

THE LION OF JUDAH



The Story

The lion of Judah is a family-oriented, heart-warming adventure telling the story of a group of stable animals who get a lot more than they bargained for when a boisterous lamb called Judah enters their lives.

Upon learning that Judah has been trapped in the clutches of the townspeople, and faces the possibility of being the sacrifice at the annual festival of Passover, the stablemates leave their cozy home and embark on a life-changing journey to find and free their friend. During their numerous attempts to find Judah, a wonderful story emerges as they intercept, interact and entwine with history finally seeking out the King who was born in their stable more than 30 years earlier.

www.lionofjudahthemovie.com

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CHARACTERS

Boss

Boss the raven, heads the notorious “Uncleans” gang that rule the streets in Jerusalem. “The Uncleans” have been named so because of the Jewish belief in what is and what is not 'kosher'. Boss misinterpreted a dream that he believes to be prophetic, and has his mob of ravens stealing sheets in an effort to cleanse themselves. Behind the tough exterior, Boss has a sincere heart.

Drake

A rooster who’s the kid who never keeps quiet, who needs to know everything, can’t remember anything, and who keeps getting into trouble...and getting others into trouble.

Esmay

Esmay a cow and the mother of all those in the stable. She is full of a mother’s wisdom and corrects anyone who is not being kind or respectful.

Horace

Horace a pig, is very much a pig, he has the worst of manners but a very big heart. He can be a little clumsy, gets a little scared on occasion, but in the end can always be counted on to help out a friend.



Jack

Jack is a donkey colt. Abused and misused. He is bitter and broken and cares only for himself. But, his life turns when 'the King' removes his ropes and loves him, he goes from hopeless to hopeful, from broken to leader, from rebel to friend.

Judah

A lamb with the heart of a lion whose believes his purpose is to set others free. He is brave, spunky, full of life and invincible...or so he thinks.

Monty

Monty is a horse who’s strong in stature but really a pushover. He gets frightened very easily and if he’s knees aren’t knocking he’s likely to faint at the drop of a hat.

Slink

Slink, the rat is the smallest in the stable but also the natural leader of the group, a loveable, grandfatherly character.

Other Characters

Helda – a wise chicken who lives in the stable in Bethlehem and knows the importance of Jesus.

Tony – a raven, who wears a silly eye patch, a member of the “Uncleans” & Boss’ sidekick.

Hornsby & Wallace – dove buddies who believe it is an honour to be chosen as sacrifices for the Passover Festival.

KEY WORDS

Altar

A place of sacrifice or worship. An altar could be a simple pile of rocks like Noah built after unloading the Ark or like the elaborate bronze altar Moses' had the Israelites build to God's specifications. Offerings (sacrifices) were always to be burnt on the altar.

Bethlehem

A town six miles south-west of Jerusalem, known as the City of David. David and Jesus were both born there.

Cleansing

We "cleanse ourselves" by going to Christ by faith and appropriating His blood, which sanctifies us.

Jerusalem

Located in the hills of Judah between the Mediterranean Sea and the Dead Sea. When Jesus lived it was the center of Jewish worship and life although it was ruled by the Romans.

Kosher

A term used to describe food that has been prepared according to Jewish dietary laws, meaning the food is ritually correct or pure as directed by God to the Israelites. (Leviticus 11)

Martyrs

The term martyr is most commonly used today to describe an individual who sacrifices his or her life (or personal freedom) in order to further a cause or belief for many.

Passover

Feast that began as a celebration of the night God delivered His people from Egyptian slavery (Ex. 12). God gave Moses instructions to give to the Israelites to mark their doorposts with the blood of a lamb so the death angel would pass over their home and spare their oldest child. Also known as the Feast of Unleavened Bread. Still celebrated today by the Jewish faith and was why Jesus was in Jerusalem the week he died.

Sacrifice (Sacrificial Lamb)

Something offered in worship (Gen. 31:54, Mark 12:33). In the OT, sacrifices expressed repentance from sin and obedience to God. A bull, goat or lamb without blemish were considered an excellent sacrifice; doves, pigeons or fine flour were used by those who could not afford the larger animals. Jesus Christ became our Sacrificial Lamb so that we could receive God's gift of grace, which takes away our sin (John 1:29).

Salvation

Salvation comes only by God's grace and through Jesus Christ when a person accepts Christ as Lord and Saviour (Acts 4:12; Titus 2:11). Salvation involves four truths: all people have sinned, the penalty for sin is death, Jesus died for our sins (past & present), to be saved people must believe in Christ and confess that Jesus is Lord.

Sin

Through out own human weaknesses we may break one of God's commandments or fail to do good by our actions, attitude, or our behaviour.

Temple

A place of worship. King Solomon built the first Temple, located in Jerusalem, which he finished around 950 B.C. The temple was rebuilt by Herod and is the one that Jesus would have visited and where he over threw the moneychangers.

Temple Curtain

Upon Jesus death the temple curtain was torn in two showing that God has crossed the rift. With the death of Jesus the sin that separated man and God has been bridged.

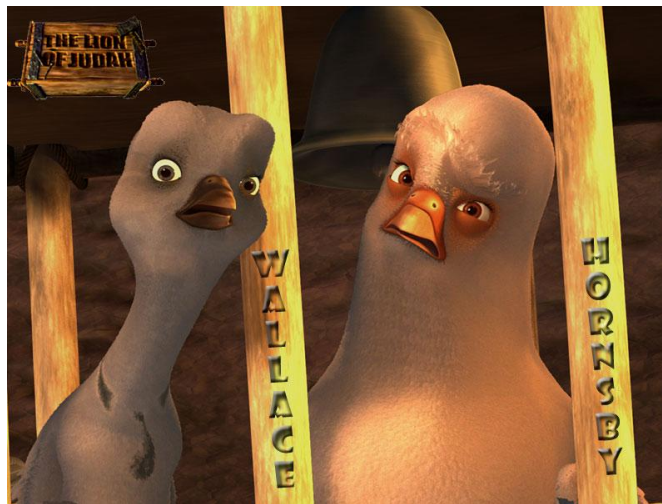
It means that there is no distance now to stop God and His people from interacting, and pictures God as a God who is no longer distant, but has made the move to tear away the obstacles between man and God. Christ's sacrifice didn't just atone for sins, but removed them; now mankind can enter God's presence freely.

Unclean

Defiled, impure, polluted. (Lev. 5:2; Rom. 14:14) Under Jewish law a person became ceremonially unclean by eating certain food, having contact with the dead, having leprosy, having a bodily discharge, or having undergone childbirth. The unclean person had to go through a ceremony of purification before they were allowed to worship with others in the temple.

Sources

1. The Baker Bible Dictionary for Kids, by Daryl J. Lucas, 1997, Baker Book House.
2. The Student Bible Dictionary, by Karen Dockrey, Johnnie Godwin & Phyllis Godwin, 2000, Bourbour Publishing, Inc.
3. www.thefreedictionary.com
4. http://en.wikipedia.org/wiki/Main_Page



SCRIPTURE REFERENCES

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Sacrificial Offerings (Leviticus)

Leviticus 4:1-5 — 5:13 - The Sin Offering

Leviticus 22:17-25 - Unacceptable Sacrifices

Clean / Unclean Food (see Leviticus 11)

Leviticus 11:7 (pig)

7 And the pig, though it has a split hoof completely divided, does not chew the cud; it is unclean for you.

Leviticus 11:13-15 (raven)

13 " These are the birds you are to detest and not eat because they are detestable: the eagle, the vulture, the black vulture, 14 the red kite, any kind of black kite, 15 any kind of raven,

Feast of Passover / Unleavened Bread

Leviticus 23:4-8

4 " These are the LORD's appointed feasts, the sacred assemblies you are to proclaim at their appointed times: 5 The LORD's Passover begins at twilight on the fourteenth day of the first month. 6 On the fifteenth day of that month the LORD's Feast of Unleavened Bread begins; for seven days you must eat bread made without yeast. 7 On the first day hold a sacred assembly and do no regular work. 8 For seven days present an offering made to the LORD by fire. And on the seventh day hold a sacred assembly and do no regular work.' "

Boss' Dream (Peter Visits Cornelius)

Acts 10:9-16

9 About noon the following day as they were on their journey and approaching the city, Peter went up on the roof to pray. 10 He became hungry and wanted something to eat, and while the meal was being prepared, he fell into a trance. 11 He saw heaven opened and something like a large sheet being let down to earth by its four corners. 12 It contained all kinds of four-footed animals, as well as reptiles of the earth and birds of the air. 13 Then a voice told him, "Get up, Peter. Kill and eat."

14 "Surely not, Lord!" Peter replied. "I have never eaten anything impure or unclean."

15 The voice spoke to him a second time, "Do not call anything impure that God has made clean."

16 This happened three times, and immediately the sheet was taken back to heaven.

Acts 10:28

28 He said to them: "You are well aware that it is against our law for a Jew to associate with a Gentile or visit him. But God has shown me that I should not call any man impure or unclean."

Lamb Of God**John 1:29**

29The next day John saw Jesus coming toward him and said, "Look, the Lamb of God, who takes away the sin of the world!"

