



HAPPY  
*Easter*  
He is Risen

***Purposeful Design  
Elementary Bible Series***



**purposeful design<sup>®</sup>**  
publications  
A Division of ACSI

**Grade 2 Lesson**



**★ PREPARATION**

Bring in a **CROSS** that is large enough for all students to see. (*Introduction*)

Select **VA 29C Jesus' Arrest, Crucifixion, and Burial**. (*Directed Instruction*)

**↻ EXTENSION**

**3A** Present **PP-8C Jesus' Arrest, Crucifixion, and Burial** to review the Bible truth.

**3B** Find an audio or video recording of the spiritual "Were You There?" online. Allow quiet time for students to listen to the words and/or watch the video. Explain that the song was written more than 100 years ago, but it is still sung in churches today. Ask students to share their thoughts about the lyrics and the music. Sing the song together.

**3C** Make copies of **BLM 29A Jesus Prays for Others** for each student. Challenge students to read verses from **John 17** to complete the page.

**Introduction ★**

Hold up a **CROSS**. Ask students to name various places that they have seen crosses. Ask what they think about when they see a cross. (**Answers will vary, but should include that Jesus died on a cross.**) Tell students that a cross is more than just a symbol of the Christian faith. It is a reminder of God's love and Jesus' sacrificial death for them. When they think about how great a sacrifice it was for Jesus to die for them, it should move them to love, gratitude, and righteous living. The Cross challenges them to live out their faith daily (Luke 9:23).

**Directed Instruction ★ ↻**

Display **VA 29C Jesus' Arrest, Crucifixion, and Burial** and read the back of it for today's Bible truth. Teach that *crucifixion* means *death by being hung on a cross*. Jesus' crucifixion was part of God's plan of salvation—an ultimate display of His love, grace, and mercy. All people have sinned, are separated from God because of their sin, and are in need of forgiveness. Through Jesus' sacrificial act on the cross, those who believe in Jesus have forgiveness of sins and everlasting life with Him in heaven.

Ask students to imagine that they are watching the scene of Jesus' arrest. Remind them that the Jewish leaders were afraid of Jesus' popularity and that they did not believe His claim to be the Messiah, the promised Savior of the world. Their solution was to have Jesus arrested and put on trial, even though Jesus did nothing to deserve such treatment. Explain to students that fear or unbelief can lead to sin if they do not stand firm in their faith.

Tell students to imagine Jesus carrying His heavy cross after being severely beaten. Remind them that Jesus suffered pain, harsh treatment, and humiliation on their behalf. Explain to students that even though they may go through some difficult times, it is hard to completely understand what Jesus endured for them.

Teach that some Christians call the day that Jesus died *Good Friday*, *Great Friday*, or *Holy Friday*. Remind students that Jesus went through the agony of dying on a cross because He loves each one of them so much. Lead the class in prayer, thanking and praising Jesus for His sacrifice for their salvation. Allow students to have a time of silent prayer, being aware that thinking about Jesus' death may be a very emotional experience for some students.

**Student Page 29.3**

Direct students to independently complete the page.

**Review**

- Why did the Jewish leaders want to kill Jesus? (**Possible answers: He was attracting many followers; they did not believe His claims to be the Son of God; they did not want to accept that Jesus was the Messiah.**)
- Where was Jesus crucified? (**Golgotha, or Calvary**)

- What did Jesus do for you on Good Friday? (**Jesus died for me and through His death, He provided forgiveness of my sins.**)
- Why did God willingly send Jesus to die for you? (**because He loves me, and shows me grace and mercy**)

## Notes:

## APPLICATION

- Read **Luke 22:54–62**. Why do you think Peter denied, or said that he did not know, Jesus? (**Possible answers: Peter was afraid; he lacked faith.**)
- Read **Luke 9:23**. What do you think it means to take up your cross and follow Jesus? (**Answers will vary, but should include that I am to daily set aside my will to do what God wants me to do.**)
- What part do you have in God's plan of salvation? (**God sent Jesus to die for my sins. To be forgiven, I need to confess my sins, recognize that I need a savior, and have faith in Jesus.**)

## DAY 3

Name \_\_\_\_\_

**Easter**

**29.3**

1. Number the events of Jesus' arrest in the order that they happened.

- |  |                                     |
|--|-------------------------------------|
| <b>2</b> Jesus prayed for the disciples.   | <b>5</b> Jesus was taken away.      |
| <b>1</b> Judas arranged for Jesus' arrest. | <b>3</b> A disciple drew his sword. |
| <b>4</b> Jesus questioned the leaders.     | <b>6</b> The disciples ran away.    |

2. Complete the sentences with **governor**, **wrong**, **crucify**, and **priest**.

After Jesus was arrested, He was taken to the high \_\_\_\_\_ **priest** \_\_\_\_\_ for a trial before the Jewish leaders.

