



# Rotation Model Sunday School Lesson Plans

## “Jesus Goes to the Cross”

**Memory Verse:** “God demonstrates his love for us in this: While we were still sinners, Christ died for us.”  
(Romans 5:8)

### Learning Center Overview:

**Holy Word Cinema:** View the Nest DVD “Worthy Is The Lamb” and answer the onscreen review questions.

**Creation Station (Art):** Students will participate in a hands-on reading and exploration of the Cross story using special “Cross Story Boxes”. They will create an “Easter Family Serving Dish” by embossing into an aluminum pie tin images and symbols from the story and its meaning for us today.

**Computer Lab:** Students will study the story of the Cross using lessons found in the “Life of Christ” software, then play a memory verse game in “Cal & Marty’s Scripture Memory Game Software.”

**Bible Skills and Games:** Using a special pack of Mark 15 Cross Story Cards, created for this lesson, students will take part in a creative reading of the story. Then play a “Pictionary” like game with the cards to learn the different parts of the story of the cross and reflect on its meaning.

**Note:** There are a number of YouTube instructional videos attached to these lesson plans. You will need to view them before you teach your Learning Center.

## Holy Word Cinema

1. Watch the Nest DVD "Worthy Is The Lamb"
2. Use the Adventure Quiz in the Special Features section to have kids answer questions about the movie/Bible Story. Even if kids know the answer, refer to the Scripture option, to have kids pull the right answer from the Scripture verses projected for that question.
3. Share this month's memory verse.
4. Close with prayer.

- Home / Sunday School Lessons and Resources
- / LESSONS: JESUS from PALM SUNDAY TO EASTER MORNING
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  - / (WT) Jesus Goes to the Cross: Art Workshop

## (WT) Jesus Goes to the Cross: Art Workshop



The Writing Team Fortifying our Supporting Members

### Jesus Goes to the Cross

Rotation.org Writing Team

### Art Workshop

#### Summary of Activities

Students will first participate in a hands-on reading and exploration of the Cross story using special "Cross Story Boxes" and a slightly condensed version of Mark's verses. They will then create an "Easter Family Serving Dish" by embossing into an aluminum pie tin images and symbols from the story and and its meaning to us today.

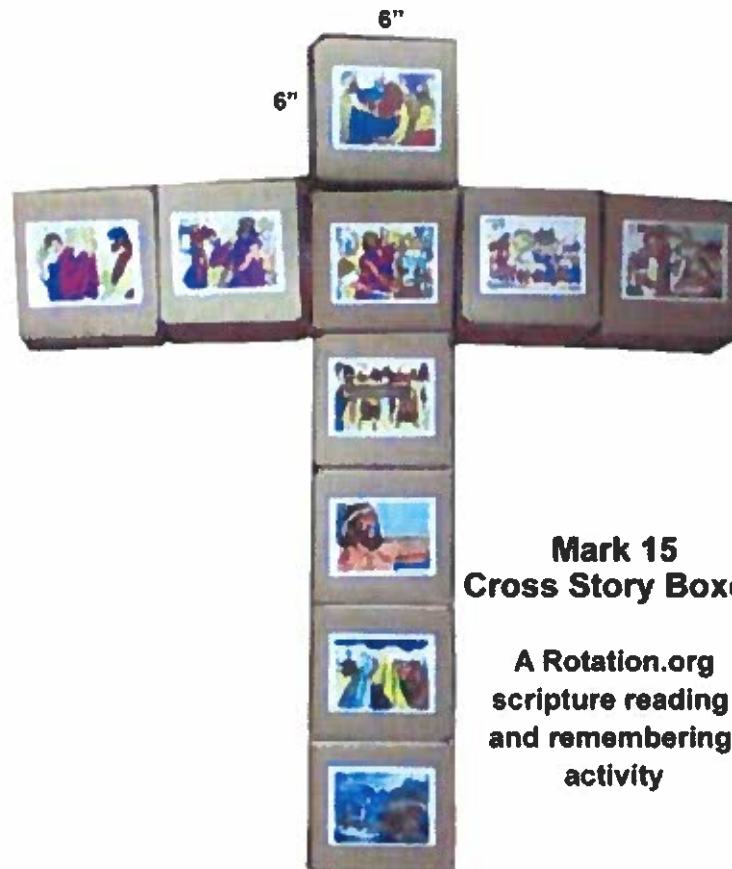
#### About the Cross Story Boxes

The Mark 15 Cross Story Box activity is a creative and attention-focusing way for students to read and study the scripture. It invites their participation and creates a strong visual, as well as kinesthetic (hands-on) memory. **Prepared in advance by the teacher**, each box has (on different faces) an image, story text, and a discussion question from Mark 15:1-47. (Printables are provided in the attachments below.)