1 Peter 1:19

17Since you call on a Father who judges each man's work impartially, live your lives as strangers here in reverent fear. 18For you know that it was not with perishable things such as silver or gold that you were redeemed from the empty way of life handed down to you from your forefathers, 19but with the precious blood of Christ, a lamb without blemish or defect. 20He was chosen before the creation of the world, but was revealed in these last times for your sake. 21Through him you believe in God, who raised him from the dead and glorified him, and so your faith and hope are in God.

Ravens in the Bible**Genesis 8:1-8 (Noah sends out a raven)**

1 But God remembered Noah and all the wild animals and the livestock that were with him in the ark, and he sent a wind over the earth, and the waters receded. 2 Now the springs of the deep and the floodgates of the heavens had been closed, and the rain had stopped falling from the sky. 3 The water receded steadily from the earth. At the end of the hundred and fifty days the water had gone down, 4 and on the seventeenth day of the seventh month the ark came to rest on the mountains of Ararat. 5 The waters continued to recede until the tenth month, and on the first day of the tenth month the tops of the mountains became visible.

6 After forty days Noah opened the window he had made in the ark 7 and sent out a raven, and it kept flying back and forth until the water had dried up from the earth. 8 Then he sent out a dove to see if the water had receded from the surface of the ground.

1 Kings 17: 1-6 (Elijah fed by ravens)

1 Now Elijah the Tishbite, from Tishbe [a] in Gilead, said to Ahab, "As the LORD, the God of Israel, lives, whom I serve, there will be neither dew nor rain in the next few years except at my word."

2 Then the word of the LORD came to Elijah: 3 "Leave here, turn eastward and hide in the Kerith Ravine, east of the Jordan. 4 You will drink from the brook, and I have ordered the ravens to feed you there."

5 So he did what the LORD had told him. He went to the Kerith Ravine, east of the Jordan, and stayed there. 6 The ravens brought him bread and meat in the morning and bread and meat in the evening, and he drank from the brook.

Palm Sunday

Matthew 21: 1-9
 Mark 11:1-10
 Luke 19:28-38
 John 12:12-19

Mark 11:1-10 - The Triumphal Entry

1As they approached Jerusalem and came to Bethphage and Bethany at the Mount of Olives, Jesus sent two of his disciples, 2saying to them, "Go to the village ahead of you, and just as you enter it, you will find a colt tied there, which no one has ever ridden. Untie it and bring it here. 3If anyone asks you, 'Why are you doing this?' tell him, 'The Lord needs it and will send it back here shortly.' "

4They went and found a colt outside in the street, tied at a doorway. As they untied it, 5some people standing there asked, "What are you doing, untying that colt?" 6They answered as Jesus had told them to, and the people let them go. 7When they brought the colt to Jesus and threw their cloaks over it, he sat on it. 8Many people spread their cloaks on the road, while others spread branches they had cut in the fields. 9Those who went ahead and those who followed shouted,

"Hosanna![a]"

"Blessed is he who comes in the name of the Lord!"[b]

10"Blessed is the coming kingdom of our father David!"

"Hosanna in the highest!"

Jesus Cleanses The Temple

Matthew 21: 10-17
 Mark 11:11
 Luke 19:45-46

Matthew 21: 12-13 - Jesus at the Temple

12Jesus entered the temple area and drove out all who were buying and selling there. He overturned the tables of the money changers and the benches of those selling doves. 13"It is written," he said to them, " 'My house will be called a house of prayer,'[e] but you are making it a 'den of robbers.' "

Jesus Arrested

Matthew 26:47-56
 Mark 14:43-52
 Luke 22:47-53
 John 18: 1-14

John 18: 12-14 - Jesus Taken to Annas

12Then the detachment of soldiers with its commander and the Jewish officials arrested Jesus. They bound him 13and brought him first to Annas, who was the father-in-law of Caiaphas, the high priest that year. 14Caiaphas was the one who had advised the Jews that it would be good if one man died for the people.

Peter Disowns Jesus**Peter's Predicted Denial**

Matthew	26: 30-35
Mark	14:26-31
Luke	22:31-34
John	13:31-38

Peter's Denial

Matthew	26:57-75
Mark	14:53-72
Luke	22:54-71
John	18:15-18,25:27

Matthew 26: 69 – 75

69Now Peter was sitting out in the courtyard, and a servant girl came to him. "You also were with Jesus of Galilee," she said.

70But he denied it before them all. "I don't know what you're talking about," he said.

71Then he went out to the gateway, where another girl saw him and said to the people there, "This fellow was with Jesus of Nazareth."

72He denied it again, with an oath: "I don't know the man!"

73After a little while, those standing there went up to Peter and said, "Surely you are one of them, for your accent gives you away."

74Then he began to call down curses on himself and he swore to them, "I don't know the man!"

Immediately a rooster crowed. 75Then Peter remembered the word Jesus had spoken: "Before the rooster crows, you will disown me three times." And he went outside and wept bitterly.

Crucifixion

Matthew	27:33-44
Mark	15:22-32
Luke	23:33-43
John	19:17-27

The Crucifixion John 19:17-18

So the soldiers took charge of Jesus. 17Carrying his own cross, he went out to the place of the Skull (which in Aramaic is called Golgotha). 18Here they crucified him, and with him two others—one on each side and Jesus in the middle.

Death on the Cross

Matthew	27:45-56
Mark	15:33-41
Luke	23:44-49
John	19:28-37

The Death of Jesus John 19:30

30When he had received the drink, Jesus said, "It is finished." With that, he bowed his head and gave up his spirit.

The guard at the tomb

Matthew 27:62-66

The Guard at the Tomb (Prophecy 3 Days will rise again) Matthew 27:62-66

62The next day, the one after Preparation Day, the chief priests and the Pharisees went to Pilate.
 63"Sir," they said, "we remember that while he was still alive that deceiver said, 'After three days I will rise again.'
 64So give the order for the tomb to be made secure until the third day. Otherwise, his disciples may come and steal the body and tell the people that he has been raised from the dead. This last deception will be worse than the first."

65"Take a guard," Pilate answered. "Go, make the tomb as secure as you know how."
 66So they went and made the tomb secure by putting a seal on the stone and posting the guard.

The Empty Tomb (The Resurrection)

Matthew 28:1-10

Mark 16:1-8

Luke 24:1-12

John 20:1-18

The Resurrection Matthew 28:1-10

1After the Sabbath, at dawn on the first day of the week, Mary Magdalene and the other Mary went to look at the tomb.

2There was a violent earthquake, for an angel of the Lord came down from heaven and, going to the tomb, rolled back the stone and sat on it. 3His appearance was like lightning, and his clothes were white as snow. 4The guards were so afraid of him that they shook and became like dead men.

5The angel said to the women, "Do not be afraid, for I know that you are looking for Jesus, who was crucified. 6He is not here; he has risen, just as he said. Come and see the place where he lay. 7Then go quickly and tell his disciples: 'He has risen from the dead and is going ahead of you into Galilee. There you will see him.' Now I have told you."

8So the women hurried away from the tomb, afraid yet filled with joy, and ran to tell his disciples. 9Suddenly Jesus met them. "Greetings," he said. They came to him, clasped his feet and worshiped him. 10Then Jesus said to them, "Do not be afraid. Go and tell my brothers to go to Galilee; there they will see me.



TEACHER OVERVIEW

BACKGROUND INFORMATION

Once Upon A Stable

Word on the street is that a King is coming to visit, but why to a stable? What kind of gift could they present to the King? A hilarious and uplifting tale of the very first Christmas and learn that there's more to life than being able to burp the loudest, be the party clown, or even give the nicest gift! (*Length 23 mins.*)

Lion of Judah

In the sequel to “Once Upon A Stable” the animals get a lot more than they bargained for when a boisterous lamb called Judah enters their lives. One of the stablemates, Drake, accidentally gets locked into a crate with the new arrival Judah and is taken to Jerusalem. Drake’s stablemates leave their cozy home and embark on a life-changing journey to find and free their friends. Judah is in the clutches of the townspeople, and facing the possibility of being the sacrifice at the annual festival of Passover. During their numerous attempts to find and free their friends, a wonderful story emerges as the animals intercept, interact, and entwine with history finally seeking out the King who was born in their stable more than 30 years earlier.

Lion of Judah Questions Sets

1. Teacher’s Copy - attached are questions with answers for teacher’s use.
2. Student’s Copy - attached are the above questions (only), you may wish to use as a handout for older children.
3. “Fall of Jericho” – Question Set (Free Download).
The questions found in this study guide have also been rewritten as a quiz. Each question has been rewritten with 4 answers to choose from. It is available as a free download at “The Lion of Judah” web site (<http://www.lionofjudahthemovie.com/>). This txt file has been created specifically to be used with the “Fall of Jericho”, a computer quiz game by Sonsoft. See the section on teaching with computers for more details of this fun program.
4. Quiz Cards - The questions used for the “Fall of Jericho” are also available in a game card format. Available as a free download for those of you who do not have access to computers. Game Cards can be used for games such as Tic-Tac-Toe (see Follow-up Activities for Older Children under Games).

Resources

- Once Upon A Stable - “The Lion of Judah Movie” web site link to a downloadable study guide.
- “Fall of Jericho” by Sonsoft can be purchased through Sunday Software
<http://www.sundaysoftware.com/jericho.htm>.

