

Sunday School Year 3 *Teaching Helps* audio files and study sheets

This CD contains the *Teaching Helps* audio files for the 39 lessons in the Christ-Light Year 3 Sunday School curriculum.

For each lesson there is an audio file for the lower grades (approximately grades 1-4) and one for the upper grades (grades 5-6). Choose the one for the grade level you teach.

Each audio file begins with a study presentation of the Bible lesson itself as well as pertinent background information. This presentation will help you prepare to teach the lesson. The second part of the audio file includes an interview with a teacher who provides tips for teaching the lesson and for teaching Sunday school in general.

A PDF file provides two pages of notes for each lesson, which will help you follow along as you listen to the audio file. One page corresponds to the presentation of the lesson, and the other is a checklist of points made by the teachers in the interview section. (A separate PDF file is provided for each of the upper level and lower level audio files.)

The audio files are in MP3 format so you can upload and listen to them on an MP3 player or on a computer.

The files are found in three main folders, one for each set.

01 Yr3 Fall

02 Yr3 Winter

03 Yr3 Spring

Each main folder contains two subfolders, one with the lower-grades files and one with the upper-grades files.

The MP3 file labels indicate the Sunday school year, 3_1_01; the set, 3_1_01 (Fall, Winter, Spring); and the lesson number, 3_1_01.

01 Yr3 Fall

Yr3FallLower

- 3_1_01CreationLower.mp3
- 3_1_02FirstSinLower.mp3
- 3_1_03CainAbelLower.mp3
- 3_1_14TeacherNotesLower.pdf

Yr3FallUpper

- 3_1_01CreationUpper.mp3
- 3_1_02FirstSinUpper.mp3
- 3_1_03CainAbelUpper.mp3
- 3_1_14TeacherNotesUpper.pdf

02 Yr3 Winter

Yr3WinterLower

3_2_01JonahLower.mp3

3_2_02ThreeMenLower.mp3

Yr3WinterUpper

3_2_01JonahUpper.mp3

3_2_02ThreeMenUpper.mp3

Use of Teaching Helps Audio Files

If a congregation has purchased the Teaching Helps CD, the Sunday school superintendent may use or distribute the files in a variety of ways. The Sunday school superintendent may make a copy of this CD for each teacher. The Sunday school superintendent may e-mail files to the Sunday school teachers. The files can also be posted on a congregation Web site, but **only if it is a secure Web site** (password protected). See the copyright information below. Or, if the pastor wishes, the Sunday school teaching staff may listen to the segments as part of the Sunday school teachers' meetings.

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Sunday School Teaching Helps

Listening Notes

**Year 3—Winter
Upper Grades**



*I am the light of the world.
Whoever follows me will never walk in darkness,
but will have the light of life.*

John 8:12
(NIV 1984)



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These lesson titles are taken from Grades 1-2 of the Christ-Light Sunday school religion curriculum.

Introduction

Teaching Helps Audio Files

We have prepared an audio file for each lesson. The file begins with a presentation of the Bible lesson followed by an interview with a teacher who provides tips for teaching Sunday school.

Teaching Helps Printable Notes

Included is a PDF document containing two pages of notes for each lesson. The first page corresponds to the presentation of the lesson. The second sheet lists the topics discussed in the interview.

Tips on sharing these files within your congregation:

The files on this disk are meant to be shared with your entire Sunday school staff. This can be done in a variety of ways.

You may wish to burn a CD for each teacher, including substitute teachers.

Small, inexpensive flash drives also work well. They could be provided by the teachers or the church. The files could be copied from a public computer located in the church.

If only the regular teachers have the files, when they use a substitute, they could attach the appropriate audio file and the PDF notes to an e-mail in time for the substitute to use it in preparation to teach the lesson.

The files can also be stored on your server and be made available through your Web site. However, you are permitted to do this only if the area on your Web site where the files are accessed is password protected.

We hope you will make these files readily available to everyone who will be teaching in your Sunday school. We also ask that you observe the limitations to sharing as described in the copyright statement.

Year 3, Winter, Lesson 1

God Sends Jonah to Nineveh—Jonah 1–3

Review

The last four lessons focused on the events surrounding the evil reign of Ahab and Jezebel. You taught accounts from the lives of Elisha, Elijah, Naboth, and Naaman.

Introduction

This week you will break away from those accounts and focus on another prophet, Jonah. Jonah is one of the earlier prophets. He lived about 80 years after Elisha, during the prosperous reign of Israel's king Jeroboam II. The only thing we know about Jonah, other than what we learn about him in his book, is from 2 Kings 14:25. There we hear that Jeroboam restored the borders of Israel "in accordance with the word of the LORD, the God of Israel, spoken through his servant Jonah son of Amittai, the prophet from Gath Hepher." Jonah's book contains very little actual prophecy. Rather, it relates the power of God's Word and his complete control over history.

God's Plan of Salvation

Jonah being swallowed by a large fish is perhaps the most striking part of the account, but it is not the most important. The fish simply served God's purpose of keeping Jonah alive after he was thrown into the sea and of getting him headed in the right direction. So be careful not to focus so much on the large fish that you let the heart of the lesson slip away.

This lesson tells us that God is concerned about the salvation of all people. Jonah's preaching to the people of Nineveh led them to repent of their sins and be saved. This lesson also tells us how God controls all history. God wanted to use the people of Assyria (whose capital was Nineveh) to be the agent of his wrath on the Northern Kingdom of Israel. Perhaps God's judgment on the Northern Kingdom would cause the Southern Kingdom, Judah, to repent of its sins. The wickedness of the people of Nineveh was so great, however, that God had determined to destroy them. So he sent Jonah to them in order to preach repentance and faith. The people of Nineveh repented, God did not destroy them, and later he used them to punish the Northern Kingdom.

The Account—Jonah 1–3

Chapter 1 “the great city of Nineveh”—This was the most powerful city in the world. It was also the capital of Assyria, which was in the process of becoming the next world ruler. **“Jonah ran away”**—To preach to God's rebellious people was hard enough. To preach to a heathen superpower must have been terrifying. **“and sailed for Tarshish”**—God told Jonah to go east, but Jonah went west. **“each cried out to his own god”**—The sailors would soon realize how powerless their own gods were and how powerful the God of Israel was. **“Tell us, who is responsible for making all this trouble for us?”**—The Lord often works in mysterious ways. He used Jonah's sin to open up for Jonah an opportunity to tell others about him. **“the men did their best to row back to land”**—The sailors came to faith in the God of Israel. They showed their faith by trying to save Jonah. **“At this the men greatly feared the LORD”**—God's miracles and Jonah's witness led the sailors to believe in the Lord and to worship him. **“a great fish”**—The fish is often considered to be a whale, but the Bible speaks only of a great fish.

