what Jesus' suffering means for you personally, and how great his love must have been for all of us. Allow these thoughts to humble you and to revive within you a spirit of deep gratitude for your salvation.

TEACHER TIPS

Quite a bit of reading makes up the Scripture Study segment of this lesson. Some passages have been paraphrased, for the sake of time, and these are provided for you next to their references. You and your volunteer readers should read loudly, clearly and slowly to allow God's word to make a great impact on your students. Be willing to wait for the students to answer questions from their hearts, which may not be easy for some. Be sensitive to your less verbal students, but probe their hearts and minds whenever possible. Remember that some of your students may be hearing these passages for the first time, and they may be overwhelmed or disturbed by what they hear.

For the Activity segment of the lesson, you will be dividing your class into three to four groups of no more than four or five students each for deeper discussion. Plan these groups early, balancing spiritual strength, maturity and personalities. The goal is for the students to discuss the passages that have been read, and to develop deep convictions about what Jesus endured for each of us. If you have several spiritually strong students, you may choose to allow them to lead or co-lead (with a teacher or assistant) these discussions. These need to be students who are respected among their peers, who can draw out the students, and who can maintain an orderly and reverent discussion. You will need to prepare them early in the week for this responsibility, helping them to become familiar with the questions provided and providing ideas for leading great discussions. Suggestions are provided, along with the discussion questions, on Reproducible Page B.

PRECLASS ACTIVITY

WORD SEARCH

The students will complete a word search that will introduce them to the various words and places related to the crucifixion.

MATERIALS USED

For each student:

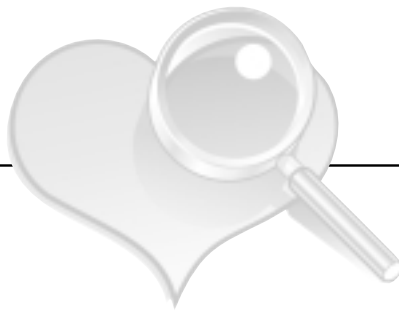
- pen or pencil

Reproducible Pages:

- Page A, 1 copy for each student

INSTRUCTIONS

As the students arrive, give each a copy of Reproducible Page A (Word Search) and a pen or pencil. The instructions are given on the sheet. (See Answer Key on page 5.)



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let one or two students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, etc. Be sure to have one of the volunteers pray that during the class everyone's heart will be softened and filled with gratitude after seeing what Jesus went through for each one of us.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Who would like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide, and the victories of our brothers and sisters on other continents can inspire us and spur us on.





SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles
- dictionary

INSTRUCTIONS

1. Begin by explaining to the class that today's lesson will focus on Jesus' trial and crucifixion. This is an important lesson, and the students must listen well, letting the words move their hearts. Those who volunteer to read should do so in a loud voice, and read slowly and clearly. Let the students know that you will be defining some words that they may not understand, but if there are any questions, they should feel free to ask. (Words that may be troublesome are noted in brackets [].)

In our last class, we talked about Jesus praying in Gethsemane. He knew that he would soon be betrayed by Judas, that his disciples would desert him, and that he was about to suffer a horrifying ordeal. As he finished praying, Jesus was arrested and taken before the Sanhedrin to a trial to crucify him.

2. Have the students open to Matthew 26:57-68. *After Jesus was arrested, he was taken before Caiaphas, the high priest, to be tried for [blasphemy]. The Sanhedrin looked for false evidence (lies) that would allow them to put Jesus to death. Jesus did not answer the charges against him. Caiaphas became enraged, and the group agreed that Jesus must die. They [mocked] him, hit him and spat on him. He was bound and led away to the governor, Pilate, to be sentenced.*
3. Select two volunteers to read Matthew 27:11-20 and 21-26. [*testimony, notorious, flog*]
 - Why do you think Jesus did not protest or defend himself? (He knew this was God's plan for him.)
 - Why did the crowd choose to release a criminal like Barabbas and crucify Jesus? (The chief priests convinced them this was right.)
 - Why do you think Pilate washed his hands in front of the crowd? (didn't really want to crucify Jesus, didn't want to feel guilty)