#### Mark 15 Cross Story Boxes Video



The boxes can also be used to play a quick memory game after the reading, or if you have extra time at the end of your lesson. (See the Adaptations section of this lesson for even more ideas about using your story boxes!) This activity also demonstrates a technique that can be used to creatively present other "long" scripture passages. 🧠



### Mark 15 Cross Story Boxes

A Rotation.org  
scripture reading  
and remembering  
activity

#### About the "Repoussé" Embossing Art Activity

Students will emboss images into an aluminum foil pie "plate" or "tin" to make an Easter serving dish that can be shared with others and become a point of conversation at the family table. Called "repoussé" in French and "hojalata" in Spanish, embossing scripture and scriptural images into tin is an ancient Church art. Our project embosses aluminium pie tins. (See our notes below for important pie tin considerations and "how-to.")



#### Scripture for the Lesson

**Mark 15:1-47** This lesson, like several others in this set, uses a modestly condensed version of Mark 15's forty-seven verses. The condensed version keeps all the important scenes and dialogue. The printable images/scripture/question sheets with this lesson use this condensed version.

### Key/Memory Verse:

"God **showed** his love for us by sending his only Son into the world, so that we might have life through him. <sup>10</sup> This is what love is: it is not that we have loved God, but that he loved us and sent his Son to be the means by which our sins are forgiven. <sup>11</sup> Dear friends, **if this is how God loved us, then we should love one another.**" 1 John 4:9-11, Good News. (See the Bible Background for more info.)

### Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives.

One of the objects of the entire set and this particular lesson plan is to be as creative in our reading and discussion of the scripture as we are in the workshop's main activity. **Note:** On purpose, the images used on the Story Boxes are the same images used in this set's Bible Skills and Games Workshop lesson. 🙄

### Preparation and Materials

- Read the [Bible Background](#) and scripture.
- Print the following five files:
  1. [Mark-15-Story-Box-Pictures.pdf](#) (in color) - this file contains the picture cards that you will cut apart, then glue onto the story boxes.
  2. [Mark-15-Story-Box-Text.pdf](#) - this file contains the scripture, questions, and prayer lines cards, that you will cut apart, then glue onto the story boxes. (The prayer lines cards are optional; refer to the Adaptations at the end of the lesson.)
  3. [Mark-15-Story-Cross-Construction-Assembly-Instructions.pdf](#) - this file for the teacher, includes a diagram (and pictures) of how to prepare boxes, glue on cards, and assemble the Mark 15 Cross Story Boxes (as pictured above).
  4. [Mark-15-Story-Box-Teacher-Layout-Sheet.pdf](#) - this file is for the teacher, providing at a glance, the words, and pictures on each box. Use this to construct the cross and use it in the lesson.
  5. [Mark-15-Embossing-Graphic-Collection.pdf](#) - this file contains some sample Easter graphics that can be cut apart and used individually, as well as "whole plate" templates that can be just taped to a pie plate bottom and traced (embossed). Also included are correctly-sized blank templates for use by students who desire to draw their own symbols/meanings.

### Story Box Materials and Prep

- Ten corrugated cardboard brown boxes, 6"x6"x6" (152mm cubes) - can find cheap online
- One dowel rod 5/16" (8mm) diameter, 36" (1m) long
- One yardstick (meterstick) - Note: Connecting the boxes with the dowel rod and yardstick are only needed if you want the box cross to be able to stand up, otherwise, it can be laid on a tabletop.
- 2 small empty pill bottles or film canisters, with an opening larger than 5/16" (8mm), lids not required
- Brown duck tape, scissors, a glue gun with glue sticks, and a dinner table knife (to assist in box glueing)
- A 6" x 6" piece of paper, and a pencil

- An electric drill & 3/8" (.95mm) Drill Bit - to drill a single hole in the center of the yardstick (Note: the cross will still work, by simply laying the yardstick in front of the dowel rod, but is not as stable as having the dowel rod go *through* the yardstick.)
- Exacto knife to cut holes in the boxes to receive the dowel rod
- Prepare and assemble each box using the previously printed (# 3 above) instructions.
- Using a bowl of white glue, and a brush, paste the pictures (from # 1 above) and the cards (# 2 above), on your boxes, as per instructions (# 3 and # 4 above).
- Once prepared, arrange the Cross boxes in the shape of a cross using the dowel rod and the yardstick to stack and stand the cross for the opening of your lesson (see # 3 above).