Chapter 2 “From inside the fish”—Depending on your

age group, you may want to read Jonah's prayer in its entirety. It is a beautiful prayer in which Jonah describes his difficulty and then, in faith, praises the Lord for his deliverance, which Jonah knows will come soon. Note the graphic descriptions of being trapped in the belly of the fish. Jonah felt helpless ("the earth beneath barred me in forever"), but the Lord answered Jonah's prayer and saved him. **“Salvation comes from the LORD.”**—Our sins have trapped us in the inescapable pit of hell, but the Lord has saved us. Jonah experienced inescapable terror but saw how the Lord can deliver a person from that terror.

Chapter 3 “Forty more days and Nineveh will be overturned.”—Just think how helpless and vulnerable (humanly speaking) Jonah was. **“The Ninevites believed God.”**—But the Lord's powerful Word was at work. The people repented. **“the king . . . covered himself with sackcloth”**—He was the forerunner of the powerful kings of Assyria, who would attack and destroy the Northern Kingdom and almost destroy the Southern Kingdom. Yet he humbled himself under God's Word. The Lord did not destroy the people.

Year 3 Winter Lesson 1

3_2_01—God Sends Jonah to Nineveh

Upper

Suggestions for being selective in planning your lesson.

Take confidence in the fact that God's Word does the work.

Establish routine. Give the children a chance to visit beforehand.

Tips for keeping organized, especially if you don't have your own room.

Apply the lesson to yourself first.

Keep the aim as the focus of your lesson.

Discussion on the question, "Is it possible to run away from God?"

Use the top five list.

Come up with one sentence to summarize the whole lesson: "six-word memoir."

The Three Men in the Fiery Furnace—Daniel 1,3**Review**

Last week's lesson, the account of Jonah, took place when the Northern Kingdom was still in existence. Quite a few things have happened since then. The Northern Kingdom was taken into captivity by the Assyrian empire (whose capital was Nineveh). Another nation, Babylon, had taken Assyria's place as the dominant world power. Babylon had attacked the Southern Kingdom of Judah and had deported most of its people to Babylon. That's where we find ourselves in this week's lesson.

Introduction

The first half of the book of Daniel is filled with interesting, powerful, and entertaining stories. But these accounts are more than that. Daniel and his three friends were among the first exiles from Judah to be taken to Babylon. The king of Babylon was always on the lookout for promising administrators whom he could train to work in the Babylonian government. His eyes fell on Daniel and his friends, who quickly became leading administrators in the city of Babylon itself. For nearly the entire time the people of Judah were captives in Babylon, Daniel was an administrator there. He served under all the kings of Babylon.

God's Plan of Salvation

The accounts of Daniel and of his three friends are more than just stories that show us how powerful God is. That, of course, is true. However, everything that happened was designed by God to show the kings of Babylon that the people of Judah were a unique people, followers of the true God. The Babylonians may have taken the people of Judah captive, but God, not they, had caused this to happen. He was disciplining his people. In his grace and because of his promise to Abraham, he would restore his people to the Promised Land. While they were in Babylon, the Lord saw to it that the Babylonians respected and honored them. But every so often the Lord had to display his glory through another miracle to humble the king and his people. That is the reason behind these accounts.

The Account—Daniel 1,3

Chapter 1 “and qualified to serve in the king’s palace”—This is how the four Jewish men rose to positions of authority in Babylon. **“Daniel resolved not to defile himself with the royal food and wine”**—The Jewish people had laws through which they worshiped the Lord. Some of those were dietary laws. By asking the man in charge of the “training program” to exempt the Jews from eating the king’s food, Daniel was practicing his faith. **“I am afraid of my lord the king”**—The official in charge of the training program did not want his trainees appearing gaunt or undernourished. His position was at stake. He allowed a ten-day trial, however. **“they looked healthier and better nourished”**—The Lord had blessed the Jewish young men. Whether or not their food would naturally have given them a healthier look is beside the point. The Lord blessed their act of faith by causing their food to make them healthy. **“To these four young men God gave knowledge and understanding”**—The key to their success was not their study habits or natural abilities, although they may have had these qualities too. The key was God’s blessing. He gave these men what they needed in order to do his work among the Babylonians. **“ten times better”**—God did not scrimp in blessing his people. There is a wonderful lesson here. Depend on the

Lord’s blessing and not on your own strength. His blessing is the key to everything we have in our lives. **“until the first year of King Cyrus”**—Cyrus was the first king of the next world power, the Persians. Cyrus would allow the Jews to return to the Promised Land.

Chapter 3 “image of gold”—This was an idol, perhaps representing the power of Babylon or its gods. **“Then what god will be able to rescue you from my hand?”**—A clear challenge to the true God, but it also sets up an opportunity for the three men to bear witness to the Lord’s power. **“and he will rescue us”**—The three men used this opportunity to testify to the true God. **“But even if he does not . . .”**—This is perhaps the most powerful thing they said. Their faith would remain even if God chose not to spare them from death. **“the flames of the fire killed the soldiers”**—What a contrast to what would happen to the three men! They lost nothing but their bonds. **“who has sent his angel”**—The king knew who the fourth man in the furnace was. **“for no other god can save in this way”**—The king got the point. The God of Israel was far more powerful than any other god. He decreed that no one was to say anything against the true God. Through the faith of the three men, the Lord brought about a great victory for his honor and glory.

Year 3 Winter Lesson 2

3_2_02—The Three Men in the Fiery Furnace

Upper

Read through the entire Christ-Light material early so you can have props ready for the lesson.

Children like to envision what life was like in the past.

Discuss how to deal with challenges to one's faith and how a child can stand up for what he or she believes in.

Use a talk show format to do a review.

Daniel in the Lions' Den—Daniel 6**Review**

Last week's lesson was the three men in the fiery furnace. This account took place during the reign of Nebuchadnezzar, when Babylon was at the height of its power. The Babylonian kingdom did not last long. Because of their pride, the Lord chose to overthrow them. Another kingdom from the east, the kingdom of the Medes and Persians (usually referred to simply as the kingdom of Persia), captured the city of Babylon and overthrew their empire. Today's lesson takes place when Darius, the first ruler of the new kingdom, was ruling in Babylon.