4. Select another volunteer to read Matthew 27:27-31. [*Praetorium, staff*]
 - After Jesus was condemned, he endured more torture at the hands of the soldiers. Since he was already set to die, why do you think they treated him this way? (Pilate gave them the responsibility for Jesus, they were cruel, wanted to humiliate him as much as possible)
5. Have the students turn to Matthew 27:32-40. *Jesus was so weak from the beatings and flogging that the soldiers forced a man named Simon to help him carry the cross. As they arrived at Golgotha, Jesus was offered a sedative to numb his pain, but he refused to take it. He was crucified between two robbers, while the soldiers gambled for his clothes. He was humiliated and insulted by everyone around him.*
6. Select a volunteer to read John 19:25-27.
 - Jesus had endured so much and was near death, yet he made sure his mother would be cared for. What does this tell you about him? (had incredible love, was always outwardly focused, always met needs)
7. Read Matthew 27:45-50 aloud to the class. Be sure the students understand the meaning of this passage. [*forsake*]
 - Why did Jesus say that God had forsaken him? (He was separated from God because he took on all our sins.)
 - What does it mean when it says he gave up his spirit? (He died.)





SCRIPTURE MEMORY

You see, at just the right time, when we were still powerless, Christ died for the ungodly.
Romans 5:6

MATERIALS USED

Reproducible Pages:

- Page C, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page C (Memory Verse).
2. Have the students say the memory verse together out loud several times.
3. Emphasize how much we needed Jesus to die for us.

WEEKLY CHALLENGE AND SNACK TIME

MATERIALS USED

For the teacher:

- 1 copy of *Extreme Life* (the students' quiet time book)

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

Ask the students how they felt about the class. How did learning more details about Jesus' crucifixion change their feelings for him and about him? Does anyone still have questions?

Open the *Extreme Life* book to the quiet times for this lesson (pages 158-160). The quiet times this week are all related to Jesus' crucifixion and its meaning in our lives. As they study through their quiet times each day, the students should think and pray about how Jesus' crucifixion affects them personally. What types of things does it cause them to think about? How does it make them feel about wanting to have a relationship with God?

At the end of the week, the students are to write a letter to Jesus, expressing their feelings and thoughts about the crucifixion, and how their life will be different because of what they have learned.

The students should bring the letters to class next week (Core).

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

As you have your quiet time each day, reflect on what Jesus' sacrifice means for you personally. At the end of the week, write a letter to Jesus, expressing your thoughts and feelings about his sacrifice for you. Bring this letter to class next week (Core).

THE CROSS



LESSON 3
(SUPPLEMENT)

LESSON TEXT

Romans 3:22-24; Romans 5:6-8;
Colossians 1:21-23

LESSON OBJECTIVES

- The students will understand why Jesus had to experience the crucifixion.
- The students will explain what Jesus' death means for our relationship with God.
- The students will put into writing their thoughts about how Jesus' sacrifice affects them personally.

MATERIALS NEEDED

For each student:

- pen or pencil
- pen/marker with black ink

For the teacher:

- extra Bibles
- small prizes (optional)
- dictionary
- white poster board, enough to make 2" x 6" rectangles for each student
- yarn, 6" per student
- hole punch
- glue sticks
- colored pencils/pens/markers
- scissors
- brown paper bags or brown paper

Reproducible Pages:

- Page D, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Why Did He Do It?
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: Making a Memory

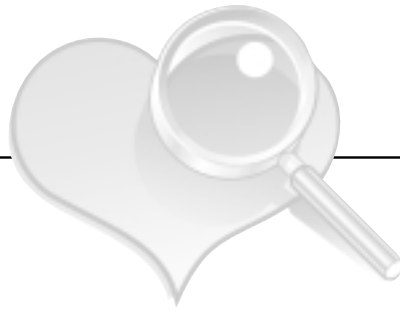
Getting It to Others

Scripture Memory: Romans 5:6
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 Conclusion

SCRIPTURE MEMORY VERSE

You see, at just the right time, when we were still powerless, Christ died for the ungodly.

Romans 5:6



FAITHFUL INSTRUCTION

TEACHER FOCUS

Read and study through Matthew 26:57-27:50, John 19:25-37 and Romans 5:6-8, as you prepare for this lesson. By now it has been a few days since the students studied the pain and humiliation that Jesus suffered for them on the cross. During this time other distractions have come into their lives which have threatened to take the freshness of the memory of Jesus' sacrifice away. Think about what you do to keep the freshness of this memory in your heart, regardless of the distractions that the world offers each day. Pray that you will be able to teach with conviction how we should never forget what Jesus did for us, and why he did it.