TEACHING WITH VIDEO'S

1. Post a sheet listing the main characters and another sheet which states your main teaching points – the important ideas you want them to learn that day. Go through them, with the children, prior to viewing the video.
2. Go over the meaning of any new words (see Key Words list).
3. Have a discussion about what they are about to learn prior to watching the movie. Ask them what they know about Easter and the events of that week (Jesus – specifically what happened to him – arrest, trial, crucifixion, death, & resurrection). The children will be seeing these events and they need to be prepared.
4. Give them things to watch for, you may wish to choose ideas or questions from the question set enclosed. Another example: “You will meet a character named Jack in the movie, I’d like you to watch closely what kind of fellow he is when you first meet him and then how he’s different at the end of the movie, and what caused those changes.”. Listen closely for anything said, by Helda, the chicken!
5. Highlight areas on the Question/Answer sheet where you wish to pause, ask questions, discuss, or to tie in any of those Key Words. Key words have been underlined for you.
6. Don’t hesitate to re-show them specific scenes, then for example say, “let’s watch that again and watch for the ‘connections’ we just discussed”.
7. Upon writing this study guide the DVD chapter settings are not available so the Question/Answer sections may not be the same, but thought they were important to help you know where you are at a quick glance. Hopefully, when the DVD comes up this will be updated to include the chapter titles and their position in the question set.

VIEWING SCENES OF THE EASTER STORY WITH YOUNGER CHILDREN

Always preview any movie prior to showing it to any age group. If you feel any scene is not appropriate for a specific age group, you may choose to skip over that section and instead replace it with a child friendly retelling, appropriate for their age level. It was felt by the director that the scenes: beating, nailed to the cross, and death, and the animal’s reaction to same was vital for the viewer to receive the full emotion of the story and to understand everything changed with His death. It was done with consideration for the viewing audience.

You will find a short description of each scene surrounding the crucifixion in the “Questions/Answers Teacher’s Copy”, under Golgotha (look for ⚔ symbol).

Resources

- “A Brief Introduction to Teaching with Video” Article by Neil MacQueen, Sunday Software <http://www.sundaysoftware.com/video-tips.htm>

QUESTIONS/ANSWERS (Teacher's Copy)

Judah (Scene 1)

1. What is inside the crate tossed into the stable with the animals? *Judah (lamb)*
2. What things do we learn about Judah's character? *He's happy, playful, optimistic, and he thinks he's as brave as a lion and that he can do anything.*
3. Who ends up accidentally trapped in the crate with Judah? *Drake (the rooster)*

(Scene 2)

4. What is the word printed on the side of the box where Judah & Drake are now trapped?
Jerusalem
5. What does Helda (the hen) say is going to happen in Jerusalem? *a Passover Festival*
6. What is a Passover Festival? *Each year people go to Jerusalem to share a meal together and celebrate God's love for them. It is also a time to ask for God's forgiveness for the things they've done wrong*
7. Why do the animals believe Drake is going to get killed? *Helda said for people the wages of sin is death, but God has allowed people to sacrifice something else instead*
8. If people are not to die for sinning, what do you think is to die for their sin in their place?
Animals
9. Who do the animals think is the intended sacrifice? *Drake*
10. Who do you think is the intended sacrifice? *Judah*
11. What do the animals decide they must do for their friend Drake? *save him*
12. Slink, immediately heads out the door to rescue Drake. What is the reaction of the other animals? *They are all afraid to go and it's takes a great deal of persuasion from Slink to get them to go* Would you be afraid to head off to the unknown?
13. Helda's last words to the others as they leave are important? What did she say? *"Only the King can help, only the King can set them free"*
14. Who is the King she is talking about that is the only one who can set them free? *Jesus*

Jack

15. On their way to find Drake who do the animals meet on the road? *donkey named Jack*
16. What is Jack like? *Very rude, doesn't respect anyone*
17. What place is Jack coming from? *Jerusalem*
18. Does Jack go willingly back to Jerusalem with the others to help find Drake? *No, he's forced against his will, when his rope gets stuck in Horace's nose ring*

Jerusalem (Scene 3)

The animals pause on the road overlooking Jerusalem. Here you might wish to 'pause' the movie and point out the temple. You might even wish to show the children a picture or diagram of the temple layout and go over the different areas and their meaning (especially the altar and temple curtain) for these are important later in the movie.

19. The crate with Drake & Judah inside ends up in a stable. Who else is in the stable and what has happened to them? *Lots of other animals who are all in cages*
20. The doves (Wallace & Hornsby) say they are Martyrs. What is a martyr? *Someone who dies for a good cause*
21. What do the doves say that Judah is? *A pure lamb, the chosen one (John 1:29)*

Raven Alley

22. What is the reaction of the animals when they enter the city gates of Jerusalem? *Fear, except Jack who's not happy to be there, but knows he's way around*
23. After the animals get separated who does Monty meet in the alley? *Two Ravens (Boss & Tony)*
24. What does Jack say is the name of the Raven gang? "Uncleans"
Let's find out how why the ravens got their name - open your bibles to **Leviticus 10:13-15** – have a child read the verses.

Boss' Dream (Scene 4)

25. Boss, leader of the "Uncleans", had a dream. What happened in the dream? *He was in a sheet being lowered down then he heard a voice.*
26. What did the voice in the dream say to Boss? *"Do not call anything impure that God has made clean."*
27. Now let's see who in the bible had the same dream (or vision) that Boss did - open your bibles to **Acts 9:9-16** – have children each read a verse.
So who had the same dream as Boss? *Peter*
28. In the dream, who else does Boss remember was in the sheet with him? *Monty (horse)*
29. In his dream Boss misunderstood what the voice was telling him about how he could stop being called the "Uncleans". So what has Boss been doing with the sheets he's been stealing? *He's been trying to get 'CLEAN', he thinks that what the voice meant so his gang would no longer be called the UNCLEANS. So he's been getting them dirty and cleaning them and taking clean sheets and making them dirty, but it's not made a difference either way.*

Birth of The King

30. Pause, after Helda says her line, ask the following question even if they remember the answer, then re-watch the scene.
"Boss now remembers Monty was in his dream. He asked Monty to tell him what the dream meant. Monty remembers he's heard the word cleansing before, then tells Boss the story of when he was in the stable when a baby was born. What did Helda (the chicken) say that day about that baby?" *Behold the Lamb of God. Come to cleanse one and all.*
31. Now let's check in our bible to hear about the Lamb of God - open your bibles to **John 1:29** – have a child read the verse. Who is the Lamb of God? *Jesus*
32. So Boss says the time of the SHEETS is over and the time of the CLEANSING is near, who does he need to find to get cleansed? *Jesus*

Famous Ravens

33. Boss and his gang go looking for Drake & Judah and end up in the temple where the caged animals become upset that any uncleans should be in this holy place. What famous ravens do we hear about?
*Noah sent a raven out to look for land first before a dove (Genesis 8: 1 – 8)
God sent a raven to feed Elijah in the wilderness (1 Kings 17: 1 – 7)*

Found (Scene 5)

34. Why does the dove say that a swine (pig) isn't Kosher?
Have a child read (Leviticus 11:7)
35. While the other's attempt to escape what is Judah doing? *freeing the caged animals*

Judah's Story (Scene 6)

36. Judah believes he was sent to help because he's mother told him he had a noble calling and he was going to set people free. Judah thinks his noble calling was to free the animals, what did his mother really mean? *He was to set people free from their sins by being their sacrifice to God*

Lamb of God

37. Esmay remembers that Helda said something important just before they left the stable in Bethlehem. Do you remember who she said was the only person who could set you free? *Helda said, "Only the King could help. Only the King could set you free".*
38. Who is the King Helda was talking about? *Jesus*
39. What happened to Jack to make him act the way he does? *He has been a slave to selfish and cruel people who always mistreated him. He's never known freedom only the rope around his neck. He's lost his heart and doesn't believe a King born in a stable could set him free*

Palm Sunday

40. Who does Jack meet outside the city gates of Jerusalem and what does that person do for Jack? *He meets Jesus, who shows him love and kindness and unties his rope (setting him free)*
41. When Jesus touch heals Jack's heart, who does Jack realize Jesus is? *The King the other animals told him about*
42. What big change do you see in Jack right after he meets Jesus? *Instead of running with his new found freedom he chooses to help the others by taking Jesus to them*
43. Do you remember the name of the special day that a donkey carried Jesus into Jerusalem and people sang Hosanna? *Palm Sunday (Mark 11:1-10)*

Court of Gentiles (Scene 7)

44. Jesus is very upset when he enters the temple, why is he upset and what does he say? *This is a place of prayer and they have made it a den of robbers (Matthew 21: 10-14)*
45. Poor Judah who was once brave as a lion is now a lost a very frightened little lamb as finally realizes how much trouble he's in. Are the animals able to free Judah? *NO*
Who do they go to find to help them? *Jesus*
46. What becomes different about Jack & the other animal's behaviour now that Jesus has freed them all? *Before Jack would not have helped, now he's leading the rescue. The other's also seem to have lost their fear, Monty never faints and Horace ignores a pile of food, as they each go off in search of Jesus.*

Peter's Denial

47. When they find Jesus what has happened to him? *He's tied up and being pushed along the street (John 18:12-14)*
48. In the temple after Jesus is arrested someone denies knowing Jesus?
Let's check our bibles to find out the name of that person – have the children read **Matthew 26: 69 – 75**
Who denied knowing Jesus? *Peter*
How many times does Peter deny knowing Jesus? *3 times*
Why do you think Peter denied knowing Jesus?