Introduction

Remember, the Lord used Daniel and his three friends to show the Babylonian kings that he, the Lord, was the true God. He, not the Babylonians, was responsible for sending his people, the Jews, into exile. Since a new king was in control, it was necessary for the Lord to impress this fact on him. The Lord does this in our lesson for this week.

God's Plan of Salvation

The account of Daniel in the lions' den is a great story to tell. There is a natural suspense in the account that will catch the children's attention, especially if this is the first time they have heard it. Work to tell them how this account fits in with God's plan of salvation. God had promised to give his people the land of Canaan and someday to send them a great king who would rule over the world. That, of course, will be Jesus, who is now gathering his kingdom through the preaching of the gospel.

The new king of Babylon, Darius the Mede, needed to be shown that not he but the king of the Jews was in control of all things. He had to learn that everything that happened on the world stage happened as it did for the sake of God's people. "Yes," the Lord was saying, "they are under your control, but remember that you yourselves are under my control. You are serving me and my people by being my agent to discipline my people. I am using this captivity to turn them from the idolatry they practiced for so long. I am doing this so that I can fulfill my promises to Abraham and keep my plan of salvation on track."

The Account—Daniel 6

6:1-9 "one of whom was Daniel"—Daniel was quite old by now, yet he continued to be the tool God used to reveal himself to the powerful leaders in control of the world. **"the king planned to set him over the whole kingdom"**—We see how God continued to bless Daniel. Imagine, a lowly Jewish man having administrative control of the Persian Empire! **"unless it has something to do with the law of his God"**—These jealous men could not pit themselves against Daniel. So now they would try to pit themselves against his God. This was not a wise thing to do. **"that anyone who prays to any god or man"**—They played into the king's pride and vanity. But they had no concern for the king. They wanted only one thing, to get Daniel killed.

6:10-14 "Now when Daniel learned that the decree had been published, he . . . prayed, giving thanks to his God, just as he had done before."—What an example for us and our children. He was about to lose his life, yet his prayer did not contain complaints or anxious requests for help. He simply thanked the Lord, as he had always done. **"When the king heard this, he was greatly distressed"**—Evidently, the king did not

realize how this would affect Daniel. Now he must have begun to realize how his administrators had played him for a fool.

6:15-18 "no decree or edict that the king issues can be changed"—At this point the king must have clearly seen the treachery in the hearts of his administrators. **"May your God, whom you serve continually, rescue you!"**—The king did not understand that the God of Israel is the only true God, who will not give his honor to another—even for 30 days. Perhaps Daniel's God would be able to do what no other god could do.

6:19-28 "because he had trusted in his God"—This is a wonderful encouragement to us and our children. **"For he is the living God and he endures forever; his kingdom will not be destroyed, his dominion will never end."**—Darius now submitted himself to the God of Israel. He knew well that all earthly kingdoms (and, for that matter, the gods of those kingdoms) would rise and fall. But he confessed that one kingdom would endure forever, the kingdom of the living God. We are privileged to know that king, Jesus, who has made us part of his kingdom of forgiveness and mercy.

Year 3 Winter Lesson 3

3_2_03—Daniel in the Lions' Den

Upper

Note the aim: How did Daniel dare to stand alone in a dangerous situation?

The idea for using a set of dominos to illustrate Daniel's courage.

Discuss: Why did Daniel pray out in the open and invite trouble rather than avoid it?

God gives us what we need to face danger.

Year 3, Winter, Lesson 4
Queen Esther—Esther 1–10

Review

Depending on the age level of your children, you will want to explain a bit about when this account took place. After Darius, Cyrus the Persian assumed the throne of the Persian Empire. He allowed the Jews to return to the Promised Land where they rebuilt the city of Jerusalem and restored God's temple.

However, only a relatively small number of Jews returned to the Promised Land. Most chose to remain in Babylon where they had put down roots and where their homes and businesses were located. The account for this week took place in the capital of the Persian Empire, the city of Susa, located to the east of Babylon. The king of the Persian Empire at this time was a man named Xerxes.

Introduction

This lesson would make a good novel. It has all the elements that hold our attention. Your main goal as a teacher will be to understand the events as they happened and tell the story. One way of teaching the account is to carefully choose sections for the children to read and then fill in the details. For the younger children, you will want to use your best storytelling skills. Here's the basic outline:

- Xerxes was looking for a new wife. He chose a Jewish girl named Esther, not knowing she was a Jew.
- Esther's uncle, Mordecai, who had cared for her since her youth, learned of a plot against King Xerxes and reported the plot to Xerxes.
- Xerxes elevated a man named Haman to a high position. All the other officials were required to show him the kind of honor only God should receive. Mordecai refused to honor Haman.
- In anger, Haman got the king to issue a decree that on a certain day, Jews could be killed by anyone who wanted to kill them. Of course, Haman's decree was aimed directly at Mordecai.
- Mordecai wanted to save his people. He persuaded Esther to ask the king to reverse the decree, a very risky proposition at best. When Esther objected, Mordecai told Esther, "Who knows but that you have come to royal position for such a time as this?" (Esther 4:14).
- Esther invited the king and Haman to a banquet. Haman was elated, but when he saw Mordecai, he became angry. He satisfied his anger by building gallows for Mordecai.
- By chance, the king read the account of Mordecai's act of saving him from the plot against his life. He called in Haman and told him to lead Mordecai around the city in honor of what he did. Haman was crushed.
- The king and Haman attended Esther's second banquet. During the course of the meal, Esther revealed the plot against her people. When the king asked her who was responsible, she pointed to Haman.
- The king rushed out of the room in anger. Haman appealed to Esther, literally throwing himself at her mercy. When the king returned, he thought Haman was molesting his wife.
- Haman was hanged on the gallows he had built for Mordecai. The king allowed the Jews to defend themselves against their enemies, which they did. In this way God saved his people.

God's Plan of Salvation

The main point of this story is that God saved his chosen people from extermination. Although the account took place far from the Promised Land, the king's decree to exterminate the Jews applied not just to the Jews living in the heart of the empire but to all Jews no matter where they lived.

From the books of Ezra and Nehemiah, we learn that the people living around the Jews hated them. If Xerxes' decree had gone into effect, these people would have certainly annihilated the Jews and the fulfillment of God's promise of a Savior through Abraham's descendants would have been stopped. Through Esther, God saved his people and kept his promise of salvation alive.

Year 3 Winter Lesson 4

3_2_04—Queen Esther

Upper

Personal suggestions for using the Christ-Light material.

Setting the stage for making Sunday school less like “school.”

Keep the structure of the lesson, but also keep a certain level of spontaneity.

