

Activity Pages

SPRING 2025 COSTLY SACRIFICES

These Activity Pages Are Designed To:

- Engage students in a way that lecture and open-ended discussion don't.
- Gain insight on what has been learned and what hasn't.
- Encourage students to learn from one another and build vital relationships, in keeping with Proverbs 27:17 and Galatians 6:2.

Tips For Using Activity Pages:

- Instructions are on each lesson's "Involvement Learning" page (for teachers) and Activity Page (for students).
- Use these pages as optional alternatives for "Involvement Learning" activities.
- Limit individual work time and focus on facilitating discussion among learners.
- Encourage students to complete take-home work by discussing their results in the next class session.

Maximize Group Activity Time!

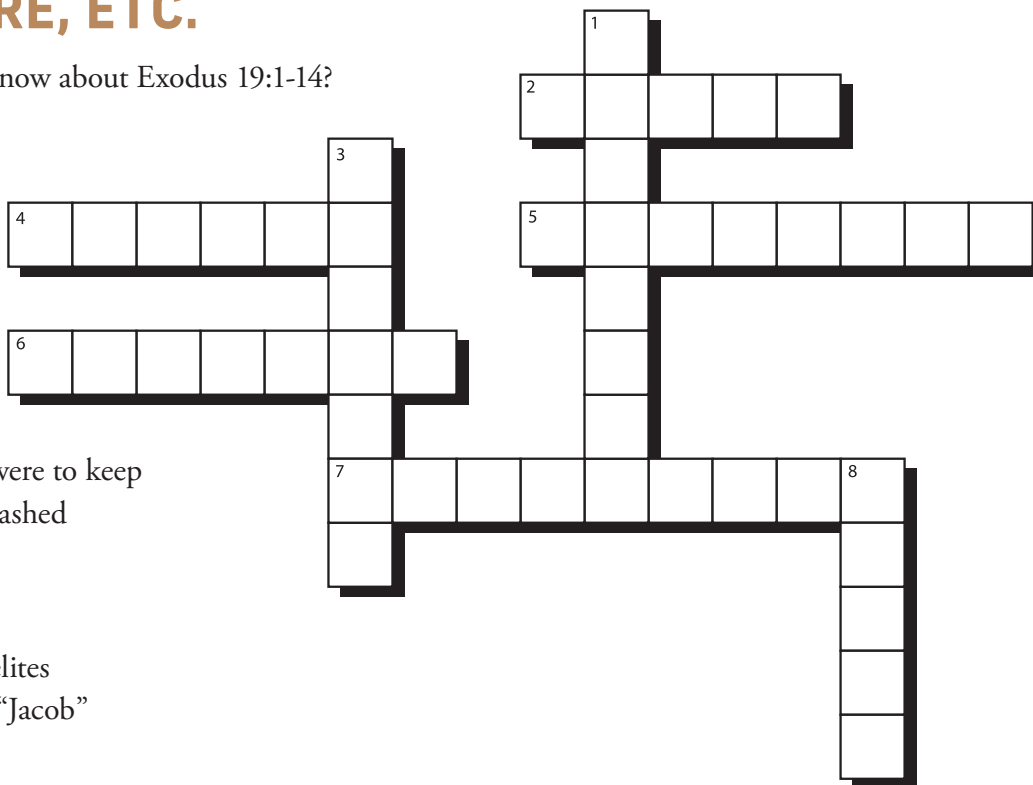
- Instead of viewing group activities as empty time for you as the teacher, look for opportunities to encourage and challenge your students.
- Pray silently during the activity for the participants' spiritual growth! Pray for them by name, calling on the Lord to bless each person.
- Circulate among the groups of learners and observe their interactions to discover your learners' level of spiritual maturity.
- Pray that the Spirit will fall on your classroom, equipping your students with knowledge and filling them with passion to boldly proclaim the good news.

A Kingdom of Priests, A Holy Nation

Lesson 1, Exodus 19:1-14, NIV

WHO, WHERE, ETC.

How much do you know about Exodus 19:1-14?



Down

1. What the people were to keep
3. What was to be washed
8. Place of arrival

Across

2. Leader of the Israelites
4. Another word for “Jacob”
5. Point of departure
6. Kingdom of
7. Former oppressors

A HOLY PRIESTHOOD AND A PRIESTHOOD WHOLLY

Whenever we encounter an unfamiliar concept, two good questions to ask are: “What’s so?” and “So what?” Do that with the description of the New Testament priesthood in the following five passages.