Because the Jewish leaders could not sentence a prisoner to death, Jesus was taken to Pontius Pilate, the Roman \_\_\_\_\_ **governor** \_\_\_\_\_ for trial. Pontius Pilate could not find anything that Jesus had done \_\_\_\_\_ **wrong** \_\_\_\_\_. Even so, Pilate allowed the Jewish leaders to \_\_\_\_\_ **crucify** \_\_\_\_\_ Jesus.

3. Christians call the day that Jesus died **Good Friday**. Think about why this day is good. Color the picture.

Coloring will vary.



© Bible Grade 2

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## REINFORCEMENT

Christians around the world celebrate Easter in a variety of interesting ways. Hot cross buns, pastries with a cross marked on the top, are sold in the United Kingdom during the Easter season. Christians in the Ukraine decorate eggs with elaborate designs called *pysanky*. The red coloration of these eggs reminds Ukrainians of the blood of Christ.

Many symbols are associated with Easter, including eggs and lambs. Some of these symbols came from pagan traditions to which Christian missionaries gave new meaning. The egg is a symbol of new life; it also resembles the tomb that could not hold the risen Lord. Lambs are also frequently seen as symbols of Easter because of the association of the sacrificial lamb with Jesus, the Lamb of God.

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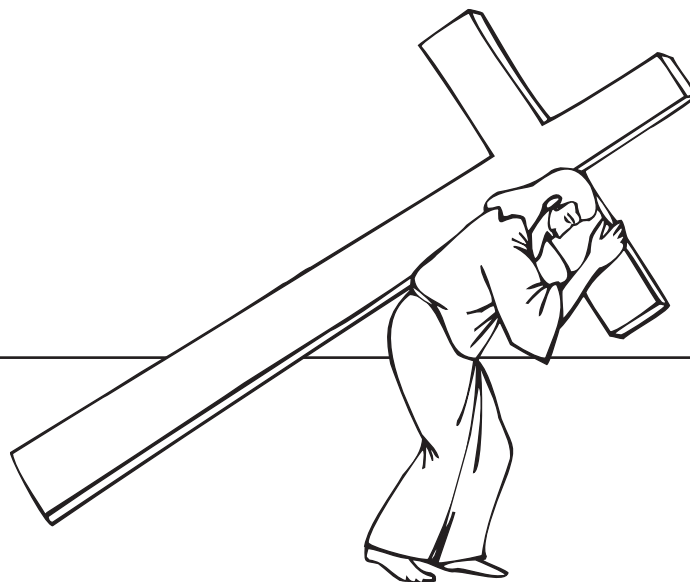
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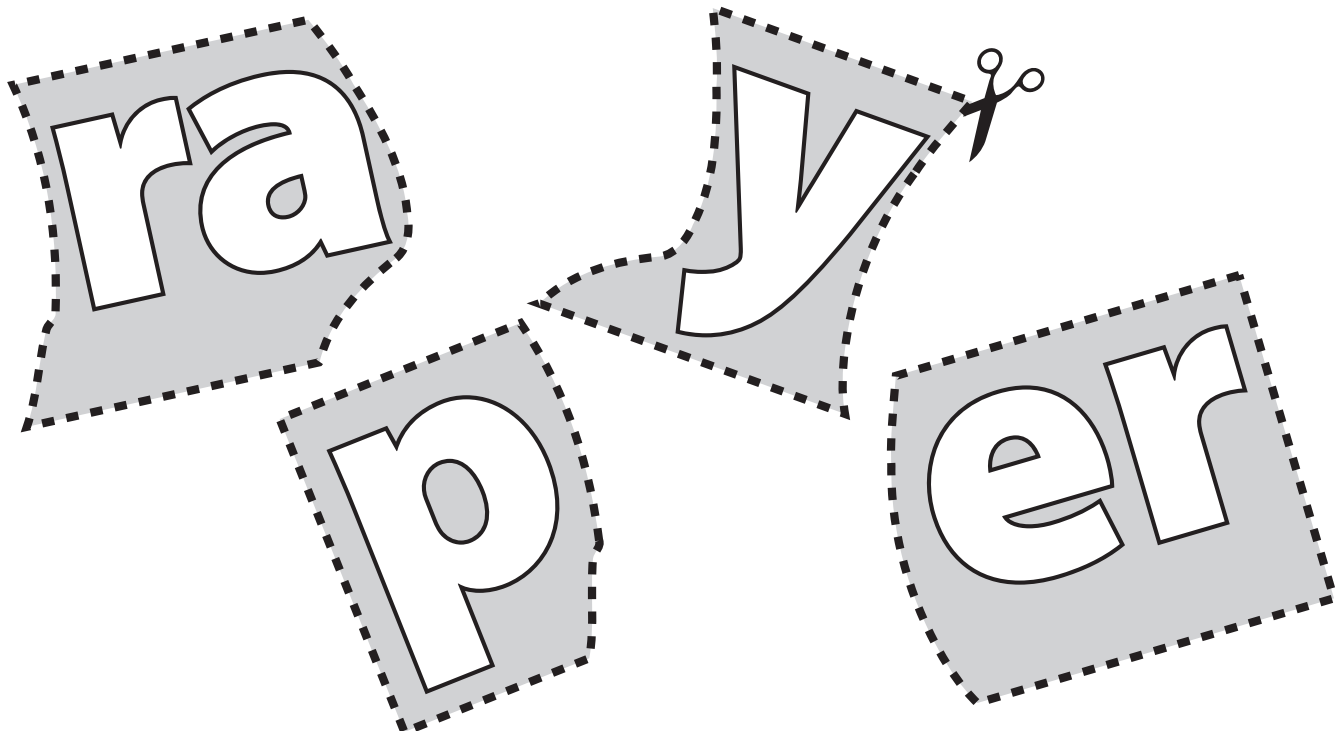