Suggestions for preparing to teach the lesson.

Use laughter.

Year 3, Winter, Lesson 5

Job—Job (Selected Verses)

Review

The book of Esther, which you taught last week, is the last of the historical books in the Old Testament. It took place several hundred years before the Savior was born.

Job is the first of the “poetical” books, so in our Bibles it is placed after Esther. But the account of Job took place some 1,700 years before Esther. The Bible doesn’t tell us exactly when Job lived. He may have been a contemporary of Abraham. Solomon may have been the writer of the book.

Introduction

This account teaches us about how to endure suffering. But it goes far beyond a grin-and-bear-it mentality. It teaches us how to deal with suffering as a believer.

The Christ-Light materials deal with different sections of the book of Job, depending on the ages of the children. You will want to focus on those chapters appropriate to your age group. In these notes we will look at the heart of this book so you will feel more comfortable with it yourself.

God’s Plan of Salvation

The point of this book is directly related to God’s plan of salvation. The question is, does the suffering that comes into our lives mean that God does not love us or that he is punishing us for our sins? Does our suffering contradict God’s plan of salvation?

The first thing the book of Job teaches us is that God himself sends suffering into our lives. We cannot merely say that he “allows” suffering. In 1:21, Job confessed that the Lord gives and the Lord takes away. In 2:3, in a conversation with Satan, the Lord himself referred to what he, not Satan, did to Job: “Though you incited *me* against him . . . without any reason.” Satan acknowledged that he was only a tool in God’s hands. In 2:5, when Satan wanted to cause Job more suffering, he urged God to send him more: “Stretch out *your* hand and strike his flesh and bones, and he will surely curse you to your face.” God used Satan to carry out his will, but he, the Lord, was behind Job’s suffering.

With that in mind, we can better understand the struggle Job had. Part of his struggle was with the losses he suffered and the pain he had to bear. But the worst part of his suffering was how his three friends unwittingly tried to undermine his faith in God’s grace and mercy. Job’s three friends tried to convince him that true religion was a religion of works. If Job would only repent of his sin and do better, God would take his suffering away. Job, on the other hand, loved the Lord, had served him, and knew he did not “deserve” what he was suffering, as his friends claimed.

So the real struggle Job had was between himself and God. More accurately, we might say that Job’s struggle was between God and God, that is, between the God he knew to be a God of grace and forgiveness and a God who seemed to be punishing him and demanding more than the humble faith and service Job had been offering him. This is the struggle that all Christians have when they suffer. The temptation is to doubt God’s love in Christ. We are tempted either to curse God and die, as Job’s wife suggested, or to fall into work righteousness and try to get out of suffering by being a better person, which is what his friends suggested. But Job clung to his faith in God’s love, even though he did complain and question why God was sending him such great suffering. In his grace, God kept Job in the faith.

The Account—Job (Selected Verses)

13:15 “**Though he slay me, yet will I hope in him**”—Job knew that God loved him. Job also knew that as a believer, he had served God in his life. Nothing, not even death, could take away his hope.

19:25 “**I know that my Redeemer lives**”—Job

confessed his faith in the coming Savior. Through the Savior, Job would see God with his own eyes. No matter how much Job’s suffering seemed to indicate that God did not love him anymore, Job knew that his Redeemer had paved the way for him to live in joy in God’s presence eternally.

Year 3 Winter Lesson 5

3_2_05—Job

Upper

Discuss patience and persistence as you teach the account of Job.

God can use painful lessons to teach us.

Discuss Job's friends and the effect they had on him.

Craft project idea: a laminated bookmark.

You might want to try role playing to reinforce the truths of the lesson.

Year 3, Winter, Lesson 6

Simeon and Anna See Jesus—Luke 2:21-40

Review

The Christ-Light lessons now shift to the New Testament. This week's account is the presentation of Jesus in the temple. This event comes immediately after Jesus' birth. Depending on your class, you may want to review the story of Jesus' birth in Bethlehem. Perhaps a series of questions would help you learn how much your children know about his birth.

Introduction

A number of Old Testament laws came into play. One was the law of circumcision. When a boy was eight days old, he was circumcised. This set him apart as a member of God's chosen people. Circumcision symbolized the cutting off of the sinful nature and being purified by faith. It was at this time that a Jewish boy was named.

The second was the law of purification. Because of all the blood and emissions associated with childbirth, a woman had to purify herself for 40 days after she gave birth to a son. (See Leviticus chapter 12.) Purification rites required a sacrifice. Poor people had to offer two doves or two young pigeons.

The third was the law of dedication. (See Exodus 13:2.) The Lord "owned" all the firstborn of the Israelites, and unless the children were to serve the Lord full time, they had to be bought back by the parents for five shekels of silver.

God's Plan of Salvation

There are many gospel elements in this story. Simeon was awaiting the "consolation of Israel," that is, the person who would console them with freedom from the captivity of sin. Simeon's song of praise to God contains many of the gospel elements:

- Simeon asked the Lord to dismiss him in peace. Simeon could die in peace since he had seen his Savior.
- Simeon confessed that in seeing Jesus, he had seen the Lord's salvation.
- God's salvation would not be a secret. Through the preaching of the gospel to all nations, Jesus would become known to all people.
- God's salvation was also for the Gentiles, who were living in darkness.
- God's salvation would bring glory to God's people, for the Savior had been born into their nation.

Anna also spoke about how the child Jesus was linked to God's plan of salvation. He would be the one to redeem Jerusalem. The "redemption of Jerusalem" is symbolic language for the salvation that Jesus would win for all people when he died for the world's sins and freed all people from their greatest enemies: sin, death, and the devil.

The Account—Luke 2:21-40

2:21-33 "**It had been revealed to him**"—We don't know anything about how this took place. Possibly the Lord spoke to him directly or in a dream. "**the Lord's Christ**"—In other words, the Lord's Messiah, the one anointed by God to redeem us from our sins. "**Simeon took him in his arms**"—How surprised Mary and Joseph were! But all this would help them understand who their child actually was.

2:34-40 "**the falling and rising of many in Israel**"—Many would stumble over the Savior, like the Pharisees

who refused to believe Jesus' message of forgiveness. But many would rise, that is, they would come to life through the Savior's message. "**a sign that will be spoken against**"—Recall the many in Israel, especially Israel's leaders, who rejected Jesus. "**And a sword will pierce your own soul too.**"—Simeon was speaking directly to Mary. Think of Mary sitting at the foot of the cross, seeing her son hanging there. Along with the blessings she would receive, she would suffer when she saw what the world would do to her son.