Passage	What’s so?	So what?
1 Peter 2:5		
1 Peter 2:9		
Revelation 1:6		
Revelation 5:10		
Revelation 20:6		

A Space for God

Lesson 2, Exodus 25:1-9; 26:1, 31-37, NIV

WORSHIP THEN AND WORSHIP NOW

God is as interested in the worship of today’s believers as that of the ancient Israelites. Next to each text, give an example of what the text prescribes or forbids about our worship.

“All this I will give you,” he said, “if you will bow down and worship me.” Jesus said to him, “Away from me, Satan! For it is written: ‘Worship the Lord your God, and serve him only.’ ”

—Matthew 4:9-10

“Yet a time is coming and has now come when the true worshippers will worship the Father in the Spirit and in truth, for they are the kind of worshippers the Father seeks. God is spirit, and his worshippers must worship in the Spirit and in truth.”

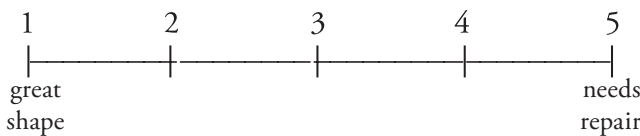
—John 4:23-24

“Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship.”

—Romans 12:1

A HOUSE FOR GOD

Read John 1:14; 1 Corinthians 3:16; 6:19-20; 2 Corinthians 1:22; 6:16. Then evaluate the maturity of your spiritual life as it fits you to be a temple or house where God dwells.



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The Ordination of Priests

Lesson 3, Exodus 29:1-9, 35-37, NIV

ABOUT ONE-THIRD OF THE ALPHABET

Much of today's lesson can be summed up with nine words that each begin with one of the first nine letters of the alphabet. Fill in the blanks to form a total of nine words from the lesson. The beginning letter of each of the nine words is your starter. How many can you remember in one minute?

A _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____

EXACTLY ALL OF MY LIFE

Write a new stanza to the hymn "Take My Life and Let It Be." Make your stanza focus on the priesthood of believers to which you belong.

Take my life and let it be _____
consecrated Lord to Thee _____

Take my moments and my days, _____
let them flow in ceaseless praise _____
let them flow in ceaseless praise. _____

Take my hands and let them move _____
at the impulse of Thy love _____

Take my feet and let them be _____
swift and beautiful for Thee _____
swift and beautiful for Thee. _____

