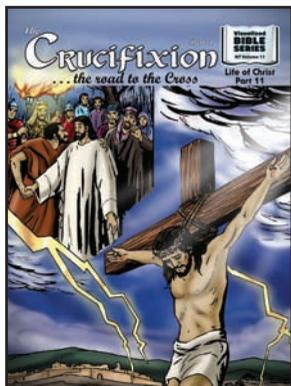


Student Activities for New Testament Volume 11



The Crucifixion Part 1

Developed by Frances Sears, Edie Cunningham and Karen E. Weitzel
Typesetting and Layout: Patricia Pope

© Bible Visuals International, PO Box 153, Akron, PA 17501-0153
Phone: (717) 859-1131 www.biblevisuals.org

All rights reserved. Printed in the United States of America.
International copyright regulations apply. No duplication for resale allowed.
No part of this document may be reproduced without written permission except where indicated.

MEMORY VERSE TOKENS

Duplicate the memory verse tokens (masters found on pages 10 and 11), making one token for each student in your class.

MEMORY VERSE POSTER

Enlarge and color the poster on page 12 or enlarge the poster on page 13 to use for teaching the memory verse.

STUDENT COLORING PAGES

Permission is granted to make one copy of pages 14 through 29 for each student in your class. For best results, set your copier to "text mode" and not "photo/grayscale mode" if this feature is available to you.

Lesson 1

THE ENTRY INTO JERUSALEM

HANDOUT: Who's In Control?

Prepare: Duplicate the handout on page 3, making one copy for each student in your class.

Teacher: After students have filled in their answers, review them. Select one of the statements answered with ME. Have a time of silent prayer asking Jesus to control that weak area in which they need help.

WORD GAME: Tell It Like It Was

Prepare: Duplicate the handout on page 4, making one copy for each student in your class.

Answer Key: 1. donkey 2. robes, branches of trees, palms 3. King 4. house 5. Palm 6. wept 7. enemies 8. King

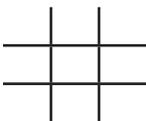
Lesson 2

JUDAS, THE BETRAYER

REVIEW GAME: Tic-Tac-Toe

Prepare: Use a chalkboard or construction paper to draw a tic-tac-toe grid (pictured right).

Directions: Divide your group into two teams. Name one team *X* and the other team *O*. Ask team *X* the first question. If answered correctly, the person who answered it may put an *X* in any of the 9 spaces. Play then goes to team *O*. If their question is answered correctly, an *O* can be drawn in any of the remaining spaces. Play continues with the object of each team to get three of their symbols in a row in any direction: up, down or diagonally.



1. Mary showed her love for Jesus by pouring _____ (*perfume*) over his head.
2. Mary dried the feet of Jesus with her _____ (*hair*).
3. Judas and some of the other disciples were very _____ (*upset*) at Mary for what she had done with the perfume.
4. Judas felt the perfume should have been sold and the money given to the _____ (*poor*).
5. Judas didn't really care about poor people. What he really cared about was the _____ (*money*).

6. Jesus told Judas to let Mary alone, for she poured the perfume to prepare Him for _____ (*burial*).
7. Judas went to the chief priest and determined to help him arrest Jesus for the payment of _____ (*30 pieces of silver*).
8. Jesus was meeting with the disciples in an upper room for the _____ (*Passover*) meal.
9. At the meal Jesus said one of the disciples would _____ (*betray*) the Son of God.
10. Jesus said, "It is the one to whom I shall give this piece of _____ (*bread*) after I have dipped it in this dish."
11. Even though Judas had been with Jesus three years, his sinful _____ (*heart*) had never changed to trust in Him as the Son of God.

GROUP DISCUSSIONS: What a Character!

Directions: Divide the class into small groups of four or five. In each group, assign one person to be a recorder to write down their ideas of what kind of person Judas was according to the lesson. Have them list the attitude/actions of a true follower of Jesus. After discussing the lists, state that Jesus knew the heart of Judas, and He also knows our hearts. He knows if we are pretending or if we truly trust in Him as the Son of God.

Lesson 3

THE LAST SUPPER OF OUR LORD

TRAFFIC SIGNS: What Communion Means

Prepare: Enlarge the handout on page 5, making one copy for each student in your class.

Directions: Have the class color the top circle red, middle circle yellow and bottom circle green, or use color-coding labels. Color the rest of the light black. Cut out the three strips (right). Glue tabs behind the right side of the traffic light. Fold the three strips of paper back behind the light. Have the student flip each flap forward as you talk about each one.

SECRET CODE: Remember Me

Prepare: Duplicate the handout on page 6, making one copy for each student in your class.