### Embossing Supplies

- Aluminium Foil Pie Plates - 2 per student (one to emboss and one for support during embossing)  
\*\*See the resource notes below for tips on buying easy-to-emboss pie tins. They are inexpensive. 🙄
- Cardboard Circles - cut in advance, sized to fit and lay flat inside the bottom of each student's tin (The cardboard provides the soft surface beneath the tin for embossing.) This attachment includes a blank [template](#) for cutting circles, see page 5 & 6.
- Dull pencils with erasers (one per student) to do the embossing.
- Scissors & Masking tape (to hold Easter symbol/template in place).
- Optional: Marker, Awl Screwdriver, String or Yarn, and Scissors (If using the "Hanger Option" to hang up a plate.)

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## Lesson Plan

In advance, the teacher has prepared the Story Box Cross -- ten boxes each with a picture, scripture, and question, (and optionally a prayer line) arranged in the shape of a cross using a dowel rod and yardstick.

The teacher should have a copy of the [printout](#) that has the story images, scripture readings and discussion questions on them.

### Open

Welcome your students and explain what they'll be doing and learning in today's lesson.

### The Story Box Cross Scripture Activity

(1) Tell your students that each box in the cross has an image and scripture reading from Mark 15:1-47, plus a discussion question. Let them know that after you creatively read-through the story with them that they will also be playing a quick "unscramble the story" game with the boxes.

(2) The teacher now takes the cross apart—tossing boxes to students as a way of assigning scripture readings, and questions they are to answer.

(3) Ask: Who thinks they have the beginning of the story? Have that student present their image so everyone can see it as the student reads their box's scripture. Work through the entire passage that way—i.e., "who has the next passage?" (The teacher can refer to the [printout](#) showing all the readings, images and questions on the boxes.)



(4) When all the passages have been read aloud, invite several students to read and try to answer the question on their box. **Which questions are to be asked and discussed is entirely up to the teacher.** Do them all if you have plenty of time and older students.

(5) Invite your students to quickly LINE-UP the boxes in the correct story order on the floor. Depending on the age of your students, the number of students, and time available, you can see which individuals or teams of students can reassemble the story boxes the fastest.

(6) Finish the Story Box activity by reassembling them into the shape of the Cross using the dowel rod and yardstick. This will be a visual aid to them during the embossing activity.

## Embossing Your Family Serving Dish

**Share:** On Good Friday, God permanently embossed the sign of the cross into world history, and into every believer's heart. Even non-believers know its sign and a little bit about its story. Like our Box Cross, when we look at a cross, it tells us a story of agony and sacrifice, unending love and redemption. It tells us that God loves us no matter what (the vertical cross member) and that we should love others no matter what (the horizontal cross-member).

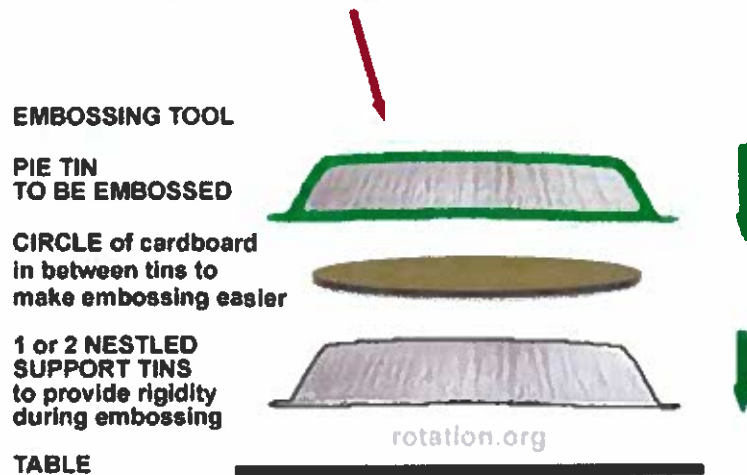
Today, you are going to emboss the cross and its meaning into an aluminum pie tin, so that you can use it to tell the story in your home this Easter. **As you press into the foil tin, I pray that the story and meaning of the cross will press even DEEPER into your heart, and invite others to think more about what the cross means to them.**



### Embossing Directions:

1. Give each student 2 foil pie tins and a circle of cardboard. Show them how to stack them in the manner pictured below. Why stack it this way? The second pie tin will provide support to the first when the student presses into it. The cardboard allows the embossing tool to push the tin into it, to create the raised nature of Repoussé embossing.

## How to stack the pie tins to provide support to the top tin during embossing



2. Give each student a copy of the pages you've pre-determined for your age group from the "[Mark-15-Embossing-Graphic-Collection.pdf](#)" and a dull pencil with an eraser. Explain they are welcome to choose any of the symbols shown and the placement of same. Once they understand how to apply a symbol they are welcome to create their own on paper (blank templates are available in the graphic samples file).