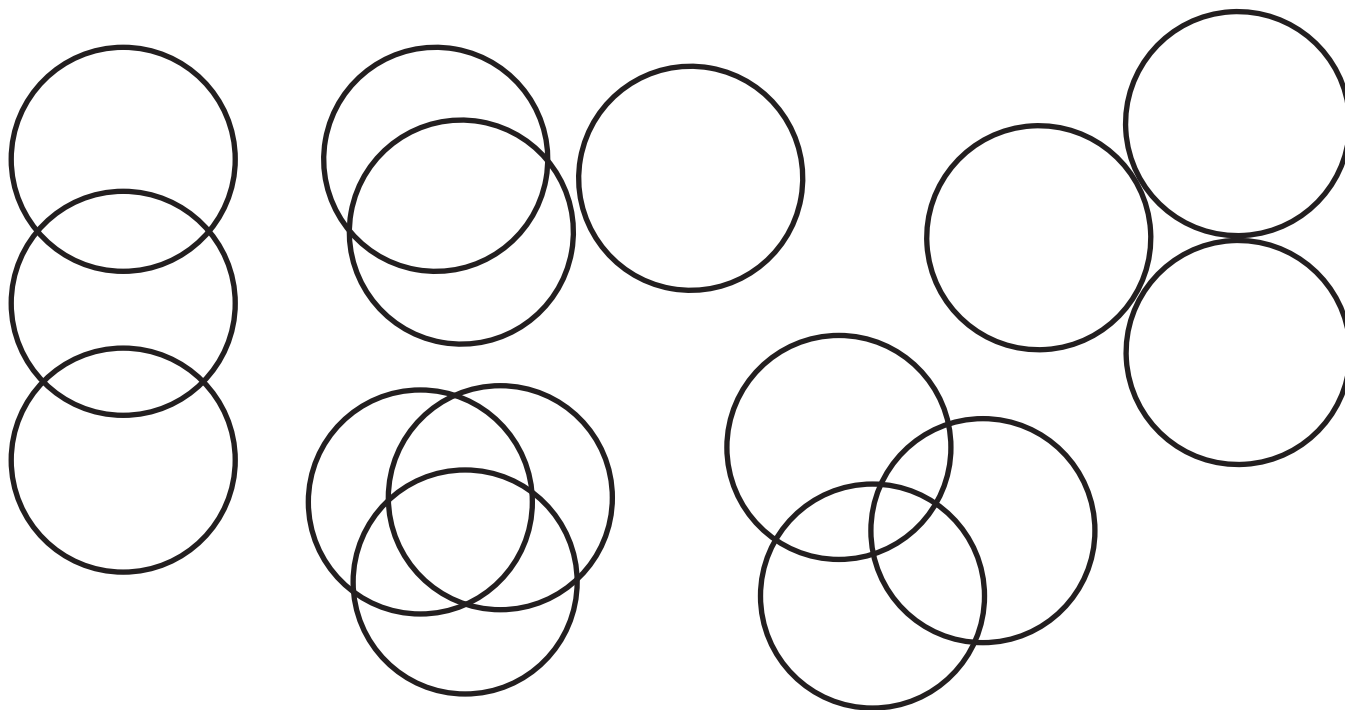
Offering a Sweet Aroma to God

Lesson 4, Leviticus 1:3-17, NIV

SAME THING, ONLY DIFFERENT?

Do the words *sacrifices*, *tithes*, and *offerings* all mean exactly the same thing? If not, how do they differ? Work with others in your group to reach consensus on how much those three terms overlap in biblical meaning. Choose one grouping of three circles to best illustrate the overlap (or lack thereof), then write one word in each circle of that single grouping. Feel free to create your own grouping of three circles.

SACRIFICES TITHES OFFERINGS



MY TIME OFFERINGS

Put a check mark under each day you served (or plan to serve) a segment of time for God.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
The week past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The week ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What did you learn about yourself from this exercise?

The Day of Atonement

Lesson 5, Leviticus 16:11-19, NIV

AN ORDERLY ARRANGEMENT

How much do you know about the feast or festival days of ancient Israel? Let's examine chronology: rearrange the feast days on the left so they change from alphabetical order on the left to calendar order on the right, earliest in the year to latest. The first entry is provided to get you started.

Alphabetical Order

Day of Atonement

New Year or Trumpets

Passover

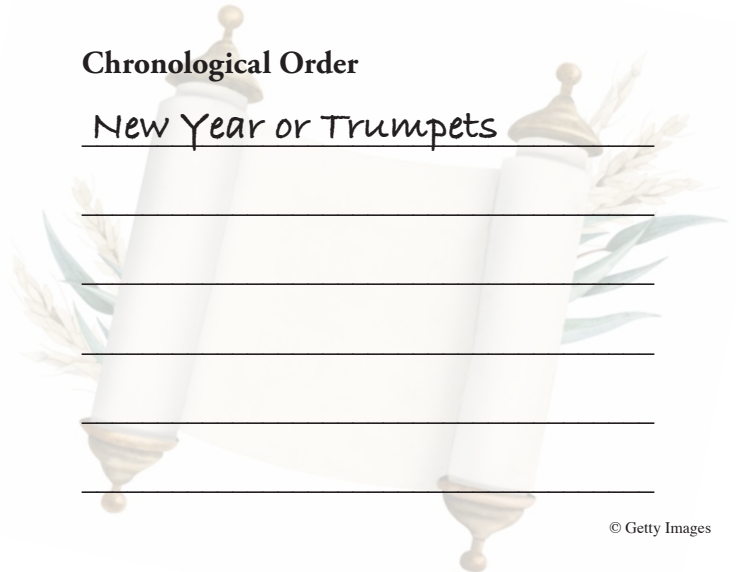
Pentecost

Tabernacles or Booths

Unleavened Bread

Chronological Order

New Year or Trumpets



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PRAYER OF CONFESSION

Write a prayer of confession that begins with you and then extends to cover your family then to your larger community. Be specific. (This activity is private, between you and God.) After you write the prayer, take a black permanent marker or white correction fluid and cover over all the words. Read 1 John 1:9.

