

Background Scripture: Mark 16; 1 Corinthians 15 • **Lesson Scripture:** Mark 16:1-9

Key Verse: “Don’t be alarmed,” [the young man] said. “You are looking for Jesus the Nazarene, who was crucified. He has risen!” (*Mark 16:6*)

Lesson Objective: The children will hear about why the women were going to the tomb that was holding Jesus’ body.

Materials Needed: *Middle Elementary* student books, Bibles (NIV), scissors, pencils, index cards, crayons, markers, an instrumental praise music CD and CD player, coloring pencils, copier paper. (**Optional:** whiteboard; Older Children’s Resource Kit [attendance chart and lesson 7 materials].)

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BEGINNING THE JOURNEY



✂ If you purchased the Older Children’s Resource Kit, post the attendance chart and purchase stickers (such as stars) to place on the chart. Also, gather any materials that may be needed for any of the activities for this lesson prior to class (found in the Teacher’s Guide of the Resource Kit).

✂ Prior to class, write the letters for **J-E-S-U-S L-I-V-E-S** on individual index cards (one letter per card). Hide the cards around the classroom before any students arrive.

Welcome and Worship

Welcome the students and their parents or guardians to the classroom. Acknowledge any visiting students. Open the class with a weekly check-in, letting students who desire to do so give a praise report or prayer request. Then pray or ask a volunteer to lead the class in prayer. Complete the roll call and then collect any offerings the students or any others may have brought.

Opening Activity

The students will go on a scavenger-type hunt looking for the hidden cards with the letters **J-E-S-U-S L-I-V-E-S** written on them that have been hidden around the classroom.

Instruct the students to search for the cards with the letters on them. Tell them that there are ten letters to find. As they find the letters, have them bring the letters to the front of the classroom. As the letters come in, have the students put them in order spelling out the phrase **JESUS LIVES**.

Say: Today’s lesson is about how Jesus had prepared His followers for His death on a cross, and now some of His followers were going to take care of His body.

Prepare the students for the Bible story.

BIBLE VOYAGE



The Bible Story

Always encourage your students to bring Bibles (New International Version) to class. Have extra Bibles available for classroom use.

You may choose to read today’s Scripture passage to the students from the Bible first. Then, using the student books, let volunteers take turns alternating reading different paragraphs of the Bible story aloud.

Alive!

Mary Magdalene, Salome, and Mary the mother of James purchased burial spices to put on Jesus’ body. At sunrise on the next day, they went to the tomb where Jesus’ body had been laid. They discussed who would roll the stone away from the front of the tomb. When they arrived, they saw that the stone had already been rolled away! They entered the tomb and saw a man dressed in a white robe sitting there. They were surprised, but the angel told them not to be surprised. He knew they were looking for Jesus, the Nazarene, who had been crucified. But He was not there! He had been raised from the dead!

The angel said, “Look at where His body had lain. Go and tell His disciples that Jesus has gone ahead to Galilee. They will see Him there, just as He had told them before He died.” The women were afraid and ran from the tomb. They did not say anything to anyone because they were too afraid to talk.

Early on Sunday morning, Jesus rose from the dead! The first person to see Him was Mary Magdalene, the woman out of whom He had gotten seven demons.

After reading the story, discuss the following questions:

1. What did the women purchase (buy), and why? *(They purchased burial oil to put on Jesus' body.)*
2. What did the women see when they arrived at the tomb? *(They found that the stone had been rolled away from in front of the tomb.)*
3. What did the young man tell the women about Jesus? *(He told them that Jesus had risen from the dead.)*
4. What message did the young man have for Jesus' disciples? *(He told them that Jesus had gone ahead of them to Galilee and they would see Him there.)*

FUN EXPEDITIONS

It's Coloring Time!

Give the students pencils and provide time for them to complete the activity in their student books. After they complete the activity, allow any students who wish to do so to share their work with the class. Colorings will vary.

The Contemporary Story

Read the story to the class, or let the students take turns alternating reading different paragraphs/sentences of the story aloud.

A Good Day for a Good Day!

"I feel like we keep having the same day over and over again!" Briona groaned to her classmate Stephanie. For the past few weeks, their school had been getting ready for testing. All her teachers gave their students drills and practice tests. It was driving her crazy!

"You are all doing a great job," Mrs. Hughes said to her class at the end of the day. "I know this is tough on you guys. But if you do well on these tests, I've got something special planned."

Briona talked about her promise to her classmates at lunch. Even though she doubted Mrs. Hughes, she wanted all her friends to try their hardest on the test—just in case.