TEACHER TIPS

During the activity the students will be "Making a Memory" by constructing a bookmark for their Bibles which will remind them of the pain Jesus suffered for them. Be sure that you prepare by cutting the poster board, brown paper bags or brown paper, and yarn prior to class.

PRECLASS ACTIVITY

WHY DID HE DO IT?

The students will complete a puzzle that will lead them to begin to understand the need for the crucifixion.

MATERIALS USED

For each student:

- pen or pencil

For the teacher:

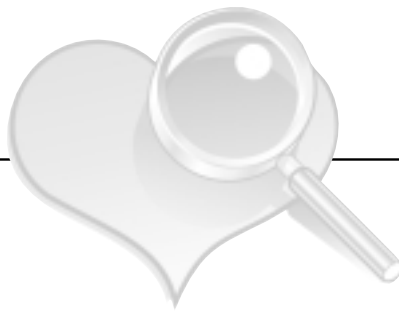
- extra Bibles
- small prizes (optional)

Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

1. As the students arrive, divide them into groups of two to three students. Give each student a copy of Reproducible Page D (Why Did He Do It?) and a pen or pencil.
2. Be sure that each group of students has at least two Bibles with which to work.
3. Have the group work together to find the answers to the puzzle questions, using the scripture references given. The answers are used to complete the puzzle.
4. When the puzzle is completed correctly, the heavily outlined boxes will give the students one reason for the crucifixion. (See completed puzzle on the next page.)
5. You may award a small prize to the group that completes the puzzle first.



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students praying in gratitude for the pain and suffering that Jesus experienced on the cross for our sins.
- Have one student recite the memory verse for this lesson: Romans 5:6.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so as many as possible can share.

1. S P E A R

2. G O L G O T H A

3. C E N T U R I O N

4. B A R A B B A S

5. S A N H E D R I N

6. F A L S E

7. S I M O N

8. S A B A C H T H A N I

9. P E T E R

10. F L O G G E D

11. F I N I S H E D

12. T H O R N S

13. S C A R L E T

14. T O M B

15. V I N E G A R



SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles
- dictionary

Ask the students how they have been feeling since the last class. What types of things did Jesus endure during his trial and crucifixion? What has learning about the crucifixion caused them to think about this week? *Now that we know all that took place as part of the crucifixion, let's try to understand why Jesus had to endure this horrible death. Please open your Bibles to Romans 5:6-8. Select a volunteer to read the passage aloud to the class.*

- *This passage says that Christ died for the ungodly. Who are the ungodly? (all of us—people who lived then and people who live now)*
- *Why do you think it was "just the right time"? (no more hope for salvation without Jesus, we couldn't save ourselves)*
- *Why do you think Jesus would die for people who tortured and crucified him? Why would he die for us when we sin and forget to be righteous? (he had incredible love, more love than any of us can imagine, wanted us to have a relationship with God)*
- *How does it make you feel to know that Jesus died in such a horrible way for you before you were ever born because you would be a sinner who needed salvation someday?*
- *Does knowing all this make you want to change your life in any way to be more grateful for the sacrifice Jesus made for you?*

ACTIVITY

MAKING A MEMORY

The students will create bookmarks to remind them daily of the sacrifice that Jesus made for them.

MATERIALS USED

For each student:

- pen/marker with black ink

For the teacher:

- white poster board, enough to make 2" x 6" rectangles for each student
- yarn, 6" per student
- hole punch
- glue sticks
- colored pencils/pens/markers
- scissors
- brown paper bags or brown paper

PREPARATION

1. Prepare the bookmark as seen in Figure A on page 11:
 - a. Cut the white poster board into rectangles that are 6" long and 2" wide.
 - b. Punch a hole in the middle of each bookmark about $\frac{3}{8}$ of an inch from the top.
 - c. On one side of the bookmark, write the following with a black pen or marker: JESUS...
 - d. Under this, write the numbers 1, 2, 3 down the left side of the bookmark.
 - e. Under the numbers, write: ...FOR ME. (centered).
2. Cut the brown paper bag or brown paper into crosses, one for each student. The crosses should be 3" long and 1 $\frac{1}{2}$ " across at the cross arm with $\frac{1}{4}$ " wide beams. (See cross on Figure B.)
3. Cut the yarn into 6" strips—one strip for each student.





