



HAPPY
Easter
He is Risen

***Purposeful Design
Elementary Bible Series***



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publications
A Division of ACSI

Grade 3 Lesson

★ PREPARATION

Write the words *cause* and *effect* on the board. Underneath *cause* write the following phrases: *Because God loves you, Because Jesus died for you, Because Jesus conquered death and rose from the dead.* (Introduction)

↻ EXTENSION

4A Make a copy of **BLM 29B Easter Bingo Grid** for each student, and make one copy of **BLM 29C Easter Bingo Clues**. Cut apart the clues. Have students choose nine of the words at the top and write them in any order on the grid. Use **JELLY BEANS** as board-game markers. Randomly choose a clue to read and have students place a marker in the space where the word or words match the answer to the clue. When they have marked three jelly beans in a row, direct students to call out “Easter Bingo” and everyone can eat the jelly beans on the card. Continue play until all clues have been read. If you want to continue playing, let students erase and change some of the words on the grid.

4B Obtain and play an audio recording of the Easter song “Hope’s Song” by Rebecca St. James from the Veggie Tales **DVD An Easter Carol**. If possible, show the DVD to the class. Sing other Easter songs familiar to the students, such as Mary Rice Hopkin’s song “Easter Rise Up.”

Introduction ★

Explain that a cause is the reason something happens, and the effect is what happens as a result. Read each phrase under the heading of *cause* and encourage students to name an effect for the following statements:

Cause	Effect
Because God loves you ...	(He sent Jesus to die for you.)
Because Jesus died for you ...	(you can have forgiveness of sin.)
Because Jesus conquered death and rose from the dead ...	(you can have eternal life.)

Express to students that they will learn about the effect of Jesus’ last words on the earth and His ascension.

Directed Instruction ↻

Explain that the time from when Jesus was resurrected until He ascended into heaven was a period of 40 days. During this time, He appeared to many people. He instructed the disciples to go, share the gospel, and baptize people throughout the world (Matthew 28:19–20, Mark 16:14–18). Alert students to listen as you read **Acts 1:1–8** to discover an additional direction Jesus gave to the disciples. (**Wait in Jerusalem for the Holy Spirit.**) Explain that sending the Holy Spirit meant that the disciples would receive help and be filled with power needed to continue Jesus’ selfless work on the earth.

Read **Acts 1:9–11**. Ask students how Jesus’ majestic departure occurred. (**He rose into the sky and disappeared in a cloud.**) How will He return? (**He will return in the same way.**) Emphasize that when Jesus returns to the earth, people will see Him clearly. This event is frequently referred to as *the second coming*.

Explain that after Jesus ascended into heaven, the disciples returned to Jerusalem, went into an upper room, and began to pray along with Jesus’ mother, brothers, and other women—about 120 people in all (Acts 1:12–15). The 12 disciples had spent three years learning from Jesus, and they had seen Jesus after His resurrection with their own eyes (all except for Judas). They received instructions from Jesus, and then witnessed His ascension into heaven. Now it was up to the disciples to show unselfishness by obeying His command to wait for the Holy Spirit in Jerusalem and then share the gospel with others until the day Jesus returns.

Help students understand that when Jesus returns, believers will share in the victory of Jesus’ resurrection. Earthly human bodies break, get sick, and die. Because Jesus conquered death, believers will enjoy the everlasting effect, or result, of His victory. Believers, whether alive or dead at the time Jesus returns, will receive new bodies perfect for living in heaven. God’s omnipotent Spirit will make these bodies alive. Spiritual bodies will not break, get sick, and die. Instead, these bodies will share Jesus’ victory over

Name _____

BLM
29B


Easter Bingo Grid

Write one of the following words or phrases in each square below. Use any order you choose.