Year 3 Winter Lesson 6

3_2_06—Simeon and Anna See Jesus

Upper

A discussion on building on the lesson—adding more and more complicated material—as the children get older.

A teacher experiences the joy of watching children grow over the years.

Suggestions for helping the children understand terms and locate various places talked about in the lesson.

Have the children participate in the preparation of crafts and in helping with certain parts of the lesson.

Pray for God's help to teach his children.

Set the stage for the lesson, letting the children know what they will experience in the lesson.

Strive to know your children better, and let that suggest how you will teach.

Keep the children from being distracted by the environment around them.

Suggestions for using games.

Be flexible in how you teach.

Jesus and the Samaritan Woman—John 4:1-42**Review**

At this point, the Christ-Light series uses three accounts from Jesus' life. After these three accounts, you will begin teaching several accounts from the Passion Week.

It might be a good idea to review briefly Jesus' early years and the beginning of his ministry so that the children understand the time difference between last week's lesson and this week's lesson. You might mention that Jesus went with his parents to live in Nazareth, probably helping his father in his woodworking business. Point out how John the Baptist prepared the people for Jesus and baptized Jesus when he began his public ministry, and then how Jesus was tempted by Satan, gathered his disciples, and began teaching the people.

Introduction

This lesson can easily be taught as an example of Jesus doing evangelism work. If you approach the lesson like this, you will have a framework around which to tell the story.

God's Plan of Salvation

Jesus' actions must have had a powerful effect on the disciples. In his effort to spread the message of salvation, Jesus broke two rules of Jewish social etiquette. First, he spoke to a Samaritan. The Samaritans were natural enemies of the Jews. Second, he spoke to a woman. Jewish teachers did not usually seek out women to discuss religious matters, much less strangers, and never Samaritans. Jesus shows us that God's plan of salvation included non-Jews.

This lesson also demonstrates how we are to use the law and the gospel in our outreach efforts. In a natural and tactful way, Jesus pointed out this woman's sins and spiritual misunderstanding. When she came to realize this, he shared with her the good news that he was her Savior.

The Account—John 4:1-42

4:1-6 “When the Lord learned of this, he left Judea”—It is interesting how the gospel writer John contrasted the openness and faith of the Samaritans, which we will hear about, with the jealousy and hardness of the Jewish leaders. The Gentiles would believe the gospel while God's people would reject it. **“Samaria”**—The people of the province of Samaria (that lay between Galilee and Judea, which were both populated by Jews) were non-Jews. They were a mixed race, made up of Jews who had not been taken into exile by the Assyrians hundreds of years earlier and people from foreign nations whom the Assyrians had deported to live there. Their religion had some Jewish elements and many idolatrous elements. They had opposed the Jews when they came back from the Babylonian captivity, and the Jews and Samaritans had been enemies ever since.

4:7-18 “Will you give me a drink?”—Jesus engaged the woman in conversation with this request. This was a natural opening, because he wanted to talk to her about the living water he could give her. **“will never thirst”**—The woman came out to the well daily, perhaps several times a day. Jesus made her think of how easy her life would be if she never had to draw water again. **“welling up to eternal life”**—Jesus used water to get the woman

interested. But he quickly moved the conversation to spiritual matters. If the woman had Jesus' living water, she would live forever. **“Go, call your husband and come back.”**—Jesus knew the woman's marital status. So he told her to do something that would uncover her sin. **“The fact is, you have had five husbands”**—Jesus pointed out her sin.

4:19-42 “I can see that you are a prophet.”—The woman's conscience was troubled. Notice how she changed the subject. **“You Samaritans worship what you do not know”**—Jesus continued to stir the woman's conscience. He turned from her physical sins to her spiritual sins. She did not know how to worship the Lord. **“worship in spirit and in truth”**—Jesus continued to teach her, pointing to a worship that neither the Jews nor the Samaritans understood. **“he will explain everything to us”**—The woman didn't want to discuss her sins or her ignorance with Jesus. She wanted to put everything on the table until the real authority, the Messiah, came. **“I who speak to you am he.”**—Now everything fell into place. That's how Jesus knew her secrets! She anticipated a Messiah who would give her God's grace and mercy. This was Jesus. Jesus told her good news. The woman came to faith and quickly went and told everyone in her town.

Year 3 Winter Lesson 7

3_2_07—Jesus and the Samaritan Woman

Upper

Note the comparison Jesus makes between physical water and spiritual water. Suggest using a Venn diagram to discuss this comparison.

Make the lesson personal by asking the children how their lives are different because of Jesus.

The concept of Sunday school Web sites or blogs.

Year 3, Winter, Lesson 8

Jesus Heals a Man Who Couldn't Walk—Matthew 9:1-8; Mark 2:1-12; Luke 5:17-26

Review

This lesson is the second of the three Christ-Light lessons that tell us about Jesus' power and glory. These lessons reveal Jesus' words, his power over sickness, and, next week, his power over death.

Introduction

This is a very graphic lesson that is enjoyable to teach. The children (probably adults too) like to envision the men digging a hole in the roof. It's hard to imagine the reaction of the crowd. Were pieces of straw and mud falling on them? Might some of it have sprinkled down on Jesus as he taught? What expression was on the man's face as he came down? Was it a smooth landing or might the men above have struggled to keep the ropes even? We can only speculate. But you have a good opportunity to paint a graphic picture for the children.

The chief element in this lesson is the discussion between Jesus and the religious leaders, which covers themes central to God's plan of salvation.

God's Plan of Salvation

This is a fine lesson to help us understand the connection between Jesus' power to forgive and Jesus' power to heal. The men wanted Jesus to heal their friend. However, when the man was finally lying in front of Jesus, Jesus didn't immediately heal him. Jesus first forgave the man. It was only after he was confronted by the religious leaders that he healed the man.

This confrontation is important. Jesus did his chief work, forgiving sins. Then he proved that he had the power to forgive by healing the man. For him, forgiving and healing were equally easy.

God's plan of salvation includes doing everything necessary to restore this fallen world to its original perfect condition. When the sins of the world are blotted out, we (and all creation) are at peace with God. At that point, we are also free from all the effects of sin—guilt, disease, sickness, death, environmental catastrophes, etc.

The only question is, when will we be free from the effects of sin? Faith healers are right in claiming that Jesus has the power to heal and that as forgiven children of God, we have access to his power. But what they overlook is that God has not promised that he will always use his power right now to do this. He may if it serves our salvation. He may not for the same reason. He has power over all evil, but he uses it as he wishes for the good of his people—to discipline us and to lead us to yearn for the restoration of all things. The danger with the claims of faith healers is that when people see they are not healed, they may conclude that they are also not forgiven.