INSTRUCTIONS

1. Distribute one bookmark and one black pen or marker to each student.
2. Have the students turn the bookmark to the side that has the numbers on it.
3. Ask the students to think about all the things that Jesus endured physically, spiritually and emotionally during his trial and crucifixion. Have a short discussion about each type of suffering. The students should think about the type of suffering in each category that impacted them the most. For example: physical—crowned with a crown of thorns; emotional—deserted by his disciples; spiritual—separated from God.
The students should write one of these aspects in each of the blanks. They should be written in a way that they would complete the sentence:
"JESUS _____ FOR ME." For example:
"JESUS WAS BEATEN WITH A WHIP FOR ME."
4. Have the students turn the bookmark over and distribute one cross and one 6" strip of yarn to each student.
5. Give the students the following instructions as seen in Figure B:
 - a. Glue the cross toward the top part of the bookmark—about 1/4 of an inch down from the hole. Be sure that the cross is centered on the bookmark.
 - b. Skip down a few spaces from the cross to write the word "remember" in capital letters. They can do this in either pen or colored marker.
 - c. String the yarn through the hole and tie the ends together.
6. Allow some extra time for the students to further decorate their bookmarks with their own designs using the colored markers or pencils. The bookmark will serve as a memory of what Jesus suffered for them.

At the bottom, the students should write out their memory verse, Romans 5:6. Be sure that the students write small enough to fit the entire verse and reference.

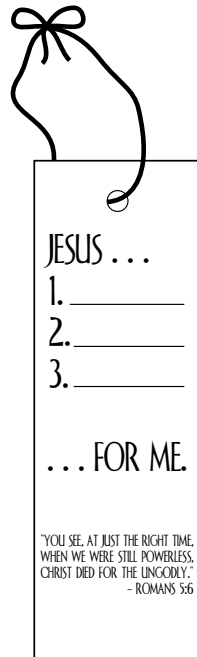


Figure A

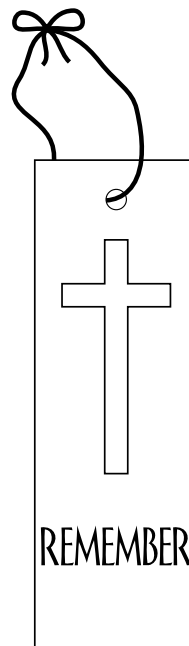
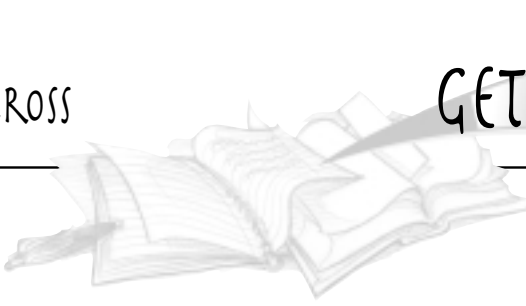


Figure B

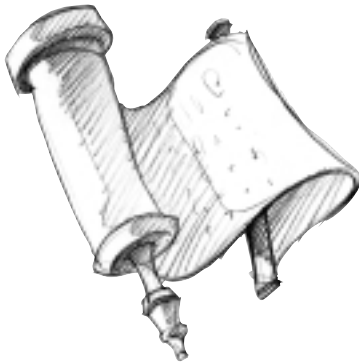


SCRIPTURE MEMORY

You see, at just the right time, when we were still powerless, Christ died for the ungodly.
Romans 5:6

INSTRUCTIONS

1. Use the bookmarks to review the Scripture Memory verse.
2. Encourage the students to have this verse memorized completely by the next class time.



WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you remind them of the challenge for the week.

While the students are enjoying their snacks, ask them to share what they are changing as a result of what they are learning in their quiet times on the cross. Let them know that their sharing encourages and teaches the class. You should be prepared to share as well.

Remind the students to bring their letters to Jesus to their next class.