Golgotha (Scene 8)**✂ Scenes surrounding the Crucifixion**

- The animals see Jesus carrying the cross with a crown of thorns upon his head. He is whipped once (no blood) we are facing Jesus, while guard is behind Jesus.
 - Jesus is then nailed to the cross (he is hidden by a hill in the distance so you only see the guard hammering and hear the shocked cries from the animals).
 - Meanwhile Judah is laid upon the altar.
 - The animals approach Jesus on the cross (you are behind the cross so you only see a ¼ profile of Jesus' face). Jesus says his last words and the animals are silent.
 - You witness Judah's almost sacrifice, saved by the earthquake that follows Jesus' death.
 - The animals leave Jesus' side when they hear Judah's cries of joy "He SAVED ME". Later when they look back the cross is empty.
49. We hear hammering, what is happening? *Jesus is being nailed to the cross*
50. What is happening to Judah while Jesus is being crucified? *He is tied up and placed on the altar in the temple*
51. After Jesus' last words, "It is finished", what happens outside and inside the temple? There is thundering and shaking of the ground, the animals cages break open, the temple curtain tears in two and the altar breaks apart and Judah is freed. **(John 19:30)**

Freedom

52. Why is Judah so happy? *He knows in his heart that Jesus set him free*
53. Why are the other animals so sad? *They witnessed Jesus being crucified and are afraid to tell Judah, they don't believe he'll come back*
54. Who is the only one that believes Jesus isn't dead? *Judah*
55. Whose faith believes that Jesus' love can't be held by death or a stone, and refuses to leave, even though it's been three days? *Judah*

Resurrection

56. What miracle is witnessed by all the other animals?
The tomb rolls away, Jesus appears, and Judah leaps into His arms

Home

57. Where does Judah end up at the end of the movie? *Back home with his mother*
58. Where do Esmay, Drake, and the other animals go? *They head back to their stable in Bethlehem*
59. Where does Jack decide to go? *Back to Jerusalem to help Jesus' friends*
60. Why does Jack want to help Jesus' friends? *Because Jesus freed his soul*
61. Tony says they're no longer unclean, what is Boss' reply? *Now they can be eaten*
62. What changes did you see take place in Jack from when we first met him and then after Jesus set him free? *Discuss - his life turns when 'the King' removes his ropes and loves him, he goes from hopeless to hopeful, from broken to leader, from rebel to friend.*
63. What do each of us need to do in order for Jesus to free us? *Discuss salvation with the children*

QUESTIONS (Student's Copy)

Judah

1. What is inside the crate that is tossed into the stable with the animals?
2. What things do we learn about Judah's character?
3. Who ends up accidentally trapped in the crate with Judah?
4. What is the word printed on the side of the box where Judah & Drake are now trapped?
5. What does Helda the hen say is going to happen in Jerusalem?
6. What is a Passover Festival?
7. Why do the animals believe Drake is going to get killed?
8. If people are not to die for sinning, what do you think is to die for their sin instead of them?
9. Who do the animals think is the intended sacrifice?
10. Who do you think is the intended sacrifice?
11. What do the animals decide they must do for their friend Drake?
12. Slink, immediately heads out the door to rescue Drake. What is the reaction of the other animals?
13. Helda's last words to the others as they leave are important? What did she say?
14. Who is the King she is talking about that is the only one who can set them free?

Jack

15. On their way to find Drake who do the animals meet on the road?
16. What is Jack like?
17. Where is Jack coming from?
18. Does Jack go willingly back to Jerusalem with the others to help find Drake?

Jerusalem

19. The crate with Drake & Judah inside ends up in a stable holding animals to be sold in the temple, who else is in the stable and where are they?
20. The doves (Wallace & Hornsby) say they are Martyrs. What is a martyr?
21. What do the doves say that Judah is? (John 1:29)

Raven Alley

22. What is the reaction of the animals when they enter the city gates of Jerusalem?
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Let's find out how why the ravens got their name - open your bibles to **Leviticus 10:13-15** and read the verses.

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So who had the same dream as Boss?
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31. Check in your bible to hear about the Lamb of God - open your bibles to **John 1:29** – read the verses.
Who is the Lamb of God?
32. So Boss says the time of the SHEETS is over and the time of the CLEANSING is near, who does he need to find to get cleansed?

Famous Ravens

33. Boss and his gang go looking for Drake & Judah and end up in the temple where the caged animals become upset that any unclean should be in this holy place. What famous ravens do we hear about? (**Genesis 8: 1 – 8**) - (**1 Kings 17: 1 – 7**)

Found

34. Why does the dove say that a swine (pig) isn't Kosher? *Read (Leviticus 11:7)*
35. While the other's attempt to escape what is Judah doing?

Judah's Story

36. Judah believes he was sent to help because he's mother told him he had a noble calling and he was going to set people free. Judah thinks his noble calling was to free the animals, what did his mother really mean?

Lamb of God

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Palm Sunday

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41. Jesus touch heals Jack's heart and who does Jack realize Jesus is?
42. What changes do you see in Jack after he meets Jesus?
43. Do you remember the name of the special day that a donkey carried Jesus into Jerusalem and people shouted Hosanna? (**Mark 11:1-10**)

Court of Gentiles

44. Jesus is very upset when he enters the temple, why is he upset and what does he say?
(**Matthew 21: 10-14**)
45. Poor Judah who was once brave as a lion is now a lost a very frightened little lamb as finally realizes how much trouble he's in. Are the animals able to free Judah?
Who do they go to find to help them?
46. What is different this time about Jack & the other animal's reaction to Judah's predicament?

Peter's Denial

47. When they find Jesus what has happened to him? (**John 18:12-14**)
48. In the temple after Jesus is arrested someone denies knowing Jesus?
Let's check our bibles to find out the name of that person – read **Matthew 26: 69 – 75**
Who denied knowing Jesus?
How many times does Peter deny knowing Jesus?
Why do you think Peter denied knowing Jesus?

Golgotha

49. We hear hammering, what is happening?
50. What is happening to Judah while Jesus is being crucified?
51. After Jesus' last words, "It is finished", what happens outside and inside the temple?

Freedom

52. Why is Judah so happy?
53. Why are the other animals so sad?
54. Who is the only one that believes Jesus isn't dead?
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Resurrection

56. What miracle is witnessed by all the other animals?

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61. Tony says they're no longer unclean, what is Boss' reply?
62. What changes did you see take place in Jack from when we first met him and then after Jesus set him free?
63. What do each of us need to do in order for Jesus to free us?



FOLLOW-UP ACTIVITIES - OLDER CHILDREN**DISCUSSION / ACTIVITIES****Ages 8-11 Years**

Let's ask . . .

1. What did the movie mean to you?
2. Towards its end, the movie divided into two simultaneous stories – Judah and Slink's situation and the story of Jesus' last days in Jerusalem. Did you think the two stories were similar? How? If "no" – what were the things that made the two stories different?
3. Review animal characters in the Lion of Judah – mention each character and encourage the children to think about their personalities. Discuss with them how each of the characters acted/reacted to some of the major scenes in the movie. Example: how they responded to the crate thrown into their stable; how they responded when Slink wanted them to go to Jerusalem to find Drake and Judah; how they acted when they met Jack on the road to Jerusalem; etc.

Ask/lead the children in thinking about people they know who have same/similar traits as the movie characters mentioned above – they could be members of their family, church, school or other groups they may be involved in.

Let's do . . .

4. If you have animal puppets in your supplies, they can be used for the following activity. If not, have the children do simple drawings of each of the characters, colour them, cut out and print the name of the person they know who acts like (example: Drake, Helda, Jack) on the back of the picture, at the top. Glue picture on a paint stick or piece of doweling.
5. Ask the children to brainstorm some ideas for short skits about situations their puppets may be involved in. You may need to assist here to get them started. Example: in the school yard, (person most like Slink) tried to get (person most like Monty) to be the catcher in a ball game, even though he's afraid of being hit by the ball or the bat! Jot the rough ideas down on separate sheets of paper – one for each scenario.
6. Keep the group together or if they are confident, divide the children into groups to perform the short skits using their animal puppets.
7. After each performance, ask the children if they have any comments or questions about the scene acted out.

Follow each performance with a round of wild applause!

Ages 12 Plus Years

Ask . . .

1. What did the movie mean to you?
2. Did you see any similarities between Judah and Slink's predicament and the story of Jesus that was happening simultaneously?
3. What were some of the emotions you felt toward the end of the movie – specifically when Judah was laid on the sacrificial table, when Jesus was being lead to Golgotha, when Judah wouldn't leave Jesus' tomb, when Jesus emerged from the tomb, when Judah found his mother, when Jack went back to Jerusalem to help others?

Discuss . . .