When the tests came and went, Briona's class had performed the best in the whole school! Mrs. Hughes was very proud of her class and wanted to share a special announcement with them.

"I planned on buying you all pizza for lunch today if you did well," she started, with the classroom filling with cheers and clapping, "but the school wanted to surprise you all with a cool field trip to Amazing World Theme Park!"

Then, discuss the following questions:

1. What was Briona's class practicing? *(They were preparing for testing that would happen in a few weeks.)*

2. How did Briona's class do on the test? *(They had the best scores in the whole school.)*
3. What did Briona's class end up getting as a reward for their efforts? *(They received a field trip to an amusement park.)*

Exploring the Story in Ruby's Lab

Say: It is now time to explore today's lesson with Ruby. As you listen to Ruby, think about what she says. After we read this section, we will go back and discuss her questions/statements.

Let one or two students read Ruby's words aloud. Discuss Ruby's words with the students. Discuss with the students the importance of having hope during an anxious or difficult time. Help them to understand that having hope and trusting in God for help and guidance while they are working out a situation can help them have a positive outcome.

Searching for Words

Give the students pencils and provide time for them to complete the activity in their student books. Help any students who need assistance. After they complete the activity, review the answers aloud.

H	E	S	A	B	B	A	T	H	B
G	H	D	W	E	F	H	Z	M	E
A	C	R	U	C	I	F	I	E	D
L	B	A	G	H	J	C	T	S	H
I	R	I	G	K	P	Q	O	S	G
L	C	S	T	O	N	E	M	A	A
E	Q	E	N	J	K	Q	B	G	N
E	E	D	G	H	J	Z	C	E	G
K	N	A	Z	A	R	E	N	E	E
G	H	J	K	W	Q	E	D	F	L

ENDING THE JOURNEY

Gather the class together to review the Key Verse and the lesson.

Ask: Why were the women afraid? What did they discuss on their way to the tomb? What did they do when they left the tomb? *(Pause for responses and discussion.)*

Take the time to answer any remaining questions that the students might have. Ask for a volunteer to end the class session with prayer.

Background Scripture: Mark 16; 1 Corinthians 15 • **Lesson Scripture:** Mark 16:1-9

Key Verse: “Don’t be alarmed,” [the young man] said. “You are looking for Jesus the Nazarene, who was crucified. He has risen!” (Mark 16:6)

Lesson Objective: The students will begin to understand the importance of Jesus’ having risen from the dead.

Materials Needed: *Upper Elementary* student books, Bibles, star stickers, pens and/or pencils, index cards, markers or coloring pencils, plastic eggs, decorative stickers (related to the Resurrection and/or Easter), sturdy white card stock, jumbo craft sticks, scissors, craft glue or stapler, glitter glue, a whiteboard or dry-erase board (with markers).
(**Optional:** Older Children’s Resource Kit [lesson 7 materials].)

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BEGINNING THE JOURNEY



✂ If you purchased the Older Children’s Resource Kit, post the attendance chart and purchase stickers (such as stars) to place on the chart. Also, gather any materials that may be needed for any of the activities for this lesson prior to class (found in the Teacher’s Guide of the Resource Kit).

✂ Prior to class, gather six (6) plastic eggs and place each of the following items in an egg (one item per egg): (1) a strip of paper with the number “3” written on it (or a plastic “3”); (2) a small white cloth; (3) various spices; (4) a rock; (5) a strip of paper with the word “Galilee” written on it; leave one egg empty.

Welcome and Worship

Arrive 15-20 minutes prior to class in order to lay out materials and supplies needed. As the students arrive, welcome them and any accompanying parents or guardians to the classroom. When guests are in attendance, have the class say, “We’re glad you’re here with us today.” Ask for a volunteer to open the class session with a prayer. Collect any offerings the students may have brought and take attendance. (*Optional:* The attendance chart found in the Leadership Resource Kit for Older Children may be posted to keep attendance, placing a star sticker on the chart for each student every day of his or her presence in class.)

Opening Activity

Pair up the students. Then pass out the prepared plastic eggs to various student-pairs. Tell the students that the item inside their particular egg has something to do with today’s Bible lesson. Have the student-pairs look inside their egg and to share a prediction on how they think their item is a part of the day’s lesson. Write down their ideas on the board.

Prepare the children for the Bible story.

BIBLE VOYAGE



The Bible Story

Have extra classroom Bibles (New International Version) if possible. For those who may not have a personal Bible, try to provide a checkout loan procedure whereby the students return the Bibles every so often so that they can then be rotated out to other students.

Let the students read the Scripture passage from the Bible first. Then, have them take turns alternating reading different paragraphs of the Bible story printed in their student books aloud.