Jesus has promised always to use his power to forgive. We can go to him daily and ask for his forgiveness. There is no doubt about that. We can also ask him to relieve our suffering according to his will for us in this life. We can also rest secure that in his own time, he will easily change our mortal, corruptible existence into glorified bodies that will never get sick, suffer, or die again.

The Account—Luke 5:17-26

5:17-19 “**Pharisees and teachers of the law**”—Perhaps these men had gathered to catch Jesus doing something unlawful. They would not be disappointed. “**power of the Lord was present**”—As true God, Jesus had power to heal whenever he wanted. As a human being, he humbled himself and put off using his power. When he performed miracles, he depended on his Father's time and power.

5:20-26 “**blasphemy**”—Speaking directly against God. “**but God alone**”—They recognized that Jesus was forgiving the man by his own authority. “**Son of Man has authority**”—Jesus was claiming authority for himself, both to forgive sins and to heal. This was clearly blasphemy if he were not true God. But he is true God and has this authority.

Year 3 Winter Lesson 8

3_2_08—Jesus Heals a Man Who Couldn't Walk

Upper

When teaching miracles, let them show that Jesus is true God and true man, who came to take our place.

Teach the children to differentiate between wants and needs.

Discuss the fact that God will give us everything we need.

Focus on the fact that Jesus first gave the man forgiveness, which was the greatest gift he gave the man that day and the one thing he truly needed.

Year 3, Winter, Lesson 9

The Young Man From Nain—Luke 7:11-17

Review

This lesson is the third of the three Christ-Light lessons that tell us about Jesus' power and glory. These lessons reveal Jesus' words, his power over sickness, and, this week, his power over death.

Introduction

This is one of the three times Jesus raised someone from the dead. The other two resurrection miracles took place when he raised Lazarus and the daughter of Jairus.

The lesson is not difficult. It shows Jesus' compassion as he reached out to a widow who had lost her only son. We see Jesus moved by the woman's tears. He didn't want her to cry any longer, and he alone had power to see that she didn't have to. Let your children know that this is how Jesus feels about us when we are undergoing hardship.

God's Plan of Salvation

In this lesson we see the results of God's plan of salvation. Jesus, by his own authority, raised a dead person to life. Some day we, just like the young man of Nain, will be lying in our graves and hear the same call, "I say to you, arise."

The Account—Luke 7:11-17

7:11-13 "**Nain**"—The town of Nain was located a short distance south of Nazareth in Galilee. Jesus went there to preach the gospel. "**a dead person was being carried out**"—Burials took place outside of town. Often a rock tomb or a cave was used. The man was being carried out on an open bier. "**and she was a widow**"—Now she had no one to care for her or support her. She was bereft of the son she loved, and economic hardship may have been in her future.

7:14-17 "**I say to you, get up**"—Jesus raised this man on his own authority. Recall the point we made in the "God's Plan of Salvation" section last week. There were many people in Galilee that day being carried out to their graves. But Jesus only healed one of them. All of these dead people who believed had the forgiveness of sins and were experiencing the reality of eternal life in heaven. In his wisdom, Jesus did what he knew was best

for the salvation of those who witnessed him raise a dead man that day. He does all things according to his will and at the proper time. "**A great prophet has appeared**"—The people may have been thinking about how Elijah, a great prophet, had raised a dead boy (1 Kings 17:19-24). This was a great miracle, but notice that Elijah had prayed to the Lord to raise the boy, "O Lord my God, let this boy's life return to him." In the case of the young man of Nain, Jesus did not cry out to God his Father. Rather, he raised him by his own authority. "**I say to you, get up.**"—Jesus was more than a great prophet. "**God has come to help his people.**"—Most of the people were thinking about physical help. Jesus certainly produced that, but such help was based on his forgiveness. All people will see his power in all its fullness when God restores all things to their original perfect condition.

Year 3 Winter Lesson 9

3_2_09—The Young Man From Nain

Upper

Help the children get used to their Bible. If they do this at an early age, it will help them later.

A caution about getting the children talking about ghosts, and a discussion on how teachers can deal with the issue if it comes up.

The idea of making pictures of headstones and writing epitaphs.

Year 3, Winter, Lesson 10

The Lord's Supper—Matthew 26:14-30; Mark 14:10-26; Luke 22:1-30; John 13:1-30

Review

The Christ-Light material now offers lessons on the last week of Jesus' life. Jesus came to Jerusalem, where he stayed with Mary and Martha in the town of Bethany, a short distance from Jerusalem. On Sunday, he entered Jerusalem as Israel's king. Each day he taught in the temple courts. He celebrated the Passover Feast on Thursday evening along with his disciples. The lesson for today focuses on the things that happened at the Passover meal.

Introduction

This lesson deals with various things that happened at the Passover meal. Each of the grade levels handles this event a little differently, so you will want to pay careful attention to the Christ-Light material for your age group. The notes below are of a general nature.

Everything that happened at the Last Supper could be described as an act of service—Jesus serving us. Jesus' disciples, and us, learned from Jesus how he serves us, and from his example, we are motivated to serve others.

God's Plan of Salvation

At the Last Supper, God's plan of salvation was in the process of being completed. The first Passover ceremony in the Old Testament pictured what Jesus would do. The lamb that was killed for the meal pictured Jesus, the Lamb of God, who would be sacrificed for us. The bitter herbs symbolized the bitterness of Israel's captivity in Egypt and our captivity in sin. The unleavened bread symbolized the purity of life to which God has called us. At the Last Supper, Jesus wrapped a towel around himself, and like a servant, he walked around washing the feet of the disciples. During the meal, he continued to teach them. He even reached out to wicked Judas, not wanting his eternal destruction.

The Account—Matthew 26:14-30; Mark 14:10-26; Luke 22:1-30; John 13:1-30

Luke 22:1-30 contains all the major themes. But be sure to read the verses on which your grade level is based.