4. The main characters in this movie. Using a large (easel size if available) sheet of paper, have children name the principal animal characters in the movie. Write this list as a column on the left side of the sheet.
5. The personality traits of each of these characters. Ask the group what they believe their characteristics are and write down responses beside each name. Leave sheet available to refer to.
6. Say: "Looking at this list, can you draw a parallel to people you know who have similar traits?" Have group write their own list – left column will be the animals in movie, right column for people they think of.
7. Say: "In the movie we saw how each of the animals responded in various situations. Now we're going to be our own creative writing team and come up with some scenarios. Your list of people will become the leading actors! You can work together as one whole group or you can work within smaller groups. How would you like to do this?" (Leader may need to help with this process to ensure all are included.)
8. Give each group additional paper for brainstorming, pencils and a time limit.
9. At the end of the time limit, ask the group(s) to perform their scenarios.
10. After each presentation, lead the group in a discussion about what they heard and saw.
11. Enthusiastic bravos for each group!

DRAMA**Ages 8-11 Years**

From the Manger to the Cross

Supplies: Two easels and paper work best but any large sheets of paper will be fine.

Directions:

1. On one sheet of paper, print THE BIRTH OF CHRIST
2. On the second sheet of paper, print THE DEATH OF CHRIST
3. On the Birth of Christ sheet, have the children recall the chronological sequences of events leading to Jesus' birth. Number these from 1 to __
4. On the Death of Christ sheet, have the children recall the chronological sequences leading to Jesus' death. Number these from 1 to __
5. Explain to the group that you are going to do a running narration of the events leading to Jesus' birth and death. It will run like this: #1 from Jesus' birth narration will be read then #1 from Jesus' death narration; then #2 from Jesus' birth narration will be read then #2 from Jesus' death narration; continuing until the end.
6. Explain to the children that this must be done reverently and with subdued emotion.
7. The reading can be done with two people doing the narration or divide into two groups with group A reading birth statements and group B reading death statements.

Ages 8 Plus

Alphabet Drama

A time-tested fun way to re-enact scenes from the movie which can be played with any number of young people.

Supplies: None!

Directions:

1. If enough children, divide into two teams. Otherwise play as one team, adjusting instructions.
2. Give each team a scene from the movie and a starting letter of the alphabet.
3. Explain to the children that the first player of Team A speaks a line of dialogue about their scene, using the starting letter you have assigned them. Example: if the starting letter is **D**, the children could begin with "Drake is a comic character who finds himself"
4. The second player in the team begins with the next letter in the alphabet and so on trying to get through the alphabet from D all the way back to C.
5. If a player pauses for say, more than 30 seconds trying to think of their line, start the second team with their different scene and starting letter.
6. The sentences should relate loosely to the scene but a little leeway is always fun!

Ages 12 Plus Years

An Audio Easter

Object: use sound effects to evoke the various Biblical scenes from Palm Sunday to Easter morning to create drama.

Supplies: paper, pencils

Listed below are Easter events and examples of items for sounds:

- Palm Sunday (example: recording of cheers)
- washing of feet (example: pouring water into a basin)
- Last Supper (example: voices saying “Surely, Lord, you don’t mean me?”)
- trial (example: gavel slammed onto piece of wood, words “He is guilty!”)
- Judas’ betrayal (example: sound of coins)
- Peter’s denial (example: rooster crowing 3 times)
- cleansing of temple (example: sounds of furniture being overturned)
- tearing of temple cloths (example: ripping of fabric)
- nailing on cross (example: hammering nails into wood)
- resurrection (example: sound of feet running)

1. Give group paper and pencils.
2. Sound effects are done in random order. After each sound, have group discuss what part of the Easter story they believe the sound represents. When group agrees, print response as a brief description on one sheet of paper. Example: Jesus’ Trial, The Resurrection, Peter’s Denial. Use one sheet of paper for each agreed-upon response.
3. Using the sheets of paper with responses, have the group put the Easter story in chronological sequence.
4. Perform drama using only sounds and brief corresponding description.

GAMES (ages 8-12)**Who could this possibly be?**

Use the List of Characters for this game. You can also add some of the minor characters and what you see their traits as.

Supplies: index cards, pen/pencil

1. On separate index cards, place the names of each character.
2. On (example – Drake’s) card, number 1 through 4, and list traits of that character with the #1 trait being the most obscure clue and #4 as being the “dead give-away clue”.
3. To the group say: “I’m going to read out some personality traits of the cast of characters from The Lion of Judah. Your job is to try to guess who I’m describing. If you don’t get the right answer on the first clue, I’ll read the next clue. You’ll have four opportunities to guess who it is. Are you ready?”
4. This can be played as a whole group or as teams.

Human Tic-Tac-Toe

Supplies: question sheet, X and O signs, 9 chairs

1. Use the question sheets for this game.
2. Make signs for the “O” team and the “X” team.
3. Place 9 chairs in the Tic-Tac-Toe game formation.
4. Divide children into the two teams, mixing ages in each group.
Note: before the game begins, have the children if they wish to answer individually or as a group based on a consensus.
5. On a correct response, the O or X member will sit in a chair.
6. First team to get their 3 in a row wins the game.

Judah’s Game

A movie twist of the tried and true “Kim’s Game” for memory building.

Supplies: large tray, cloth to cover tray, objects relating to The Lion of Judah (example: copy activity sheets with animal characters and cut out separately, items from Resurrection Eggs set or use your own nail, piece of cloth, rock, etc.), clock/watch with timer or second hand.

1. Explain to the group that they will have 20 seconds to carefully look at the items on the tray. After 20 seconds, the tray will be covered and an item will be removed. They will try to guess what item is missing.
2. Play this a couple more times. Then – with the tray covered, switch the items around **and** remove an item.
3. Increase the degree of difficulty by removing more than one item at a time and switching items around on the tray.
4. You can really kick it up by adding some new items off and on during the game.

GAMES (all ages)**Stable Animal Toss**

4-18 players. Can be played with more players if able to divide playing space safely into more than 1 playing court. Indoor or outdoor play.

Object of this game – fun & getting the wiggles out!

Supplies:

- 1 flat white sheet cut in half horizontally
- Stuffed toys (use movie brand toys if they are marketing the characters)
- Masking tape or sidewalk chalk
- Water available

Method:

1. Use masking tape or sidewalk chalk, if permitted) to divide your playing space in half
2. Divide children into 2 teams mixing ages of players
3. Give each team 1 white sheet
4. Explain to children that this game is just like volleyball – except you will be using sheets and stuffed animal(s).
5. Have children use both hands to hold on to 3 sides of the sheet so no one is going backwards.
6. Have the team centred and close to masking tape (or chalk) line.
7. When everyone is in place, the leader will toss the stuffie into the air and each team will play together to capture the stuffie in their sheet.
8. Once caught, the team will launch the stuffie in the air toward the other team, who in turn will try to catch it.
9. Play goes back and forth.
10. When the stuffie is missed, the opposite team scores the point.
11. Play until the children have had enough or are pooped out!
12. If you want to make the game more challenging, add more stuffed animals so the kids have to really stay alert and expend more energy!

The Uncleans' Game

Any number of players, indoor or outdoor if safe, enclosed environment

Object – fun and sensory skills

Supplies

- 1 flat white sheet or inexpensive hankies
- Index cards
- Pencils
- permanent marker
- smelly stuff
- sealable plastic baggies

Method: (numbers 1- 8 are prepared ahead of time)

1. If using sheet, cut into a number of squares (you can determine number based on “smelly stuff” you have available to use)
2. Use permanent marker to number each piece of fabric/hankie.
3. On index card, put numbers you are using on the left side in descending order.
4. Based on the number of children playing, divide them into teams. 2-4 players is ideal.
5. Prepare index card as in #3, one card for each team.
6. Now comes the fun part – smear or soak each piece of fabric/hankie with one of a number of smelly stuff you have around. Example: lemon juice, cinnamon mixed with water, vanilla extract, almond extract, coffee, peppermint oil, etc. *Keep any food allergies in mind when doing this – for instance you may need to stay away from peanut butter.*
7. As you soak/smear each piece, write the smell beside each number on your index card. Example: #1 – lemon juice, #2 – cinnamon, #3 vanilla extract.
8. Place each piece of fabric/hankie in its own baggie.
9. When ready to play, remove each piece of fabric/hankie from the baggie and safely hide around your playing area. If you're like me, you may need to write down where these places are!
10. Prepare the children to play. Explain that the Uncleans (Ravens) have stolen white sheets from all over the neighbourhood. They've washed these sheets all right – but not in clean water! Now, we (leaders) need you to do two things: find the ___ (number of sheets you've hidden) sheets, smell them and on the index cards you'll be receiving, write down beside the sheet # what your team thinks it's been washed in! When all ___ sheets have been found, return to us and we'll see how many of you are correct!
11. Hand out 1 index card and 1 pencil to each team.
12. If you are placing a time limit on the search, tell the kids they have ___ number of minutes to do this. Tell them you'll let them know when there are only 5 minutes left to play.

Judah!