3. Have them cut around the symbols they want to use from the templates, and position them on the outside bottom of the pie tin, taping in place.

**Tip:** Older students may do well with freehand embossing of images. Lay some graphic examples in front of them and encourage them to think of "meaning" symbols rather than embossing only objects from the story. Offer them blank templates to draw their own designs.

4. Trace the outline of the taped-on symbol firmly with a dull pencil so that it embosses the outline of the image into the pie tin.
5. Once it's traced, remove the image template and continue to emboss the image by going over the same areas again between the traced lines, or move on to creating another tracing.
6. Next, flip over the plate and press down around the outside edge of the traced image to accentuate the raised appearance around the image.

**Pie Tin Tip:** IF the pie tin comes with an embossed design on it, incorporate this into your design. For example, some have "section" lines, each of which can be filled with an embossed image and/or word.



Below is a video created for this lesson. It includes supplies needed and how to emboss a tin foil pie plate.

### Embossing Tin Foil Pie Plate Video



#### Hanger Option:

If hanging a plate is desired, use a marker to create two dots on the inside of the plate (see photo.) With one hand flat on the bottom of the plate and the other hand holding an Awl Screwdriver, poke holes where you marked. Flip plate over and place your finger under each hole, on the inside of the plate, and using the end of the Awl Screwdriver give the other side a few taps to flatten any sharp edges. Now insert a piece of string or yarn (silver looks nice), using your pencil to poke the yarn through both holes. Knot to create a hanger.



#### Closing: 1 John 4:9-11

Invite students to show their embossed serving dishes and explain their symbols. Take note of those who added symbols of "meaning" rather than just "objects" from the story.

Read aloud 1 John 4:9-11 asking them to keep track of how many times John uses the word "love" (5). Invite students to draw a cross with a heart on it (if they haven't already) to represent 1 John 4's meaning. Ask them if they feel like the cross of Jesus is "embossed on their heart." How does that happen?

Closing with a "*laying hands on the pie tins*" prayer asking God to remind us to demonstrate his love to others by our being like Jesus.

## Adaptations

### For Younger Students:

Read from a child's storybook instead of the scripture attached to the Story Box Cross, pausing for the children to connect what they've just heard with each boxes' picture. Point out something specific from each box, and repeat the item from the previous box(s) as well, which will help them retain the information to assist them in later putting the boxes back in the correct order.

Whole-plate embossing templates are provided for the younger children to trace. Guide them to only use pencils, no erasers. If making use of the "Hanger Option" the teacher/helper will insert the holes for the yarn/string.



### For Older Students:

As noted in this lesson, older students may do well with freehand embossing of images. Lay some graphic examples in front of them and encourage them to think of "meaning" symbols rather than embossing only objects from the story. Blank templates have been provided in the graphics collection for this purpose, should they wish to draw a pattern first. The templates file also includes a page of printed letters of the alphabet done backward, as when embossing any number or letter it needs to be embossed backward to appear correctly on the reverse side.

### Other uses for the Mark 15 Story Cross Boxes:

The cross is self-standing when put together. Also due to the center dowel rod, all the vertical boxes will rotate 360 degrees—it just requires students to hold in place any box above or below the one you wish to rotate. So for example, you can ask the students to rotate a box to see the question on that box. Horizontal boxes can slide off and be turned 180° and slid back on. See the top video for a demonstration.

The cross is set-up so that all the pictures are on the opposite side of the scripture, so the teacher could actually be standing behind the cross, read a boxes' scripture, while students sitting in front, can view the pictures and point out which picture corresponds to the scripture just read.

Another idea is to start off having the boxes spread out for the students to pick from, once you are done your scripture reading and accompanying questions, surprise them as you build a cross from the boxes. They'll all want to take it apart and then put it back together.

### Alternate Closing Reflection Prayer using Cross Story Boxes:

Use the story boxes as a part of the closing prayer. To do so, use the fourth printable card (a prayer line) on each box. The alternate closing prayer is noted below:

Tell your students as their closing prayer, they will be reading aloud the scripture verse 1 John 4. A part of that verse is on each of the ten boxes you're about to hand out. When your piece of the verse is next, step forward, read aloud your verse as you place your box on the table. The boxes should end up in the shape of a cross.

Hand each of the boxes to your students and have them look at the partial 1 John 4 verse on their box as you read aloud 1 Jn 4: 9-11, then ask your students to proceed with their closing prayer.