22:1-16 “eagerly desired to eat this Passover”—As noted above, the Passover pointed to Jesus' death for the sins of the world. His blood has been painted on our hearts (our “doorposts”) like the blood of the Passover lamb was put on the doorposts of the Israelites' homes. The sight of this blood made the angel of death “pass over” the houses of the Israelites so their firstborn would not die. The blood of Christ on us, through faith, enables us to be spared from eternal death. **“until it finds fulfillment in the kingdom of God . . . until the kingdom of God comes”**—God has already begun to rule in our hearts and lives. He has become our King of love, who rules all things for our good and to whom we submit because we love him in return. But in another sense, the kingdom of God has not come. God's heavenly kingdom will start when God is united with his people in heaven. This is the time Jesus is talking about here. The Passover finds its ultimate fulfillment in eternity, where the blood of the Lamb enables us to eat and drink with our God at an eternal, heavenly feast.

22:17-20 “This is my body given for you”—Jesus says that the bread “is” his body, which is given into death for us. **“This cup is the new covenant in my blood, which is poured out for you”**—The wine “is” Jesus' blood. Because it is Jesus' blood, it is also the new covenant (the forgiveness of sins). This is a good time to teach the children that in the Lord's Supper, Jesus gives us his true body and blood in the bread and wine.

22:21-23 “but woe to that man who betrays him”—Jesus is clearly trying to get Judas to see his sins and call him to repentance. This is all Luke tells us. Matthew 26:21-25 contains more information on how Jesus tried to reach out to Judas. Also note how Jesus tried to keep Peter from denying him (verse 34).

22:24-30 “the greatest among you should be like the youngest, and the one who rules like the one who serves”—Jesus put into practice what he told his disciples to do. The other gospel writers tell us that Jesus washed the feet of his disciples, symbolizing how he had served them and would continue to serve them even to the point of death. This was to be a pattern for them and for us.

Year 3 Winter Lesson 10

3_2_10—The Lord's Supper

Upper

This lesson lends itself well to comparing Jesus to the Passover lamb. Draw a Venn diagram.

What is a Venn diagram?

Another idea for making comparisons: what someone looked like and what he really was.

Help the children understand how they can warn others about the sins they are committing.

Year 3, Winter, Lesson 11

Jesus in Gethsemane—Matthew 26:30-56; Mark 14:26-50; Luke 22:39-54; John 18:1-12

Review

Immediately after Jesus had finished instituting the Lord's Supper, he and his disciples went to a garden outside the city of Jerusalem, the Garden of Gethsemane, for prayer.

Introduction

The gospel writers include various details in their accounts. The Christ-Light material has combined most of the details into the lesson you will teach.

This account begins shortly after the blessed time Jesus had spent with his disciples celebrating the Passover with them. Jesus had told the disciples that he eagerly had looked forward to eating that Passover meal with them. John's gospel records the instruction, encouragement, and hope Jesus had given his disciples at that meal. This account ends in the opposite way. Jesus was arrested by his enemies. All his disciples deserted him and fled into the night.

God's Plan of Salvation

The various parts of this account teach us one vital lesson that helps us understand God's plan of salvation: Jesus willingly fulfilled God's plan of salvation all by himself. He had no help whatsoever from his disciples. This is the pattern we see established in the garden, and it is the pattern we see today. Our salvation depends on Jesus alone. We have not contributed anything to it.

Analyze the account from that important perspective. Note how all the events teach that truth.

1. No one helped Jesus drink his cup of suffering.
 - Peter was willing to go to prison and to death with Jesus, as were the other disciples. Yet note what happened. He soon denied that he ever knew Jesus.
 - He and the other disciples completely misunderstood the kind of kingdom Jesus was going to establish. They looked forward to a great battle where they would fight alongside Jesus. (They would be fighting in a sense, but not with swords [Luke 22:38].) But Jesus' kingdom would come through his personal battle with Satan.
 - The "brave" disciples could not even watch with him and pray for God to sustain Jesus in what was about to happen.
 - It was one of Jesus' disciples who betrayed him.
 - Peter tried to fight to protect Jesus, but he misunderstood his role as a follower of Jesus. When the disciples saw that Jesus was heading toward his death, instead of rejoicing in the sacrifice he would make for their sins, they all fled into the night.
2. Jesus was arrested willingly. He alone had the power to do battle with Satan.
 - Jesus said he could call as many angels as he wanted to protect him. But that was not God's will.
 - Jesus showed mercy to the man whom Peter attacked, and he healed him.
 - Everyone fell backward when Jesus said that he was the one they were looking for.
 - Jesus did nothing to prevent his arrest.
 - Jesus continued to love and care for his disciples until the very end.

If you tie the individual parts of the lesson together with these two truths, you can then apply them to your children. Jesus willingly did his Father's will so that we could be saved. As believers, we serve God in many ways, but when it comes to winning our salvation, we play no role. Jesus did it by himself. He alone could accomplish it.

Year 3 Winter Lesson 11

3_2_11—Jesus in Gethsemane

Upper

As you teach the accounts of Holy Week, focus on God's love for the children.

Discussion of Christ's willingness to die for us (using lists).

Jesus' suffering was real! Just as Jesus prayed to his heavenly Father and left things in his Father's hands, so can we.

A suggestion for acting out a section of the account of Jesus' arrest.

Year 3, Winter, Lesson 12

Peter's Sin—Various Verses From the Four Gospels

Review

You will want to review with your children the events in the Garden of Gethsemane leading up to Peter's betrayal of Jesus. They form the foundation on which this account rests.

Introduction

This section of the account of Jesus' suffering and death focuses on the reaction of one of Jesus' disciples, Peter. The following material under God's Plan of Salvation will give you a framework for this account.

God's Plan of Salvation

The disciples did not understand why Jesus came to this earth. Earlier sections of Scripture make this clear. Whenever Jesus spoke about his suffering and death, it either went over the disciples' heads or they became sad. Or it drew protest. On one occasion Peter told Jesus that suffering and death would never happen to Jesus, at which point Jesus said to Peter, "Get behind me, Satan." When Jesus talked about the struggles the disciples would have to endure in the work of the kingdom, the disciples produced as many swords as they had. And they were ready to use them, as Peter did in the garden when he cut off the ear of the high priest's servant. They were ready to mount a rebellion and even to die for Jesus. Peter and the others were ready to help Jesus establish a kingdom on earth where they would rule at his side. So, to say that Peter and the other disciples were afraid of difficulties is not really true. They were brave men, willing to fight and die if necessary.

So why did Peter fearfully deny that he even knew Jesus? For that matter, why had he fled into the night as Jesus was being arrested? The answer lies in this: Peter would fight and die for a glorious Jesus, but he was not willing to bear the offense of the cross along with Jesus. When it became clear that Jesus would not fight, but that he chose to be arrested and to suffer, Peter changed his mind. Jesus was not the kind of Messiah Peter had bargained for. True, his denial was borne of fear. But it was fear produced by misunderstanding and shame—shame over a Savior whose kingdom was to be established in such an offensive way, namely, through death on a cross.