Can be played indoors or outdoors in safe environment

Object – fun and reinforce names of characters in the movie

Supplies:

1 chair per team

Method:

1. Divide children into teams mixing ages
2. Have children form single lines, standing behind each other. Leave about 6' (2 m) between teams.
3. Place 1 chair in front of each team, at least 30' (10 m) from first player in line.
4. Naming the players – the first players in each line are (example) Monty, all the second players in each line are (example) Slink, all the third players in each line are (example) Esmay. Continue naming all the children *without using the name "Judah"*.
5. Explain to the children that when the leader calls out a name (example) Esmay, all the Esmays run toward their team's chair, around the chair and back to their place in line.
6. Explain to the children that when the leader shouts out "Judah!", **all** the children run up to their team's chair, around the chair and back into line. Fun!
7. Leader will call out names, inserting "Judah!" every now and then (do it back to back, they won't expect that!).
8. Play until all have had a turn or until they get pooped out.

FOLLOW-UP ACTIVITIES - YOUNGER CHILDREN**Teaching The Easter Story To Younger Children (Ages 4-7)**

For children of any age to go directly from Palm Sunday to the Empty Tomb does not allow them to fully understand why the resurrection is so important and why we are filled with joy on Easter morn.

Viewing Scenes Of The Easter Story With Younger Children (Ages 4-7)

Always preview any movie prior to showing it to any age group. If you feel any scene is not appropriate for a specific age group, you may choose to skip over that section and instead replace it with a child friendly retelling, appropriate for their age level. It was felt by the director that the scenes: beating, nailed to the cross, and death, and the animal's reaction to same was vital for the viewer to receive the full emotion of the story and to understand everything changed with His death. It was done with consideration for the viewing audience.

You will find a short description of each scene surrounding the crucifixion in the "Questions/Answers Teacher's Copy", under Golgotha (look for ✂ symbol).

Younger children need to have an understanding beforehand of what happened and why. Read them the story beforehand with picture books and lots of discussion. Also, focus their attention on the animals' reaction and how it affects each individual character. You are the best judge of your students to decide which scenes you may wish to skip over: one example being the nailing scene. Young children need to know Jesus died on the cross which explains why the cross is a symbol of Easter, but they do not need to know the horrible details of how it was done. A book you may wish to check out called "Sharing the Easter Faith with Children", explores the Easter message and what it means to children as they grow (birth to age 12). The author gives you an outline of each age group and what their perspective and understanding will be on hearing each part of the Easter story.

Teaching Using Centers (Ages 4-7)

Rotating the children through centers (workshops) is a great way to involve all different styles of learning (sight, sound, touch, smell, etc.). Most kids need and love repetition, which also develops a lasting memory and understanding of content. So don't spend one Sunday on Easter, spend a minimum of four. Below are listed several different centers you can select from. Designate areas of your room for different centers (depending on room size) and have the children rotate every 10-15 minutes (depends on centers you are using). You won't lose their attention and each center reinforces your lesson. Do it all again the following week, maybe add one new center, but the children will be excited to see and play with materials from the week(s) before. A variety of center ideas are listed below. Some work well for an entire class to participate, while others work well if you break your class into smaller groups and have them rotate through the different centers.

Resources

- "Sharing the Easter Faith with Children" by Carolyn C. Brown, Abingdon Press, 2005, 9780687344246.
- Workshop Rotation Model a New Model for Sunday School <http://www.rotation.org/manual.html>

Who doesn't love to build with blocks and you'd be surprised how effective it will be and the discussions that can take place, just with a bucket of blocks. In this center the children will be learning what faith is.

Faith: Trusting in God, who you cannot see or touch. Believing that God will do what he has promised and doing whatever he may ask of you even though you don't know the reason why.

Temple (ages 6-7)

Materials: wooden, foam, Duplo®, or any other building/stacking blocks
picture of the temple
small plastic lamb

Object: Have children build a temple and discuss all the different feelings Judah experienced: meeting the other animals, learning he was to be a sacrifice, finding himself on the altar, being freed, waiting at the tomb, then seeing Jesus. What does it mean to have "Faith".

To Do: Children work individually or in groups. Give them a time frame and say we'll create for 10 minutes. Use a toy Lamb to represent Judah – have the children tell you about what happened to Judah in the temple and how Jesus saved him. Ask them questions along the way – How do you think Judah felt being placed on the Altar? What was his reaction when Jesus set him free? How does it make you feel to know that Jesus' loves you so much that he would sacrifice himself for you. Judah was the only animal that day who had faith that Jesus would rise again!

Bethlehem Stable (ages 4-5)

Materials: wooden, foam, Duplo®, or any other building/stacking blocks
Baby Jesus & Manger
Stable Animals & Judah

Object: The children will each build the stable Jesus was born and then using the animals discuss what Faith is.

To do: Have each child build the stable that Jesus was born in. Tell them this is also the stable where Esmay and Drake and the other animals live. Give them a time frame and say we'll create for 10 minutes. Once time is up have the children stop (you may want to give them a two minute warning), then go around to each child having them pick out a favourite character from a container you have, and placing that character in their stable.

To ask: Why did they choose that character? What kind of animal was he/she (their characteristics)? How did that character feel when Jesus died? Did that character believe that Jesus would rise again? (none of the stable animals believed, only Judah)? Yes, Judah was the only one who believed because he had faith. Faith is believing in something you can't see or that hasn't happened yet. We know that Jesus rose again because the Bible tells us so, but the animals didn't know, only Judah believed because in his heart he knew he would see Jesus again, he had faith!

Find good books

Go to your local Christian bookstore and browse through the Easter book display or go on-line to a Christian web site and browse through the Easter section for children. On some good sites like Christianbook.com you get good descriptions along with age ranges and sample pages to view. Look for books in their age category, it will often be indicated on the back cover. Also check out the section on the crucifixion to help you determine if it is suitable. Colourful pictures, flaps they can look behind, large size are all excellent qualities to have in an Easter book.

Make them interactive

When reading the book to the children make it more interactive. They can “boo” or “yea” when they hear the name of the bible hero. Make movements with their hands or arms or feet during action scenes. Play instruments to represent moods or sound effects. Be creative. Older children, if in a small group, can actually read the story, passing it around, each child doing a page. Books are also great for acting out the story as it is read.

Book Suggestions

- “The Very First Easter”, By: Paul L. Maier, Concordia, 2004, HC – 9780570070535, PA - 9780758606273, BB - 9780758607171 (Ages 9 to 12)
Offers a historically accurate description of the events surrounding Jesus' death and resurrection through Scripture and beautiful artwork. Ten-year-old Christopher wants to know the story behind the story and learns important details about this miraculous event that help him understand the season's celebration. He also discovers his own special link to the very first Easter.
- “The Sparrow's Easter Song”, By: Michelle Adams, illustrations by Marion Eldridge, Ideals, 2009, Paperback, 9780824956080. (Ages 4-8)
The story of Christ's death and resurrection is told by an eyewitness who happens to be a sparrow. Sparrow calls all his friends together to tell them how Jesus was crucified, was buried, and rose to live again.
- “Read and Share: The Story of Easter”, By: Gwen Ellis, Thomas Nelson, 2008, Hardcover, 9781400308552 (Ages 3 to 7)
Simple retelling of the Easter story with bright illustrations and easy-to-understand text trace Jesus' journey from his triumphant entry into Jerusalem to his glorious ascension.
- “The Story of Easter Giant Flap Book”, by Vic Mitchell, Concordia, 1999, 9780570055518. (Ages 4-6).
Keeps children's attention with special activity flaps that when lifted, change the picture right before their eyes. Each page contains flaps to life and questions children can answer to help them learn and remember the wonder of Jesus' resurrection. Great large size 10.78” X 13.44”.
- “Where Is Jesus?: A Hear Me Read Book”. By: Mary Manz Simon, Dennis Jones, Concordia, 1991, Paperback, 9780570047032. (Ages 4-5.)
A very simple retelling of the empty tomb using just 23 words. These words are repeated again and again great for younger children.

The Lion of Judah

There may be a software game made for the movie, but at the time of preparing this it is not official. Please check availability at <http://www.lionofjudahthemovie.com> under Merchandise.

Other Software Recommendations

Fall of Jericho (Ages 4-12)

One to four teams or players race each other across the Sinai Wilderness answering quiz questions YOU have typed into the question editor ahead of time. ...First one to Jericho makes the walls come tumblin' down! *Note: younger children (4-7) will enjoy it, but will need questions & answers read to them.*

- Onscreen Animated Players advance through Sinai landscape when they answer questions correctly.
- First one to Jericho gets to see the walls knocked down.
- Fall of Jericho is themed on a race to Jericho, but... it can be about ANY subject you want it to teach.
- Great for playing immediately after your Bible study, and weeks later to enhance student memories of your lessons.



Download Prepared Question Sets

Question Set already prepared for you at “The Lion of Judah” web site – when downloading, save under C:/Programs/Jericho. Program comes with a question editor, so you may edit any of the questions yourself.

Note: You need to either already own or purchase the program “Fall of Jericho”, you will need to purchase a game for each computer you have.

No computers – download the Quiz Game Cards instead – at The Lion of Judah web site.

Play & Learn (Ages 4-7)

Has 50 read-aloud interactive bible stories; each story is 3 to 5 pages long. Pick a story and the program asks if you want a narrator to read, or read it themselves. After a brief narration on each page, kids can hunt for fun animations hidden in each screen. When they roll over the animation fun spots, their cursor changes and the kids can click to play them. The kids LOVE this feature.