Reflection Prayer lines (one per box):

God showed his love for us  
by sending his only Son into the world,  
so that we might have life through him.  
This is what love is:  
it is not that we have loved God,  
but that he loved us  
and sent his Son to be the means by which  
our sins are forgiven.  
Dear friends, if this is how God loved us,  
then we should love one another.

### For those with more class time:

To extend the lesson you can spend more time with the Story Cross Box, after finishing the embossing by: answering any questions you didn't the first time around and or sitting in a circle and passing the boxes until you call stop, then the children must arrange the boxes in the correct order as stated by teacher: picture, scripture, or questions.

### For those with reduced time:

Limit and pre-select which questions you want them to answer on the Story Boxes.  
For embossing use the provided pre-filled templates.

## Notes and Sources

**Tin Foil Pie Plates** - Tin foil pie plates are available in a variety of thicknesses. Choose a thinner gauge for easier embossing—the higher the gauge number the thinner the aluminum. Check the bottoms of foil tin pie plates before buying as there are A LOT of different types of pie tin bottoms, some better than others for embossing. Pictured are two we tested that worked well for embossing. Don't choose pie tins with wording on the bottom. IF the pie tin has an embossed shape in it (as shown on the left), incorporate it into the embossing.



Written by Luanne Payne and the Rotation.org Writing Team

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Attachments

Hide

Images (14)



Files (5)

- [Mark-15-Story-Box-Pictures.pdf](#)
- [Mark-15-Story-Box-Text.pdf](#)
- [Mark-15-Story-Cross-Construction-Assembly-Instructions.pdf](#)
- [Mark-15-Story-Box-Teacher-Layout-Sheet.pdf](#)
- [Mark-15-Embossing-Graphic-Collection.pdf](#)

10/9/18 @ 10:43 AM \*

- Home / Sunday School Lessons and Resources
- / LESSONS: JESUS from PALM SUNDAY TO EASTER MORNING
  - / Writing Team Lesson Set: Jesus Goes to the Cross (Mark 15:1-47)
  - / (WT) Jesus Goes to the Cross: Computer or Presentation Workshop

## (WT) Jesus Goes to the Cross: Computer or Presentation Workshop



The Writing Team   Fortifying our Supporting Members

### Jesus Goes to the Cross

Rotation.org Writing Team

### Memory Verse Workshop

#### Using software on one or more computers

*This lesson also includes non-software memory verse games.*

### Summary of Activities

Students will study the story of the Cross using lessons found in the "The Life of Christ" software, then play a memory verse game in "Cal & Marty's Scripture Memory Game software."

This lesson spends extra time learning the two designated memory verses for this set: Romans 5:8 and 1 John 4:9-1—both of which explain the meaning of the cross and its life application in kid-friendly language.

This lesson has been written for **both a multiple computer "lab" setting, and a "presentation" setting** (one computer shown/projected to a group).

Both of these software programs are commonly found in Sunday Schools that use computers. The lesson can be adapted to use only one of the suggested programs. See the Adaptation notes at the end of the lesson plan for younger children and extended options.

### Scripture for the Lesson

Unlike the other lessons in the "Jesus Goes to the Cross" lesson set, **this one uses Luke's version of the story as its primary story text.** Luke's version has a number of "famous" parts to the cross story which Mark leaves out. See the [Bible Background](#) for a list of what Luke includes that Mark does not.

This lesson spends extra time on the two memory verses for this set:

### Memory Verse 1: Romans 5: 8

*"God **demonstrates** his own love for us in this: While we were still sinners, Christ died for us. (NIV)*

### Memory Verse 2: 1 John 4: 9-11

*"God **showed** his love for us by sending his only Son into the world, so that we might have life through him. 10 This is what love is: it is not that we have loved God, but that he loved us and sent his Son to be the means by which our sins are forgiven. 11 Dear friends, if this is how God loved us, then we should love one another. (Good News)*

★ The teacher can designate another translation choice if desired. Older students will be encouraged to come up with their own condensed version of the passage.

## Lesson Objectives

See the [Bible Background](#) at rotation.org for this set's complete list of objectives.

## Preparation and Materials

- Read the [Bible Background](#) and scripture.
- Prepare to use Life of Christ software lessons 32 and 33.
- Prepare to use Cal and Marty's Scripture Memory Game software (Sunday Software).
- Make sure you are familiar with the process of creating a verse in the Verse Editor in Cal & Marty.