If you help your children understand these truths, you will also help them better understand God's plan of salvation.

The Account—Various Verses From the Four Gospels

We will use Matthew 26:69-75 for the notes below.

"out in the courtyard"—We are told that John knew the high priest and was able to get himself and Peter closer to the trial. Peter was allowed to stand outside in the courtyard. **"a servant girl . . . another girl"**—It is interesting to note that in the Garden of Gethsemane, Peter was willing to fight against the servant of the high priest. Now he was afraid of a servant girl. (Of course, others were also standing around.) **"your accent gives you away"**—Remember that Jesus and his disciples spent most of their time in Galilee, only coming to Jerusalem for special feasts. The people in the courtyard had seen Peter and the other disciples infrequently, if

ever. **"call down curses . . . he swore to them"**—Peter wanted nothing to do with Jesus. This was the low point of Peter's denial. **"a rooster crowed"**—Peter remembered what the Lord had foretold in the Garden of Gethsemane. Luke 22:61 tells us that Jesus "turned and looked straight at Peter." Peter repented of his sin and wept bitterly over what he had done. Note: When Jesus met the disciples in Galilee after he had risen, he asked Peter three times if Peter loved him. Jesus was clearly reminding Peter of the three times he had betrayed Jesus. Jesus used this opportunity to let Peter know that Jesus had forgiven him and that he wanted Peter to continue the work of the kingdom.

Year 3 Winter Lesson 12

3_2_12—Peter’s Sin

Upper

Read all the Bible accounts for your own study, but while teaching, stick to the basics of the account as presented in the Christ-Light text.

Consider using Ylvisaker’s *The Gospels*.

John contains the most details about the account, and his account might be the best text to use if you have your children read the account.

Suggestion for hymns to use with the children: 431, 419. *Christian Worship: Handbook* is a good place to find interesting information about the hymn and the author.

Discuss peer pressure with the children, focusing on the reason Peter fell and denied Jesus.

Jesus' Trial Before Pilate—Matthew 27:11-31; Mark 15:1-20; Luke 23:1-25; John 18:28–19:16

Review

You might want to review the lessons leading up to this point so the children have an outline of Holy Week in their minds. The lessons in this series do not cover Jesus standing before the religious leaders. You might want to briefly go over the Last Supper, Jesus' prayer in the Garden of Gethsemane, his arrest, and the trial before the Jewish leaders.

Introduction

The religious leaders had heard Jesus, and they knew what he had said. There was no reason for them to ask Jesus about his teachings. Jesus refused to speak to them and make a lengthy rebuttal of the charges against him. There was only one question that Jesus agreed to answer: “Are you the Son of God?” Jesus answered, “Yes.” For the Jewish leaders, that was enough for the death penalty, so they led him off to Pilate to be sentenced because they were not allowed to put anyone to death.

Jesus acted in much the same way before Pilate. Jesus remained silent when Pilate questioned him about the charges that were leveled against him. Matthew, Mark, and Luke record only one question Jesus answered. Pilate asked, “Are you the king of the Jews?” Jesus answered, “Yes.”

John tells us that Jesus spoke with Pilate much more than he did with the Sanhedrin. He wanted to help Pilate understand the truth about him. What Pilate knew about Jesus was secondhand. Pilate was not a Jew, so his knowledge of the Scriptures and Jewish religious matters was probably minimal. Jesus gave him opportunities to ask questions and perhaps to come to a knowledge of the truth. Luke tells us that the Lord gave Pilate’s wife a dream about Jesus and she warned her husband to have nothing to do with Jesus because he was an innocent man. Sadly, Pilate acted against all this knowledge; in fact, he acted against his own conclusion—that Jesus was innocent of the charges the Jews brought against him.

God's Plan of Salvation

Jesus suffered at the hands of the religious and secular leaders. He was sent to Pontius Pilate, who had the power to sentence him to death on a cross. This sequence of events fulfilled everything the Scriptures and Jesus had said about how he would die.

The Account—Matthew 27:11-31; Mark 15:1-20; Luke 23:1-25; John 18:28–19:16

We will use John 18:28–19:16 because this contains most of the conversation that Jesus had with Pilate.

18:28-30 “to avoid ceremonial uncleanness”—This was the height of hypocrisy and helps us understand how far the religious leaders had fallen. They were willing to condemn an innocent man to death, but did not want to become ceremonially unclean by entering the home of a Gentile. Jesus was right when he said they were clean on the outside but did nothing to clean the inside. **“If he were not a criminal, . . . we would not have handed him over to you.”**—This is the height of arrogance, both against God’s law and against Pilate.

18:31-34 “Is that your own idea . . . ?”—Jesus was trying to open a conversation with Pilate. Pilate was merely parroting what the Jews had told him.

18:35-40 “My kingdom is not of this world.”—Jesus wanted to explain to Pilate what his kingdom was all about. He wanted to assure Pilate that his kingdom was not opposed to Caesar’s. His kingdom was not bestowed

on him by people—by some rival ruler from another empire—but came from “another” place, “from above,” as he would soon explain. **“I am a king”**—Jesus confessed that he was the king of the Jews, but he explained to Pilate that his role was not world domination but to proclaim God’s truth. **“Everyone on the side of truth listens to me.”**—This can be viewed as an invitation to Pilate. Perhaps Pilate would follow up and ask Jesus what the truth was that Jesus came to testify to. Instead, Pilate said that he didn’t believe there was any such thing as truth.

19:1-16 “the one who handed me over to you is guilty of a greater sin”—Pilate was acting as the civil ruler of Israel, put there by God “from above” to keep order in society. Pilate would sin by giving Jesus the death sentence. But the greater sin was committed by those who handed Jesus over to Pilate. They had been given no such right or power from God. They were driving Pilate to an inevitable end, threatening a riot and accusing Pilate of rebellion if he let Jesus go.

Year 3 Winter Lesson 13

3_2_13—Jesus' Trial Before Pilate

Upper

Isaiah chapter 53 is a great Old Testament chapter to read somewhere in the context of Holy Week.

Reference to the book *Connecting Sinai to Calvary*.

Note how the enemies of Jesus did not want to kill Jesus on the Passover, but this was part of God's plan.

Help the children think about the Lamb of God, perhaps using symbols found in your church sanctuary. Artwork and singing can also help the children focus on this theme (hymn 268).

This is a good account for the children to act out (as is the Easter account).