My personal sins: _____

Sins of family members: _____

Sins of my community _____

Christ's Once-for-All Sacrifice

Lesson 6, Hebrews 9:23-28; 10:1-4, 11-14, 19-25, NIV

TYPES, SHADOWS, AND REALITY

Hebrews 9:23 introduces us to the concept of biblical typology, where one thing represents something else through the use of symbolism. Examine the shadows closely as you take the true/false quiz below.



How well can you describe reality from evidence provided by the shadows?

1. True or false? The shadow on the left is that of a woman, not a man.
2. True or false? The shadow on the right is that of a bald man.
3. True or false? The shadow on the left is that of someone who is wearing glasses.
4. True or false? One of the shadows is being cast by a statue, not a real person.
5. True or false? The shadows are those of someone who is falling and the other is reaching to prevent it.

Christ, the Atoning Sacrifice

Lesson 7, 1 John 2:1-6; 4:9-17, NIV

WHAT AM I?

Cut words apart, mix them to randomize, and give one to each participant. (If your class has fewer than 25 participants, some slips won't be used.) See the Involvement Learning page for instructions on how to use the words.

Ant	Bear	Cheetah	Dog	Elephant
Firefly	Gorilla	Hamster	Iguana	Jellyfish
Kangaroo	Lion	Mouse	Narwhal	Octopus
Penguin	Quail	Rabbit	Snake	Turtle
Sea Urchin	Vulture	Whale	Yak	Zebra

SINCE A, THEN B

Consider what you know about Jesus according to the Gospels' record in general and today's text from 1 John in particular. Write these things (certainties) in the left column. Then use those truths to complete the right column.

Since A . . .

Then B . . .