CONCLUSION

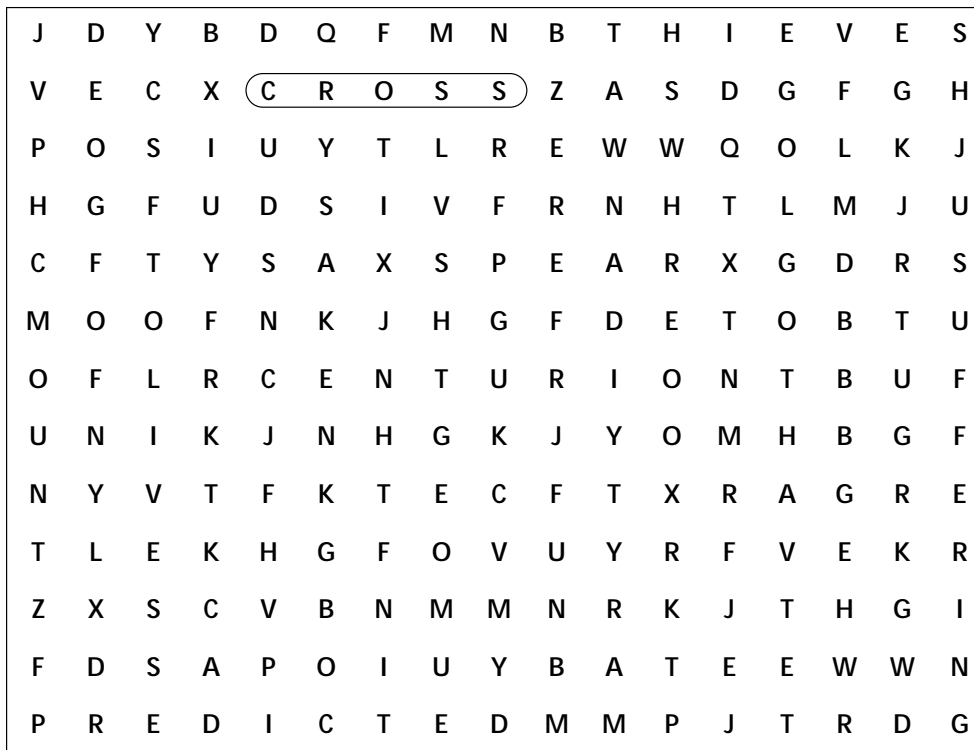
End the class with a prayer.

WEEKLY CHALLENGE

As you have your quiet time each day, reflect on what Jesus' sacrifice means for you personally. At the end of the week, write a letter to Jesus, expressing your thoughts and feelings about his sacrifice for you. Bring this letter to the next class.

WORD SEARCH

DIRECTIONS: Find and circle the following words in the puzzle below.
Words can be spelled up, down, across and diagonally (even backwards!).
The first word (CROSS) is already done for you.



~~CROSS~~
NAILS
MARY
CENTURION

GOLGOTHA
MOUNT OF _____
SPEAR

PETER
JESUS
PREDICTED

THIEVES
TOMB
SUFFERING

DISCUSSION GROUP QUESTIONS

1. As Jesus was being arrested, all his disciples deserted him. How do you think this made Jesus feel? Do you think he was surprised, or did he expect it?
 - Application—Can anyone share about a time when they really needed their friends around them, but no one was there? What did it feel like?
2. Matthew 26:63 and 27:14 tell us that Jesus was silent as the Sanhedrin and Pilate made their accusations about him. Why do you think he didn't try to defend himself? Do you think he would have been able to persuade them that he was God? Why or why not?
 - Application—Have you ever been falsely accused of something? What was your reaction? Were you unjustly punished? What did you learn from the experience?
3. Think about all the types of pain Jesus endured. Why do you think God allowed this to happen to his Son? Why do you think he allowed Jesus to be separated from him while Jesus took on our sins? How must he have felt being separated from his father?
 - Application—What is it like to be separated from someone you love very much, even for a short time?
4. As Jesus was about to die on the cross, he asked John to take care of his mother. How do you think Jesus could have been so outwardly focused at this time? Why do you think he could do this?
 - Application—Have there been times when you have been sick, angry, overwhelmed, etc., and did not think about others or their needs? What do you learn from Jesus' example here? Is it possible to go through trying times and still be outwardly focused?