### ➔ Software Notes:

Discovery Interactive's "Life of Christ" CD has gone out of print (its material has been turned into an online course). [Learn more here!](#)

Cal and Marty's Scripture Memory Game software program is **now available FREE OF CHARGE** to download here at Rotation.org to the supporting members of Rotation.org. [Learn more!](#)



## Lesson Plan

### Open

Welcome your students and explain what they'll be doing and learning in today's lesson.

### Learning the Story

Dive right into viewing lessons 32 and 33 in the Life of Christ software. Each is followed by a discussion question and a six-question quiz about the content presented. Both function as the "scripture reading" in this lesson.

#### 32. Arrested, Tried, and Tortured (Luke 22:47-23:45)

Jesus, the crowds, the priests, the soldiers, and Pilate.

- \* Have you ever been accused of something you didn't do?
- \* Since Jesus wasn't guilty, why then did Jesus let them crucify him? and what does that say about Jesus' intentions and heart?

#### 33. Jesus Goes to the Cross (Luke 23:26-49)

Explanation of cross, Calvary, the sign, and meanings of some of his last words.

- \* How would you have felt watching Jesus die?
- \* How do you think Jesus felt about all the people watching him die? What should you have said to him then (or now)?

**Large Group Option:** Both of these presentations can easily be viewed on a large screen by one group. Take turns answering the six-question story quiz found after each lesson.

**Important Notes:** Luke's story has some of the "famous" parts of the story of the Cross which Mark leaves out. The second question in both 32 and 33 above are not found at the end of the presentation

like the first question is. We added those to this lesson 🤖

## Memory Work!

If you have several computers, divide your class between them. If you have one computer for the whole class, gather them around the screen and **open up the Cal and Marty Verse Editor**.

**Step 1:** Invite a student to slowly read Romans 5:8 while another student types the verse into the Verse Editor screen. Proofread. (This is an optional step. If you have a lot of students, or not enough time, type the verse in ahead of time and save it.)

**Step 2:** Ask other students to suggest a "comment" to put in the comment section for the verse. This comment will appear during the unscramble game.

**Step 3:** Finally, invite students to come up with three questions about the verse and input those into the quiz option for the verse they just created.

**Save your work, and then open up the verse you just created to play the unscramble game and take its quiz.** Depending on the size of your group, have students take turns deciding which word comes next in the verse and let them drag & drop their selection into the correct spot.

**Play the verse game a second time** trying to beat the first time's score.

**If you have time,** invite a "hot shot" student to play the verse (while others look on) to see if they can unscramble the verse even faster. *(Every time you play, memory improves.)*

**Step 4: Repeat the steps for 1 John 4:9-11** -- but create separate verse entries for each verse in 1 Jn 4. Do not try to put all three verses into a single verse game, it will be too long.

**Tip:** If you have more than one computer, you could have one computer workstation create the memory game for Romans 5, and the other workstation work on 1 John 4. Then you can rotate the kids between the computers to play each other's memory game.

**If you have more time:** Open the verse editor and start a "new verse." Ask students to look at the 1 Jn 4 memory verse and vote on the "5 or 6 most important words" in it. As they vote, input those into the verse editor. Then play an unscramble game with that condensed verse. You can also do this with the Romans 5:8 passage.

## Reflection: Making Romans 5:8 into Your Personal Statement of Faith

Step away from the computers.

**Write Romans 5:8 in large letters** on the board letting the students help you complete it.

Then, invite students to recite the verse but change the words "**us**" and "**we**" to "**me**" and "**I**." (Adjust the grammar too.) Let each student try saying it first while looking at the board, and then turn around



and recite it substituting "me" and "I" without looking at the verse. If you have time, let students step forward and try it without others helping.

*"God demonstrates his own love for me in this:  
While I was still a sinner, Christ died for me.*

Talk about the importance of realizing the story of the cross is YOUR story, he died for YOU. Share 1 John 4:9-11 as the "so what should we do" of the cross.

Close with prayer.

## Adaptations & Notes

**For Non-Readers:** After (optionally) viewing lessons 31 and 32 in Life of Christ software, open **Kid Pix 4\*\*** and have them illustrate the scene of the cross using the "heart" stamp tool. Next, have them use the heart stamp tool to create a picture representing the idea in 1 John 4: 11, "*if this is how God loved us, then we should love one another.*" Print and share.

**\*\*Kid Pix 4 (or 3D)** is usually found in Sunday School computer labs because of its versatility and appeal to younger children. If you don't own a copy you can purchase it at <https://www.mackiev.com/kidpix/>.

**Early readers** can use the scripture memory software, they just need help identifying the "correct next word." See the program's teaching tips for more details.