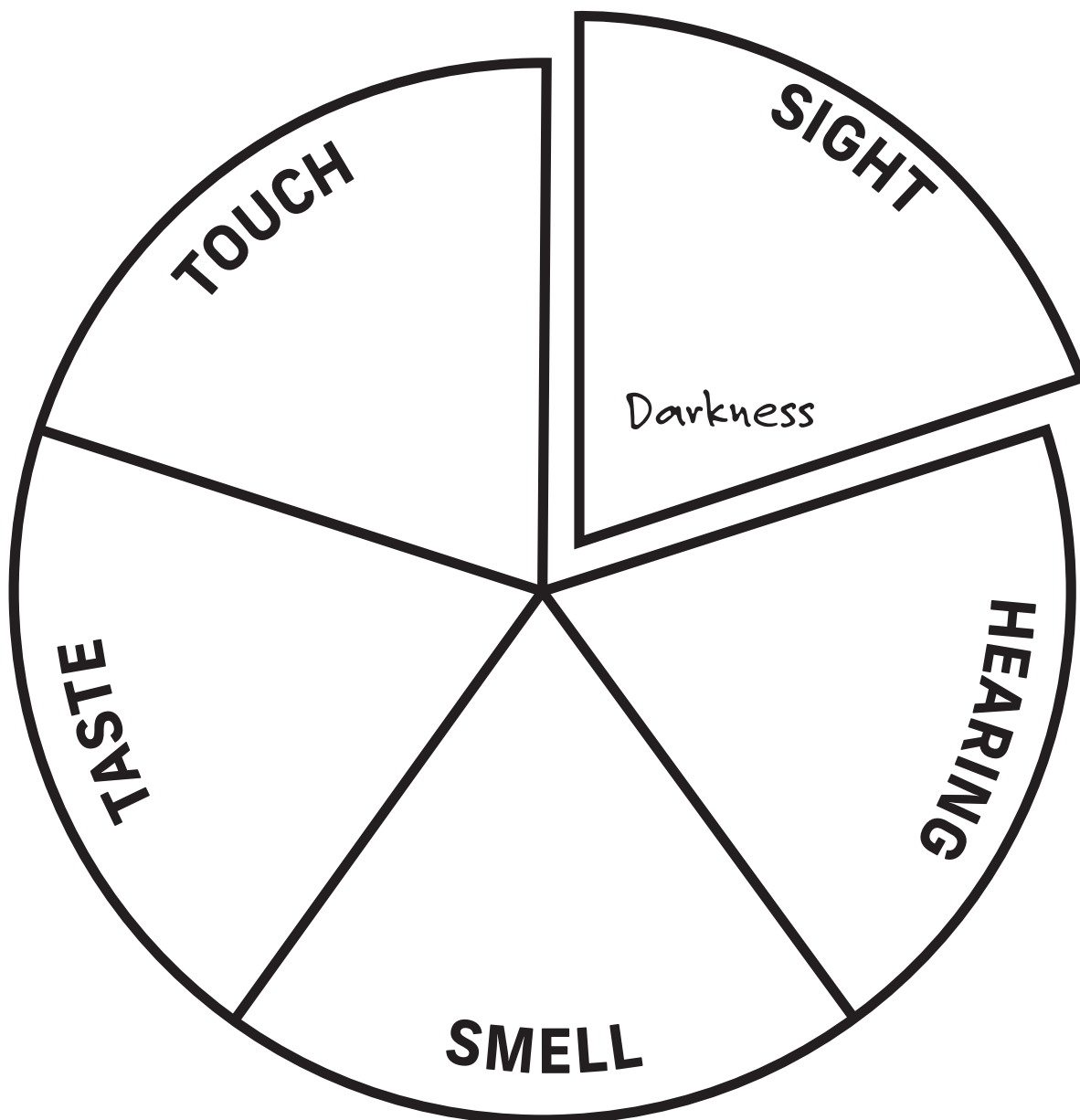
Christ Dies and Rises to New Life

Lesson 8, Matthew 27:39-40, 45-54; 28:1-10, NIV

FIVE SENSES AT THE CRUCIFIXION

Match as many words or phrases as you can from Matthew 27:45-54 that would have triggered each of your five senses, had you been present at the crucifixion. Write those words or phrases in the appropriate sections below. One example is provided.

When finished, add at least one more word to each section, using your “sanctified imagination” to propose other possible things your senses would have experienced, were you to have been there.



The Lamb Is Worthy

Lesson 9, Revelation 5:1-10, NIV

IT'S KIND OF LIKE . . .

Cut out the 10 prompts below, mix them up, and randomly give one to each participant.

Describe a PALM TREE by comparing it to an animal.

Describe an ELEPHANT by comparing it to a car.

Describe a LIMOUSINE by comparing it to a building.

Describe a HOUSE by comparing it to a human head.

Describe a BAD KING by comparing him to food.

Describe a ROCKING CHAIR by comparing it to music.

Describe a FLUTE by comparing it to a bird.

Describe a PENGUIN by comparing it to clothing

Describe DENIM JEANS by comparing them to plants.



THE WORTHY LAMB

The lyrics below are from the hymn “All Hail the Power of Jesus’ Name.” Your task is to change the underlined verbs so a new song is created. Don’t use synonyms for the underlined verbs—that wouldn’t create a new song.



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Let every tongue and every tribe responsive to his call, _____

to him all majesty ascribe, and crown him Lord of all. _____

To him all majesty ascribe, and crown him Lord of all! _____

David's Sacrifice

Lesson 10, 1 Chronicles 21:14-30, NIV

STOPPING THE BUTTERFLY EFFECT

The Butterfly Effect is the theory that a small event can set off a chain reaction that results in a big event. Thus a butterfly flapping its wings may cause ripples in the air that magnify to the point where a hurricane on the other side of the world is set off. David's sin of taking a census that resulted in a deadly plague is an example.

Use the image below to suggest how you can stop the Butterfly Effect regarding the sins noted.



1. Regarding the sin of gossip: _____
2. Regarding the sin of pride: _____
3. Regarding the sin of dishonesty: _____

TO BE A LIVING SACRIFICE

Connect David's refusal to offer God a sacrifice that cost him nothing with Paul's encouragement to be "a living sacrifice" (Romans 12:1) as you fill out the "sacrifice inventory" below.

Servant Activity

What are I am giving up (sacrificing) as I do the activity to the left:

Praying: _____

Reading the Bible: _____

Attending Services: _____

Meeting Needs: _____

Solomon Dedicates the Temple

Lesson 11, 2 Chronicles 7:1-7, 11, NIV

GOD'S GREATEST HITS

When fire fell from Heaven, the Israelites praised God for his goodness and enduring mercy. Think about the tremendous actions of God throughout Scripture, in history, and in your own life. Put those into three lists of his "greatest hits." Which of them most inspires you to praise God spontaneously, and with what song?

God's Greatest Hits in the Scriptures

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

God's Greatest Hits in History Since Jesus

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

God's Greatest Hits in My Own Life

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

WHOSE TO-DO LIST?