***Jesus Prays for Others***

Read John 17 in your Bible. Match each sentence to the Bible verse that tells something that Jesus prayed about in John 17. Write the letter on the line.

- \_\_\_\_\_ **1.** Jesus prayed that the disciples would be one. **a.** John 17:24
- \_\_\_\_\_ **2.** Jesus prayed that the disciples would be kept from the evil one. **b.** John 17:11
- \_\_\_\_\_ **3.** Jesus prayed that they would be sanctified, or made holy, by truth. **c.** John 17:21
- \_\_\_\_\_ **4.** Jesus prayed that the world would believe. **d.** John 17:17
- \_\_\_\_\_ **5.** Jesus prayed that the disciples would be where He was. **e.** John 17:15

Cut out the pieces below. Put them together to discover God's power for life.



*Jesus Prays for Others*

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# Chapel Lesson

## ***Praise***

(Psalm 145:3)

### **PREPARATION:**

- Cut **poster boards** in half lengthwise, and provide each student with a length of poster board, **tempera paints**, and a **large paintbrush**. Explain that the class will be participating in a chapel program on praising God.
- Write Psalm 145:3 on the board, and ask students to read the verse aloud. Erase a word or two, and then have students recite the verse again. Repeat this exercise until students have memorized the verse. Assign one of the following verses of praise to each student:

Psalm 7:17

Psalm 9:2

Psalm 21:13

Psalm 30:4

Psalm 33:1

Psalm 34:1

Psalm 35:28

Psalm 47:6

Psalm 47:7

Psalm 48:10

Psalm 51:15

Psalm 59:17

Psalm 66:2

Psalm 66:4

Psalm 66:8

Psalm 67:3

Psalm 69:30

Psalm 69:34

Psalm 71:8

Psalm 71:14

Psalm 79:13

Psalm 96:4

Psalm 99:3

Psalm 100:4

Psalm 106:1

Psalm 112:1

Psalm 113:1

Psalm 113:3

Psalm 117:2

Psalm 135:3

Psalm 145:2

Psalm 145:21

Psalm 146:1

Psalm 146:2

Psalm 147:1

Psalm 148:1

Psalm 149:1

Psalm 150:1

Psalm 150:2

Psalm 150:6

Direct students to look up their verse in the Bible and read it silently. Instruct students to use a pencil to write the words of their verse on one side of the poster board. Assist students in using a paintbrush and paint to write their Scripture reference in large, legible print on the other side of the poster board. Make sure the wording on each side is facing upright. Encourage students to spend time memorizing their verse while the paint on their poster board dries. Place students in pairs to practice their verses aloud.

- Obtain the lyrics and, if possible, a sound recording for “How Great Is Our God” by Chris Tomlin and “Praise God from Whom All Blessings Flow (The Doxology)” by Thomas Ken. Practice singing the chorus lyrics from “How Great Is Our God” and the full song lyrics from “Praise God from Whom All Blessings Flow (The Doxology)” so that students will be familiar with the words.

- Obtain **two microphones** and set them onstage several feet apart. (Microphones are optional.)



Have students stand onstage, holding their poster board in front of them. Make sure they hold it high enough so the audience can see their Scripture reference. Begin the program by having students recite Psalm 145:3 in unison. Display and sing the chorus lyrics from “How Great Is Our God,” inviting the audience to sing along. Use the sound recording for accompaniment, if available.

Following the song, direct students to form two lines onstage and take turns reciting their Scripture reference and verse. If microphones are used, have students line up behind each microphone and alternate reciting their verse. (The verses of praise may be recited in any order.) Remind students to hold their poster board in front of them as they recite their verse. Encourage them to enunciate and project their voice so the audience can hear them. Tell students to reference the back side of their poster board if they need help with the words. After sharing their assigned verse, students should return to either side of the stage and wait quietly while the remaining students recite their verses.

In closing, display and sing the lyrics from “Praise God from Whom All Blessings Flow (The Doxology),” inviting the audience to sing along. Use the sound recording for accompaniment, if available. Following the song, have students raise their poster board high above their head as they recite Psalm 145:3.