**For those short on time:** Focus on just the 1 John 4:9-11 memory verse (it has more life application).

**For those with more class time:** In Memory Work create a "memory game card pack" for Romans 5:8 and 1 John 4:10. Give students blank index cards and have them write the individual words of each memory verse on their own card. Scramble and assemble in order. You can also have them create their own short deck of verse cards featuring key phrases in the verse, if not the entire verse.

In Life of Christ, explore the interactive map of Jesus' last two days in Jerusalem.

### An Overview of Cal and Marty's Scripture Memory Game software:

Cal & Marty are the program's mirthful onscreen hosts -- John Calvin and Marty Luther. The program has two main features to use:

1. A Verse Editor into which you or your students can type any version of the memory verses, and add comments and a 3 question quiz to the verse.
2. An "unscramble" game which takes a verse you have created and scrambles them. Kids then take turns selecting "the next correct word" to put the verse back into order. It is timed, so they can keep trying to improve their time score if you choose.

📎 Attached to this lesson are screenshots of the Cal and Marty Scripture Memory Game "unscramble" game and Verse Editor.

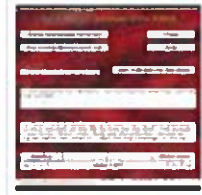
Written by Neil MacQueen for the Rotation.org Writing Team

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📎 Attachments

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Images (4)



10/9/18 @ 10:44 AM \*

Home / Sunday School Lessons and Resources

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- / (WT) Jesus Goes to the Cross: Bible Skills and Games Workshop

## (WT) Jesus Goes to the Cross: Bible Skills and Games Workshop



The Writing Team   Fortifying our Supporting Members

### Jesus Goes to the Cross

Rotation.org Writing Team

### Bible Skills and Games Workshop

#### Summary of Activities

Using a special pack of [Mark 15 Cross Story Cards](#), created for this lesson, students will take part in a creative reading of the story. Then play a “Pictionary”-like game with the cards to learn the different parts of the story of the cross and reflect on its meaning, not only for our salvation, but as a call to demonstrate God’s forgiving love to others.

#### Scripture for the Lesson

[Mark 15:1-47](#)

**Key/Memory Verse:** *"God demonstrates his own love for us in this: While we were still sinners, Christ died for us."* (Romans 5:8, NIV. See the Bible Background for more info.)

#### Lesson Objectives

See the [Bible Background](#) at rotation.org for this set’s complete list of objectives.

#### Preparation and Materials

- Read the [Bible Background](#) and scripture.
- Print the [Mark 15 Story Card Pack](#) (attached). Pre-cut each pack so that every student has their own pack of cards. (See the Card Pack instructions for more details.)
- Print the [Mark 15 Scripture Script](#) (attached).
- Whiteboard and dry-erase markers or tablet of newsprint and regular markers for the Pictionary game and Closing Reflection.
- Zipper sandwich bags to take cards home in.

- One-minute timer (or stopwatch or timer on your cellphone).

## Lesson Plan

### Open

**Welcome:** (2 min) Welcome your students and explain what they will be doing and learning today.

#### Opening Questions:

- What do you already know about “the Cross”?
- How do you *feel* about “the Cross”? Is it scary? terribly sad? mysterious? hard to understand?
- How do you think JESUS felt about going to the cross?
- Do you think he had an option not to go? (Yes). He went willingly—what does that say about Jesus?

Read with me our memory verse: *“God demonstrates his own love for us in this: While we were still sinners, Christ died for us.”* Romans 5:8

**Ask:** “What does it mean that Christ died for us ‘*while we were still sinners*’?” (It means God was demonstrating his love for sinners, not just saints. God’s forgiveness is a gift for being loved, not a reward for being perfect.)

### Opening Scripture and Card Activity (15 min)


**Give each student** their own pack of “[Mark 15 Cross Story Cards](#)” depicting people and scenes from Mark 15:1-47. **Have them randomly spread their cards** in front of them **IMAGE UP** and **CARD NUMBER DOWN**—in preparation for putting them in the correct story-order as the scripture is read. (You may have the cards pre-folded or have them fold the cards now).

**Instructions to Share:** As we read the story of [Jesus Going to the Cross](#), we are going to pause 21 different times for you to find the image (card) that matches what you just heard in the story and begin to put your story cards in the correct order.

**As the teacher or students read the story aloud, PAUSE at the “PICK A CARD” spots** to prompt students to find the card they think describes what they just heard.

**After the reading is over,** review what should be the CORRECT ORDER.

**You may now randomly call upon students to turn over ANY card** you wish to focus on, and have them read the question/comment on the back of the card.

 **Tip:** Don't take time for all 21 cards. Instead, save some card observations and comments for interjecting during the Pictionary Game.