GUIDELINES FOR DISCUSSIONS

1. Be sure that you give everyone a chance to talk. No one should dominate the discussion. Everyone's opinion counts!
2. Listen well, and encourage everyone in the group to listen as well.
3. Don't rush people when they are trying to give their answers. It is harder for some people to express their thoughts than it is for others.
4. Gently encourage everyone to share from the heart.
5. Remember—every answer is valuable. No one should be teased, nor should any answer be laughed at or made fun of.
6. To protect privacy and feelings, let the students know that they are not to use names when sharing from their life.

SCRIPTURE MEMORY VERSE

You see, at just the right time,
when we were still powerless,
Christ died for the ungodly.

ROMANS 5:6

WEEKLY CHALLENGE

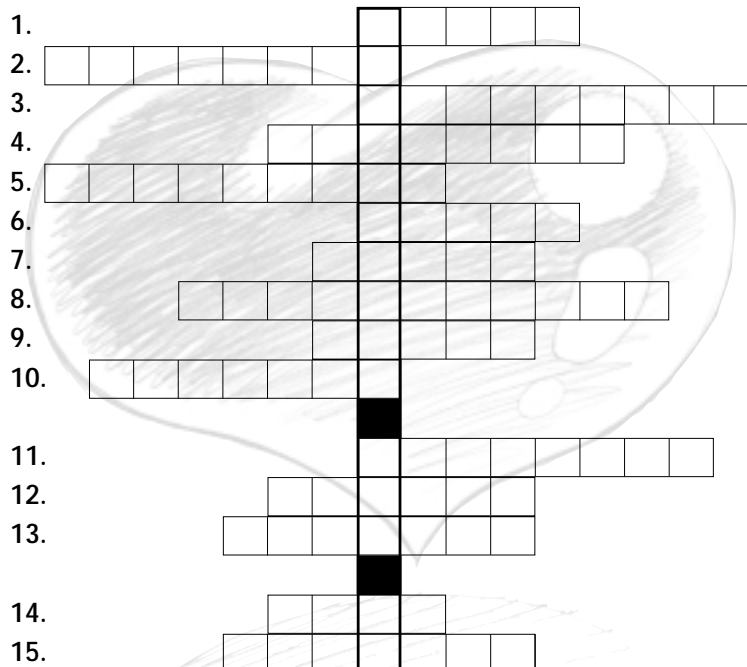
As you have your quiet time each day, reflect on what Jesus' sacrifice means for you personally. At the end of the week, write a letter to Jesus, expressing your thoughts and feelings about his sacrifice for you. Bring this letter to class next week (Core).

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WHY DID HE DO IT?

DIRECTIONS: Use the scripture references given to find the answers to the questions. The numbers in brackets indicate how many letters are in the words. When you have found all the answers, fit the words into the puzzle in the corresponding numbered lines. When you have finished, the outlined spaces will help you to begin to understand the meaning of the cross.

1. Sharp weapon [5] _____ (John 19:34)
2. This means "The Place of the Skull." [8] _____ (Matthew 27:33)
3. A Roman soldier [9] _____ (Matthew 27:54)
4. He was released in place of Jesus. [8] _____ (Matthew 27:16)
5. Group who first put Jesus on trial [9] _____ (Matthew 26:59)
6. The kind of evidence given about Jesus [5] _____ (Matthew 26:59)
7. He helped Jesus carry the cross. [5] _____ (Matthew 27:32)
8. *Eloi, eloi, lama* [11] _____ (Matthew 27:46)
9. He disowned Jesus three times. [5] _____ (Matthew 26:69)
10. Jesus was [7] _____ before he was handed over to be crucified. (Matthew 27:26)
11. Jesus' last statement, "It is [8] _____." (John 19:30)
12. The soldiers made a crown of [6] _____. (Matthew 27:28)
13. The soldiers put this color robe on Jesus [7] _____ (Matthew 27:28)
14. After Jesus was taken down from the cross, his body was placed in a [4] _____. (Matthew 27:60)
15. Jesus was offered a sponge soaked in wine [7] _____. (Matthew 27:48)



Supplement/Getting Ready/1 copy for each student