Each page has kid-friendly text and vocabulary spoken by a pleasant voice. The vocabulary used to tell the stories is at about age 4 to 6. Each story ends with an age appropriate question about the story's meaning for young children. Also has game and music section which includes colouring pages and puzzles from the stories done on screen.



Easter stories told are: Jesus Dies on the Cross, Some Women Visit Jesus' Tomb, and Palm Sunday.

Jesus in Space 1 (Ages 5-15)

Join Capt. Paul Hammer, Lt. Stu Dent, and Shelbot the Overly Brainy Robot on a "Great Commission Adventure" to teach the Gospel on newly discovered worlds.

Three complete adventure lessons:

1. The Baptism of Jesus
2. The Last Supper & Foot Washing
3. The Road to Emmaus

Each interactive software lesson brings you to a new planet and new aliens who need to learn the story. Lt. Stu must translate the lesson into a message they can understand. And he gets plenty of help from Shelbot and Capt. Paul, as well as the aliens.

*Jesus in Space 2 (Ages 5-15) Release Date late Fall 2009.*

Will be using the same characters from "Jesus in Space 1" as the team continues their mission to tell other worlds about Jesus. The following stories will be covered: Palm Sunday, Crucifixion, and the Resurrection.

Kid Pix Deluxe 4 (K-7th)

(Young children can create pictures and an adult can help them with their words.)

Kid Pix is a creative writing and illustration program that can be used with ANY BIBLE LESSON and a wide age range. Students create their own content using a big collection of built-in clip art, animations and colorful backgrounds, plus a fabulous set of drawing tools designed for kids.

We have often called Kid Pix "Power Point for Kids."

Your students can select from a huge collection of ready-made scenery, animated graphics and clip art to assemble what we sometimes call "Talking Bible Storybooks." "Talking" because Kid Pix can speak-aloud over the computer speakers whatever the kids type on the screen in their illustrations.

- Students can recreate Bible scenes and situations
- Create characters and put a talk balloon over their head then let Kid Pix 4 read the text in a computer voice
- Illustrate key verses
- Students or Teachers can create the presentation
- You can also import your own graphics and photos and turn them into kid-powered presentations!



NOTE: IMPORT PICTURES TAKEN IN THE DRESS-UP CENTER OR THE PLAY CENTER.

Resources

Sunday Software <http://www.sundaysoftware.com> (the Christian software go to site!)

DRESS-UP / STORYTELLING CENTER (Large & Small Group)*God's Big Surprise! (Ages 4-7)*

Here's a really cool idea shared by a dear friend, Nancy Clements.

Supplies:

- Tomb - large box or cover table or chairs with a blanket
- Stone – cut from cardboard or use sheet
- Angel – extra large doll that will stand, dressed in flowing white material, wings & halo.
- Flashlight
- White Blanket
- Palm trees (available over internet or party stores/ or make out of carpet rolls)
- plastic plants and lilies (ask the congregation – maybe you'll be able to borrow some)
- grass (green blanket or piece of outdoor carpet)
- spice jars (I've picked up neat, old looking, clay pots in dollar stores – keep a lookout).
- Costumes and props for: angel, women (3), disciples, soldiers

*To do prior to class:*

Hang a large cross (cut from paper or cardboard) somewhere in the room. Set-up your tomb scene. Inside tomb lay white blanket on floor. Place angel (doll) inside tomb in corner with flashlight under her dress (this will make her glow). Cover tomb entrance with stone or blanket.

Note: *if taking pictures of children – have photo releases signed by parents or guardians.*

Directions:

1. Read them an Easter storybook, one that includes the empty tomb story. You may wish to darken the room and you and your helper will both have a flashlight. As you tell the story shine the flashlight on the different objects, cross, then tomb. When you get to the part about the tomb being empty, pause cause here's the BIG SURPRISE. Pick a couple of children to go and see if Jesus is inside. Take turns having the children see what the BIG SURPRISE is. When you're done, ask them: Why did Jesus have to die? Did Jesus stay dead after he died on the cross? What happened? Where is Jesus today?
2. Now break into smaller groups and send all but one group off to the other centers.
3. The group that stays behind can dress-up and re-enact the story or you can take simple freeze shots of action that can be used the following week in your "Puzzle Center" – a sequencing game and they're the stars!
4. Or run through a simple narrative and have the children do the actions and show the emotions – prompt them if needed.
5. You may also choose to take photos of the children and import them into Kid Pix Deluxe 4 (see computer centers), or show them to the children (from your digital camera to the audio/video input jack of the T.V). They will love to see themselves in action!

Case of the Missing Dove Eggs (ages 4-7)

What to say:

Hornsby & Wallace have been collecting dove eggs to tell the Easter story, but Drake was playing with the eggs and now they've gone missing. Now we all love Drake, but he tends to be very forgetful, and now he can't remember where he put the eggs, but it appears he's been just about everywhere with them (*name areas of church where you've hid the eggs*). So poor Horace and Wallaby need help locating the missing dove eggs and have sent me this

NOTE....

Mrs. _____ (name of teacher), we've lost our eggs, there are # _____ eggs missing, please help. Can you please find the eggs and reveal the secrets inside them. Signed Horace & Wallaby (*draw little dove footprints beside their names*).

Can you help Hornsby & Wallace find their eggs?"

Game play for 1-10 children.

Note: If more than 10 children you'll need teams and you'll need to increase the number of materials by the number of teams you will have. With all the types of plastic eggs available, if there is more than 1 team use pastel coloured eggs for 1 team, marbled for another, deeper colours for another, etc. The leader can hold up a pastel egg to show team 1, marbled egg for team 2, etc. so they know what they are searching for and that way the eggs can all be hidden in the same areas.

Materials (for 1-10 Players –double for each additional team):

- NOTE (Small scroll) – write words as written above
- 10 Plastic Eggs (assorted colours, do not include egg colour below)
- 10 Plastic Eggs (all the same colour, example BLUE)
- The following small toy animals (one of each): donkey, lamb, rooster, hen, cow, horse, pig, rat or mouse, 2 doves (check wedding supplies/crafts or use small cookie cutters or feathers)
Note: it will be handy to keep an egg in your purse for right size when shopping for supplies.
- Ravens will be represented by 10 pieces of white cloth, placed in each of the same coloured eggs (BLUE).

To do prior to class:

1. In the (BLUE) same coloured eggs place the pieces of white cloth.
2. In the other coloured eggs place the other characters from the movie.
3. Have a list of eggs and what is in each and make note where you hid them (if the kids can't find it, you'll be able to remember where you hid it).
4. Hide the eggs.
5. Have this paper handy and the NOTE.

Directions:

1. Greet children, tell them today you need their help with the "CASE OF THE MISSING DOVE EGGS". Tell them what's happened (read above – The Case of the Missing Eggs and the "Note").
2. Tell the children they each need to find two eggs, one egg must be "BLUE" or whatever colour the Raven egg is and the other egg can be any other colour (except blue).
3. Tell them once they've found the eggs, bring them back and sit down; and that once everyone has found their eggs we will see what Horace & Wallaby have hidden inside for us.
4. Once all eggs have been collected gather in a circle and have each child open, in turn, their coloured egg (not the BLUE EGG).
5. With each child ask: what did they find inside, who is it, what can they tell you about that character (ages 4-5), what was their favourite part of the movie that had that character in it.
6. Older children (6-7) you can ask more details and what part that character played in the story in connection to Jesus.
7. Next have everyone as a group open their BLUE eggs (Ravens).

Say:

"Well my goodness, it looks like everyone has the same thing. What in the world do you think it is?" *See if the children make a connection to Boss and the ravens and the sheets.*

"Well, I've heard that you'll always know where a ravens been if he's left behind bits of sheets they no longer need. The Ravens used to be called what? *"The Uncleans"*

That's right, and they're no longer called the "Uncleans" because someone set them free – who set them free?" *Jesus*

Let the children take home the white cloth to remind them that Jesus died so that they could be set free!

Raven Game (ages 4-7)

Supplies – painters tape or chairs; roll of toilet paper

Children become turn into ravens by flapping their arms, squawking and flying around the room.

- 1) Raven Alley - make a square on the floor with painter's tape (enough for all children to sit in) or use a circle of chairs (enough for all children).
- 2) Optional: Place sheets of bathroom tissue around the room for ravens to collect (steal).
- 3) Have children gather and sit in area you've prepared. Tell them they are now in Raven Alley.
- 4) Tell the children when you say "Fly Boys" they are to fly around the room stealing sheets (toilet paper). When they hear you shout "Only the King can help. Only the King can set you free!".
- 5) The children then fly back and land in Raven's Alley, and shout "Jesus set me Free, Alleluia!"
- 6) Continue until you've used up your allotted time or they become bored.

Other Games (All Ages)

See under "Follow-up Activities for Older Children" – Games – All Ages

1. Stable Animal Toss
2. The "Uncleans" Game
3. Judah!

Study Guide
PLAY CENTER (Small Group)

THE LION OF JUDAH

The Empty Tomb (ages 4-7)

Supplies:

- Characters from the movie
- Jesus
- Tomb/Stone (*make your own*)
- Palm trees (*make your own*)
- Piece of white cloth for inside tomb
- Digital camera and A/V Cable or Computer/Printer



What to do:

Have children pose characters for different scenes. Some scene suggestions are: animals on road to tomb, waiting outside the tomb, stone rolled back, Jesus seen inside tomb standing, Jesus outside tomb reaching for Judah (can be more than one shot in different positions of same scene – also use a piece of black paper in your background to represent nights). See some sample shots of the empty tomb, above and next page.