When the temple was dedicated, the people and God had different actions to take. One of life's challenges is recognizing what God expects us to do and then doing it. A second challenge is to avoid trying to do what God has reserved for himself. After reviewing today's text as well as Exodus 14:14; Isaiah 6:8; Ezekiel 22:30; and Romans 12:19, fill out the two lines below and keep it as a daily reminder this week.

One thing on my to-do list that should be on God's: _____

One thing on God's to-do list that should be on mine: _____

FIGHT, FLIGHT, OR FREEZE?

When faced with danger, we tend to respond in one of three ways: fight (overcome the threat), flight (run away), or freeze (do nothing). Mark your own reactions below.

Fight?

1 Timothy 6:12

Flight?

2 Timothy 2:22

Freeze?

Psalms 46:10

The postexilic Judeans chose an action response. They worked and worshipped in spite of their fear of the hostility around them. How can you apply Hebrews 10:39 in this regard? Jot ideas below.

If I encountered one of these, my reaction would that of . . .

	Fight	Flight	Freeze
ant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bedbug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cicada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dragonfly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
elephant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gnat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horsefly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
idolatry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
June Bug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kangaroo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
locust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mosquito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ninja	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ouija board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
praying mantis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
queue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
roach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sexual immorality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
termite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UFO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
witchcraft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xystus (gym)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
yard work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
zebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A Covenant Renewal

Lesson 13, Nehemiah 10:28-39, NIV

MUTUAL ACCOUNTABILITY

In light of today's Scripture, mutual accountability is necessary for undertaking spiritually important actions.

What is a spiritually important action that you want to start doing in the coming weeks?

What is a spiritually important action that you want to stop doing in the upcoming weeks?

Who will you ask to be an accountability partner as you start and stop these actions?

PICK ONE

Which one of the ancient observances on the left seems to be most reflected in a modern observance on the right? Be prepared to explain your choice.

That was then . . .

Day of Atonement
Feast of Firstfruits (Pentecost)
Feast of Tabernacles
Feast of Trumpets
Feast of Unleavened Bread
New Moon
Passover
Sabbath

This is now

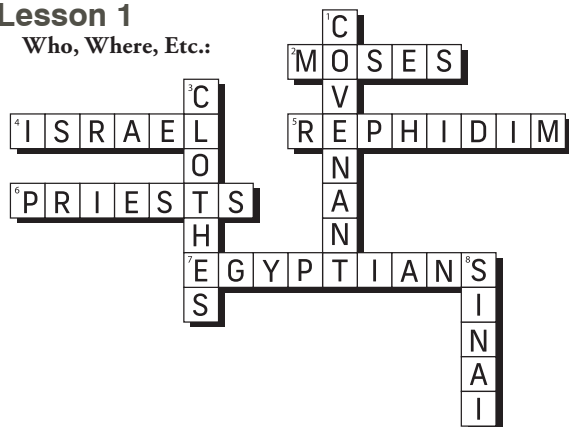
Christmas
Easter
Memorial Day
National Day of Prayer
New Year's Day
Thanksgiving

Scripture resources:

Exodus 12, 23, 34
Leviticus 23
Numbers 10, 28, 29
Deuteronomy 16

Lesson 1

Who, Where, Etc.:



A Holy Priesthood and a Priesthood Wholly:

Responses should be consistent with the passages noted.

Lesson 3

About One-Third of the Alphabet: A—atonement or anointing; B—basket; C—consecration; D—days; E—ephod; F—flour; G—garments; H—holy; I [that’s the entire word, as a personal pronoun for God]

Lesson 5

An Orderly Arrangement: Correct calendar order is

New Year
Day of Atonement
Tabernacles
Passover
Unleavened Bread
Pentecost.

[See Exodus 12:6, 23-29; 23:16; 34:22; Leviticus 23:5-6, 15-36; Numbers 28:16-17, 26-31; 29:1-34; Deuteronomy 16:1-4, 9-17.]

Prayer of Confession: responses will vary.

Lesson 6

Of Types, Shadows, and Realities: No definitive true or false answer can be reached on any question beyond a reasonable doubt.

Lesson 8

Five Senses at the Crucifixion: Possible responses are
Sight—darkness; saints raised to life; earthquake
Hearing—Jesus’ cry; people talk; curtain tears; rocks break;
centurion’s confession
Smell—vinegar
Taste—vinegar
Touch—sponge; reed; rocks; earthquake

Lesson 9

It’s Kind of Like . . . : Usage is per Involvement Learning page in the teacher book.