angel
bread
empty tomb
disciples
over 500 people

kiss
prayer
eternal life
cross
palm branches

ascension
Passion Week
Lord's Supper
Good Friday
Easter

1. Read John 3:16. Write an explanation about what Jesus did to show His great love for you.
- _____
- _____

2. Look up each Scripture and draw a picture in the space to show what happened based on the verses.



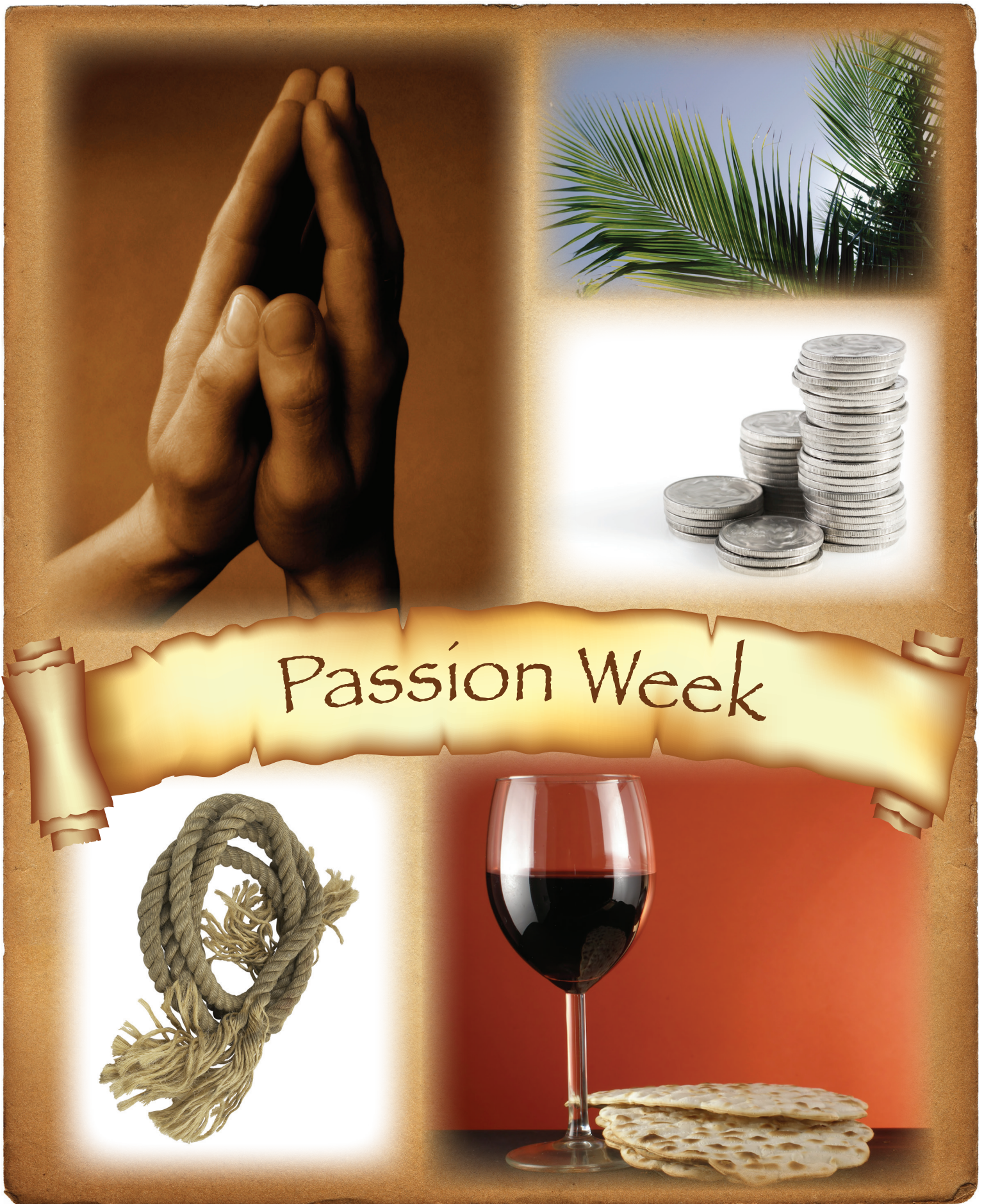
Matthew 26:26–30

John 17:1–5

Matthew 26:14–16

John 12:12–19

3. Write the numbers 1–4 in the circles above to show the correct order of the events.



Passion Week

Chapel Lesson

Name Above All Names

(Genesis 49:8–10, Isaiah 9:6, Psalm 24:7–10, Revelation 19:16, John 1:29, John 10:14–15, Revelation 1:8, Philippians 2:9–11)

PREPARATION:

- Design a large mural with the name *Jesus* painted on it. The mural can be made from a long piece of **bulletin board paper** and painted with **tempera paint**. Hang the mural on the back wall of your worship area as a backdrop.
- Invite students to make 10 banners from **felt** or sturdy paper. Banners should be small enough for one student to carry, but large enough so that others can read the names of Christ on the banners from a distance. Write the names on the banners as follows:
(1) *Lion of Judah*; (2) *Wonderful, Counselor*; (3) *Mighty God*; (4) *Everlasting Father*;
(5) *Prince of Peace*; (6) *King of Glory*; (7) *King of Kings, Lord of Lords*; (8) *Lamb of God*;
(9) *Good Shepherd*; (10) *Alpha and Omega*.
- Hang a **clothesline** along the bottom of the mural. Obtain **20 clothespins** or **binder clips**. Students will use two to attach each banner to the clothesline beneath the backdrop mural. (Alternate methods may be used to attach banners to the mural.)
- Select 2 of your best readers to be Narrators and 10 students to be Readers. Select 10 additional students to be Banner Bearers to carry banners and attach them to the backdrop. If you have more than 22 students in your class, invite additional students to help hang the banners, lead singing, or take offering.
- Some students will need to read a passage from the Bible. Have them place a bookmark in their Bible so they can easily find the reference.
- Obtain audio recordings of worship songs that feature various names of Christ in the lyrics. If possible, make copies or project the words so that the audience can join in singing. (Include a complete copyright line crediting songwriters and date.) Consider using a song based on Isaiah 9:6, a song that acknowledges Jesus as king, and a song that exalts Jesus' name above all other names.
- Place a **microphone** (optional) at center stage.