For each scene teacher takes a photo with a digital camera. Then, either print to make storybooks, or import pictures into Kid Pix Deluxe 4 (see Computer Centers), or do a slide show on the T.V. (*using an A/V connecting cable from your digital camera to the audio/video input jack of the T.V.*) Gather around the T.V. and as you flip each picture have the children do a running commentary on what's happening, a child per picture. You do the first picture's commentary so they get the idea of what a commentary is. You could even assign each child a character (voice). Example: Teacher says, "The animals were so surprised when Jesus walked out of the tomb and Judah said...." *giving the child doing Judah their opening. When they're done, the teacher says, "Well, Esmay the cow was so shocked all she did was* " *and the child doing Esmay can fill in the blank.* "Well, all Drake could only get out one loud Cock-a-doodle-do"

You may want to tape record them in action to playback afterwards so they can hear themselves.

Others stories to do

Stable in Bethlehem – Road to Jerusalem – Lost in Jerusalem – Caged in Jerusalem – Freedom – Home Again – and other scenes from the movie. Supplies: toy barn (stable), shoeboxes (temple/bible time houses/alleyways).

Resources

- "Risen Saviour Set" by Biblequest! Set includes Jesus, angel, 2 Roman guards, Peter, John, 2 witnesses (women), tomb with bed, blanket & roll-a-way stone. 5" figures are jointed and poseable with accessories. Ages 4 and up. <http://www.biblequest.com/> (click on products-next.)
- Toy animals - check The Lion of Judah web site under merchandise, if not available pick up animal toys from a toy/educational store, internet or dollar store (see character list).
- *Picture shown:* tomb is from "Risen Saviour Set", or use a train tunnel or cut one from a milk jug/paint black with cardboard stone. Jesus (Discovery Action Figure) the "Risen Saviour Set" has a nice Jesus, the rooster & donkey (Safari) buy at your local educational toy store, other animals from my local dollar store (Dollarama). Palm trees are from a craft store (Michael's).

Watch the story unfold.....



Using puppets for the Easter Story (ages 4-7)

What you need:

- Jesus puppet (with a friendly face).
- Boy and girl glove puppets (Glove puppets are best for small hands/they don't need a mouth that moves. Seamstress in the congregation/sew simple bible-time costumes).
- Animal puppets to represent characters from the story (see Characters).
- Stage – use a doorway curtain or simply turn a table on its side.
- No Stage - simple have the children and puppets interact with each other.

Children:

- Children may be more comfortable acting or talking through a puppet.
- Re-tell the story, and have the children do the actions with their puppets. Be sure to embellish the story by giving the characters their entrances, exits, emotions – saying them out loud will give them their cues.
- The adults can also perform the story first, then have children take turns.

Teacher:

1. Have a puppet help you tell the story (you simply change your voice for the puppet).
2. Have another adult or teen be the puppeteer.
 - the puppet re-tells the story incorrectly (mixing things up), children help the puppet.
 - the puppet interrupts you, asking questions about things he doesn't understand or misunderstands, ask the children if they can help him out.
 - a lamb, donkey, or raven puppet could tell their story, how they met Jesus and how he changed their lives. He could ask kids questions along the way.

Puppets and Puppet Patterns Web Sites

Note: for this age group use glove puppets, regular size puppets are too large for them.

- Canada - Puppets – “Kites and Puppets”, Vancouver, Canada www.kitesandpuppets.ca/
- U.S.A. - Puppets – “One Way Street”, CO, USA <http://www.onewaystreet.com/>
- The Puppet Store - <http://www.thepuppetstore.com/>
- Pattern - Raven Puppet http://www.puppetpatterns.com/1011_raven.htm
- How to make a Crow Puppet from a black glove <http://www.play-script-and-song.com/how-to-make-a-puppet-from-glove.html>

Suggested puppets to purchase

- Folkmanis Puppets: Raven, Lamb, Donkey, Red Hen, Rooster, Stage Mouse, Pig
- Melissa & Doug (Light Camera Interaction): Rooster, Cow, Horse
- The Puppet Store - <http://www.thepuppetstore.com/> - has the only Dove puppet I could find. They also have a raven puppet (same style as dove). Both are recommended for smaller hands.

Put together then discuss what they see.

Examples of questions you can ask are: who is in the picture, what's happening, does this picture make you happy or sad, would it make God happy or sad, who would you want to be in this picture.

Ideas for making different puzzles

1. Take a reproducible picture (use downloadables from movie), print off on card stock paper, colour (if colouring page). Glue to fun foam, a different colour of fun foam for each puzzle.
2. Draw puzzle lines on picture, then cut out.

OR

Cut 3 or 4 horizontal or vertical lines and cut – have them match up the pieces.

OR

Cut picture into sections the size of a Jell-O® box, glue onto Jell-O® boxes, and have kids match up. Can make it easy 4 boxes or harder 8 boxes (just size your picture first when photocopying).

3. Store puzzles in Ziplock® bags.

Ideas for making Memory/Matching Games

1. Match pairs of pictures – buy two deck of the same bible story cards, pull out the ones related to Easter. Lay them face down and have the children flip and match.
2. Use matching game provided. 2 of each, spread out face down on table. Have children take turns finding a match. Include each, box (Jerusalem), stable (Bethlehem), Jesus, cross, Golgotha, caged doves, Palm Sunday, temple, heart (Jesus Loves Me), etc. Can also use farm animal cards to represent characters from the story. Can talk about the characters and symbols as they are matched and what it is and their connection to the Easter story.
3. Sequence the Easter story – resize reproducible colouring pages or story cards off the internet into a card size. Glue or print onto cardstock and laminate. Shuffle to mix them up and then have the children place them in the correct sequence.
4. Matching Story Sequence – could be 3 to 9 pictures/story scenes.
Example: take two pieces of same size cardstock and divide each into 3 equal sections (or up to 9 equal sections).
In each section place a picture, in sequence, left to right. Do the same for both pieces of cardstock using the same pictures, in the same order on each.
Take one sheet and cut along section lines.
Have children match cut ones to full sheet – discuss story sequence with them.

Easter Puzzles to Purchase

- www.Lifeway.com
 - Wooden Puzzle “Children Praise Jesus” Palm Sunday (4’s-K, 14 pieces), 9780633014254.
 - “Wooden Boxed Puzzle Set of 4” (Birth/Jesus, Lowered/Roof, Jesus/Disciples, Empty Tomb), 12 pieces ea., 9780633019945.
- www.abbeypress.com
“Resurrection Scene Butterfly Puzzle” 24 Pieces, #49998.
- Look for puzzles of butterflies (representing new life) and farm animals (see Characters list) check your educational stores/web sites.

The Journey (Holy Week)

Supplies:

- Sandbox & Play Sand
- Small Wooden Cross
- Plastic Sand Shovels
- Two Spray Bottles
- Toys – Blocks, Palm Trees, farm animals, (could assign each child a character and let their fingers walk the journey)
- Stones or Toy Lambs (for treasure hunt)

What to do:

Treasure Hunt - always a great way to start and helps get the wiggles out. Ideas for the treasure hunt: (rocks – tomb), lambs (Judah). Be sure to make a note of how many items you buried!

1. **The Journey:** To recreate the animals journey in the sandbox.
2. Ask the children: Where does Judah first meet the other animals? Stable (Bethlehem) - Add – Block (Stable). Where do the animals meet Jack? On the road (build a road).
3. Now Judah and Drake end up locked in a crate that is taken to what city? Jerusalem
Now what was all around Jerusalem (a wall). Have them build the wall around Jerusalem.
4. What is inside Jerusalem. (the market – add table blocks) Raven Alley (make alleys in sand)
5. Where did Jack first meet Jesus. Place Jesus figure outside gates.
6. Where did they crucify Jesus – make hill & place cross there.
7. Continue until you've covered the different areas and events you want to focus in on.
8. Afterwards, remove items, smooth out sand and get ready for next group, if you're rotating groups.

How to make a simple Sand Box

Supplies: Under the Bed Storage Tub (with a flat bottom).
Heavy Blue Vinyl Fabric - cut to the size of tub bottom (find on rolls at fabric store)
Tarp or Drop Cloth (from Hardware, Farm, or Camping Store).
One bag of Play Sand for sandboxes (purchased at building supply store).
Two Spray Bottles
Broom/Dust Pan
Toys – will depend on story

Instructions: Place drop cloth/newspaper under table you're using. In bottom of tub lay the blue vinyl or blue tarp, cover with bag of sand. Place tub on table children can easily reach into. Have a Water Spray Bottle on hand to wet down sand each week, as it will dry out.

The reason for the blue vinyl is the kids can part the Red Sea, have Jesus preach from a boat, no water needed, just part the sand!

(See if you can find someone in the congregation who has an old coffee table to donate for a stand)

Clean up: Water spray bottle containing water mixed with a bit of disinfectant to sterilize sand – spray at final clean up each Sunday. Replace sand and clean tub at least twice a year. Shake out or sweep up sand from dropcloth or newspaper.