Alive!

After Jesus had been crucified and the Sabbath was over, Mary Magdalene, Mary the mother of James, and Salome made their way to the tomb. They had purchased burial spices to use to anoint Jesus’ body. It was very early Sunday morning just after sunrise when they went to the tomb. On their way, they wondered about and discussed who would be able to roll the stone away from the entrance of the tomb. Once the women got to the place where Jesus was buried, they looked up and realized that the stone had already been rolled away!

As the three women walked into the tomb, they were surprised to find a young man dressed in a white robe sitting there. He told them not to be afraid. He knew that they were looking for Jesus of Nazareth, the one who had been crucified. The angel told them that Jesus was not there. He had risen! The angel said, “Look at where His body had lain. Go and tell His disciples that Jesus has gone ahead to Galilee. They will see Him there, just as He had told them before He died.” After seeing the place where Jesus had lain, the women were afraid and ran from the tomb. They did not tell anyone the news because they were too afraid to talk.

Yes, early on Sunday morning, Jesus rose from the dead! The first person to see Him was Mary Magdalene, the woman out of whom He had gotten seven demons.

Ask: How many women went to the tomb? (*Three women.*) What did they find when they arrived? (*The tomb was empty.*) What directions were they given? (*To go to Galilee and tell the disciples that Jesus had risen.*)

FUN EXPEDITIONS

The Contemporary Story (Part 1)

Let the students take turns alternating reading different paragraphs of the first part of the contemporary story aloud.

When “Empty” Is Good News! (Part 1)

“Mama, today in Children’s Church, Minister Poole asked us a really tough question.

“Some questions are harder than others, but this one must have really gotten you to thinking. What was it?” Mama wondered.

“She asked, ‘When is “empty” good news?’” Shelicia answered.

“Well, you and I both know that an empty gas tank is not good. Remember when your dad ran out of gas and the tow truck had to come and pick him up?” Mama replied.

“Yes, ma’am, I remember. That is definitely soooo *not* the answer,” Shelicia said with a laugh.

“This question has me thinking too. Give me some time to think about it,” Mama said.

Exploring the Story with Nicholas and Cornelius (first section)

Let students volunteer to read the information in this section aloud. Allow time for the students to respond to and discuss any questions that are posed.

The Contemporary Story (Part 2)

Let the students take turns alternating reading different paragraphs of the second part of the contemporary story aloud.

When “Empty” Is Good News! (Part 2)

“Time’s up! In Children’s Church, we came up with a lot of different answers. One person said an empty desk, because that meant it was clean. Another person said an empty floor, because that meant they had cleaned up their room,” Shelicia commented.

“Those all sound like good answers to me, but for some reason I don’t think that was the answer Minister Poole was looking for,” Mama said.

“She was looking for an ‘empty tomb’! It’s good news that Jesus wasn’t in the tomb on Sunday morning. Just like the three women, we should share that sometimes empty is good,” Shelicia explained.

“Now that *is* Good News!” Mama said in agreement.

Ask: What question did Minister Poole ask in Children’s Church? (“*When is ‘empty’ good news?*”) What were some of the answers? (*Pause for responses and discussion.*) Why is the empty tomb Good News? (*An empty tomb means that Jesus lives—and because He lives we will have eternal life.*)

Exploring the Story with Nicholas and Cornelius (second section)

Let students volunteer to read the information in this section aloud. Allow time for the students to respond to any questions that are posed, offering insight as deemed necessary.

Word Scramble Decoding

Allow time for the students to complete the activity in their student books. Assist as needed. Once they are done, review the answers aloud.

Answers: (A) Jesus; (B) Salome; (C) Resurrection; (D) Sabbath; (E) anoint; (F) empty

Completed Message: Jesus has risen!

Make a “Jesus Lives!” Fan

Refer to the reproducible activity (*page 70*) and, using sturdy white card stock, make a copy of the page for each student in your class. Distribute the template and some decorating items to the children. Allow them time to color and decorate the fan. Once they are done with the decorating, cut out the template and attach a jumbo craft stick to the back of it, using either a stapler or craft glue. After they finish, ask volunteers to retell the Easter story in their own words. The students will have a fan that can serve as a reminder of today’s lesson.

ENDING THE JOURNEY

Gather the students together for a moment of reflection before ending the class. Take a few minutes to review the Key Verse from today’s lesson. Lead the class in a brief discussion of the key points from today’s lesson. Take the time to answer any questions that the students might have. Ask for a volunteer to end the class session with a prayer.

Upper Elementary Reproducible
Lesson 7

Make a “Jesus Lives!” Fan