(Readers and Banner Bearers line up offstage in order. Readers should have their marked Bible. Banner Bearers should be holding their respective banner.)

Narrator 1: Welcome to the third-grade chapel called “Name Above All Names.” I wonder how many of you know the meaning of your first name. *(Narrator 1 asks for a show of hands.)* It’s interesting to find out the history and the meaning of our names. The Bible has many different names for Jesus.

Narrator 2: Today we’ll be learning some of His names and what they mean. In the book of Genesis, we read about how God divided His people, Israel, into 12 tribes. One of these tribes is called *Judah* and is pictured as a lion.

(Reader 1 and Banner Bearer 1 enter the stage. The banner should be visible to the audience.)

Reader 1: God told His people that the Savior would come from the tribe of Judah. Genesis 49:8–10 reads: *(Reader 1 reads the passage and Banner Bearer lifts the banner high.)* This passage is about Jesus Christ. Jesus’ earthly parents were from the tribe of Judah. In Revelation 5:5, Jesus is called *the Lion of Judah*.

(Banner Bearer 1 hangs Banner 1—Lion of Judah on the mural.)

(Readers and Banner Bearers 2, 3, 4, and 5 walk to center stage. Banners should be in the following order: (2) Wonderful, Counselor; (3) Mighty God, (4) Everlasting Father, and (5) Prince of Peace.)

Narrator 1: Through the Old Testament, we can find words to describe Jesus, the Messiah. These words were given to people called *prophets*. They preached and wrote the words God gave them.

Narrator 2: One of these prophets was Isaiah, who wrote Isaiah 9:6. This verse says: *(Narrator 2 reads the passage.)*

(As Readers speak, Banner Bearers should lift their respective banner.)

Reader 2: The names *Wonderful* and *Counselor* speak of Jesus as a wise king.

Reader 3: The name *Mighty God* speaks of Jesus as a powerful warrior who will triumph over evil.

Reader 4: The name *Everlasting Father* speaks of Jesus as an eternal, compassionate, and protective Father.

Reader 5: Finally, the name *Prince of Peace* speaks of Jesus as the source of peace for individuals and society.

(Banner Bearers hang their respective banner on the mural. Teacher plays the worship song based on the words from Isaiah 9:6 and invites students to sing along.)

(Readers and Banner Bearers 6 and 7 walk to center stage at the end of the song. Banners should be in the following order: (6) King of Glory and (7) King of Kings, Lord of Lords.)

Narrator 1: *Prince of Peace* is just one kingly name for Jesus. Psalm 24 calls Him *the King of Glory*.

Reader 6: Psalm 24:7–10 reads: *(Reader 6 reads the passage.)* These verses picture Jesus as a victorious king returning to His heavenly city after He has conquered evil.

Reader 7: In Revelation 19:16, Jesus is called *King of Kings and Lord of Lords*. Jesus is Lord of all!

(Banner Bearers hang the banners on the mural. Teacher plays a worship song with lyrics that include the words King of Glory or King of Kings, Lord of Lords.)

(Readers and Banner Bearers 8 and 9 walk to center stage at the end of the song. Banners should be in the following order: (8) Lamb of God, (9) Good Shepherd.)

Narrator 2: As we have just seen, some of the names of Jesus describe His kingly nature. But other names tell us about His humble nature. One of these names is *Lamb of God*. In the Old Testament, Jewish people offered sacrifices of perfect, spotless lambs to pay for their sins.

Reader 8: When Jesus came to Earth, He offered Himself as the sacrifice to pay for the sins of the whole world. Because He was sinless, Jesus was like the spotless lamb. That is why John the Baptist called Jesus *the Lamb of God*. John 1:29 says: *(Narrator 2 reads the passage.)*

Reader 9: The Bible also calls Jesus *the Good Shepherd*. In the Gospel of John, Jesus compares Himself to a shepherd who would give up His own life to save the lives of His sheep. John 10:14–15 says: *(Reader 9 reads the passage.)*

(Banner Bearers hang the banners on the mural. Teacher plays song with lyrics including the name Lamb of God or Good Shepherd.)

(Reader and Banner Bearer 10 walk to center stage at the end of the song. The final banner is (10) Alpha and Omega.)

Narrator 1: As we near the end of our chapel program, it is fitting that we use the name of Jesus that means *the beginning and the end*.

Reader 10: The letter *alpha* is the first letter of the Greek alphabet; the letter *omega* is the last letter. This name of Jesus shows His eternal nature. He is the Beginning and the End. The words *alpha* and *omega* describe Jesus in Revelation 1:8, which reads: (*Reader 10 reads the verse.*)

(*Banner Bearer 10 attaches his or her banner to the mural.*)

Narrator 2: Our program would not be complete without mentioning the name above all names, Jesus Christ. He is the Name Above All Names because He is the only true God. Someday, everyone will recognize Jesus as Lord.

Narrator 1: Philippians 2:9–11 states: (*Narrator 1 reads the passage.*)

Narrator 2: One day, we will all praise God together.

(*Teacher closes with a song that acknowledges that Jesus is the Name Above All Names.*)