## The Big Game: Pictionary

(15-20 minutes) Pictionary is a classic drawing and guessing game. Using the Mark 15 Card Pack (the same used in the scripture activity) students will step forward to randomly select a card from the teacher's Mark 15 Card Pack and attempt to draw the card's image (or one of their own) for their team who has 1 minute to **guess which part of the story the drawing depicts**.

You won't have time to play all 21 cards in the deck. Thus, you should pre-select certain cross story images that you want to focus on and think will be easiest for your age group. To speed up guessing, allow the teams to have a deck of the Mark 15 cards laid out in front of them. 🎮

### How to Play

- Divide the group into 2 teams. Give each team a name.
- Use a whiteboard and dry-erase markers or a newsprint pad and regular markers for the drawings.
- Decide which team goes first.
- On a team's turn, the teacher chooses someone to draw (the artist). The teacher prepares a one-minute timer (or stopwatch or timer on your cellphone) and gives the player a card. (Adjust time per ability and age.)
- The teacher says, "Go!" and starts the timer. The artist begins to draw a sketch of the word or action. The goal is for the team to correctly guess what part of the story is being drawn within the time limit. If the team correctly guesses the scene, they receive a point. Then it's the next team's turn.
- If the original team does NOT guess the answer when time is up, the opposing team gets 10 seconds to offer a guess and win the point without any additional drawing. The second team then takes its turn drawing and guessing (even if they have already won the previous point.)

### Game Rules

- The artist may not make any hand gestures or audible noises.
- The pictures drawn cannot have any numbers or letters.
- How precise the answer needs to be should be discussed before the game begins.
- Do not point at your ear to mean "sounds like" or use any other similar signs.
- Do not use sign language or use dashes to let the team know how many words there are in the answer.

## Closing Reflection & Prayer

### The Memory Verse Game (5 min)

- Tell your students to try and guess the meaning of what an artist will now come forward to draw.
- Invite one or two of your "best artists" to come up and attempt to DRAW the following image (seen below in small version and attached in larger size) which helps us remember the memory verse. Give each person 20 or 30 seconds, then invite another person to add to the drawing or draw another version next to it (without erasing anyone's work).

- Let everyone try to guess what this symbol is trying to teach us.



**Next, find the blank card in your Card Pack** labeled “The person you need to demonstrate God’s forgiving love to.” Say: “I want you to take a moment and think of the name of a person in your life whom you need to forgive. Maybe they have done something mean to you, or hurt you in some way. Think of their name, see their face—and when I start to count to three in our final prayer, I want you to silently repeat their name.

**Closing prayer naming the person you need to forgive:**

*Loving God, the chief priests, and elders who should have welcomed Jesus used all their power to have him crucified. The soldiers who had little reason to hate Jesus mocked and beat him. Pilate sent him to his death believing that Jesus was a joke and killing him would keep the peace.*

*God, what happened to Jesus demonstrates how awful and sinful human beings can be, and for that, we are truly sorry. Your cross also demonstrates how much you love us in spite of our sins and want us to love you and others in return. Help us also to demonstrate your love and sacrificial forgiveness, especially to those who have hurt us. Open our hearts to truly forgive the person we are about to silently name. Lord, help us to forgive and love, (one, two, three) \_\_\_\_\_. Lord, as your love and forgiveness was demonstrated to us on the cross, so let us demonstrate that love and forgiveness to everyone.*

And let all God’s children say, “Amen.”

## Adaptations

### **For Younger Students:**

**Reading the story:** With non-readers, you may want to use your favorite Bible storybook’s version of Mark 15. *The Jesus Storybook Bible*, *The Lion Storyteller Bible*, and *The Family Story Bible* each has a way of telling this difficult story that is designed for younger students without watering down its content. (Pay close attention to how well the storybook version matches Mark 15 and

edit-on-the-fly as needed. As discussed in the Bible Background, there are some parts of the cross story only found in Luke and not in Mark.) You may also have good success simply reading aloud the Mark 15 passage from the provided script.

**If you shorten the story for non-readers, consider also REDUCING the number of Mark 15 Cards in the decks** to only those which fit with your shortened version. *A maximum of 8-10 cards will probably work best for this age group.*

**Play the Pictionary Game using only those cards** from the deck you just included in the reading activity.

**For those with more class time:** *Spend more time answering questions on the back of the Mark 15 Cards.*

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Written by Anne Camp and the Rotation.org Writing Team

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 Attachments

Hide 

Images (1)



Files (2)

[Mark.15.Card.Pack-Rotation.org.pdf](#)

[Mark.15.Scripture.Handout.pdf](#)

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