

# Activity Pages

## FALL 2025 JUDAH, FROM ISAIAH TO EXILE

## 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.

# Isaiah's Call and Ministry

*Lesson 1, Isaiah 6:1–8; 38:1–5, KJV*

## Four Senses

Work with a partner to read Isaiah 6:1–8 and write down words or phrases in the text related to each header.

Sense of Sight	Sense of Smell	Sense of Sound	Sense of Touch/ Feeling

Using your “sanctified imagination,” list possible details about the vision regarding each sense.

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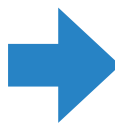
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## Problem and Solution

Read Isaiah 6:5–8 and complete the charts below. Use the questions to guide you and write down one to three words for each answer.

### Problem #1 (v. 5)

WHO expresses the problem? \_\_\_\_\_  
WHAT is the problem? \_\_\_\_\_  
WHY is it a problem? \_\_\_\_\_



### Solution #1 (vv. 6–7)

WHO presents the solution? \_\_\_\_\_  
WHAT is the solution? \_\_\_\_\_  
WHY is it the solution? \_\_\_\_\_

### Problem #2 (v. 8a)

WHO expresses the problem? \_\_\_\_\_  
WHAT is the problem? \_\_\_\_\_  
WHY is it a problem? \_\_\_\_\_



### Solution #2 (v. 8b)

WHO presents the solution? \_\_\_\_\_  
WHAT is the solution? \_\_\_\_\_  
WHY is it the solution? \_\_\_\_\_

# Hezekiah's Passover

*Lesson 2, 2 Chronicles 30:1–9, 26–27, KJV*

## Passover Puzzle

Work with a partner to match each reference with the correct description. As a group discuss any new observations regarding Passover.

- |                        |   |
|------------------------|---|
| 1. Exodus 12:1–14      | A. The Passover is first instituted.              |
| 2. Numbers 9:1–14      | B. Jesus celebrates Passover with His disciples.  |
| 3. Joshua 5:10–12      | C. Christ is called “our Passover Lamb.”          |
| 4. 2 Chronicles 30:1–5 | D. Hezekiah invites Israel and Judah to Passover. |
| 5. Matthew 26:17–29    | E. Israelites observe Passover in Gilgal.         |
| 6. 1 Corinthians 5:7–8 | F. Moses kept the Passover in Sinai.              |

## Restore the Unity

The words of unity are missing from these verses taken from today's lesson. Fill in the blanks to restore the unity.

1. And Hezekiah sent to \_\_\_\_\_ Israel and Judah, and wrote letters also to Ephraim and Manasseh, that they should come to the house of the LORD at Jerusalem, to keep the passover unto the LORD God of Israel (2 Chronicles 30:1).
2. For the king had taken counsel, and his princes, and all the \_\_\_\_\_ in Jerusalem, to keep the passover in the second month (2 Chronicles 30:2).
3. For they could not keep it at that time, because the priests had not sanctified themselves sufficiently, neither had the people gathered themselves \_\_\_\_\_ to Jerusalem (2 Chronicles (30:3).
4. And the thing pleased the king and all the \_\_\_\_\_ (2 Chronicles 30:4).
5. So they established a decree to make proclamation throughout all Israel, from Beersheba even to Dan, that they should come to keep the passover unto the LORD God of Israel at \_\_\_\_\_ (2 Chronicles 30:5).

## Historical Reforms

Match each historical reform movement with its description or outcome.

- |  |  |
|--|--|
| 1. ____ Sixteenth-century Protestant Reformation | A. Resulted in the establishment of Protestant churches            |
| 2. ____ US Civil Rights Movement                 | B. Led to the passage of the Nineteenth Amendment                  |
| 3. ____ Abolition Movement                       | C. Campaign to abolish race-based segregation in the United States |
| 4. ____ Women's Suffrage Movement                | D. Led to the passage of the Fair Labor Standards Act of 1938      |
| 5. ____ Labor Reforms in the United States       | E. Led to the passage of the Thirteenth Amendment                  |

Which of these reforms do you find most personally impactful? Why?

What actions made these reforms possible?

## Reviving Our Roots

Choose one of the following prompts and write a short journal entry.

**Think about Faith:** Describe a time when you considered Scripture in a new light. What happened, and how did that change you?

**Bible-Reading Routine:** Describe your current Bible-reading routine. Are there new habits you'd like to try or practices you would like to improve?

**Promise to Change:** Describe an attitude or behavior regarding the Bible you want to change. What steps will you take to make change occur?

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# The Servant's Suffering

*Lesson 4, Isaiah 53:1–7, KJV*

## Fulfillment of Prophecy

Work with a partner to match the verses on the right with the relevant section from Isaiah 53. Some verses will have more than one cross-reference.

- |   |                  |
|---|------------------|
| 1. Surely he hath borne our griefs, and carried our sorrows:      | Matthew 27:21–26 |
|   | Matthew 27:27–31 |
| 2. Yet we did esteem him stricken, smitten of God, and afflicted. | Matthew 27:32–37 |
|   | Matthew 27:38–44 |
| 3. But he was wounded for our transgressions,                     | Matthew 27:45–50 |
|   | John 19:1–7      |
| 4. He was bruised for our iniquities:                             | John 19:14–16    |
|   | John 19:17–24    |
| 5. The chastisement of our peace was upon him;                    | John 19:25–27    |
|   | John 19:28–37    |
| 6. And with his stripes we are healed.                            |                  |

What did you discover through this exercise?

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## What He Has Done

**Part 1:** Circle one attribute of the suffering servant or an action regarding the servant for which you are grateful.

He grew up tenderly, meekly, and unexpectedly.	He was familiar with grief, sorrow, pain, and suffering.	He was wounded and pierced for our transgressions.	Our punishment was put on Him and we received peace instead.
He was not attractive or desirable to others.	People thought God was punishing and afflicting Him.	He was bruised and crushed for our iniquities.	By his stripes and wounds, we are healed.
He was despised, rejected, dishonored, and not esteemed.	God laid all our iniquity on Him.		

**Part 2:** Take time this week to journal your thoughts and reflections on this attribute. Why is it significant to you? How can you thank and praise God for this?

# Jeremiah's Call and Arrest

Lesson 5, Jeremiah 1:6–10; 26:8–9, 12–15, KJV

## Prophet's Words

Read Jeremiah 1:6–10; 26:8–9, 12–15 and work with a partner to fill in the blanks.

### Jeremiah 1:6–10

6. Then said I, Ah, LORD God! behold, I cannot \_\_\_\_\_: for I am a \_\_\_\_\_.
7. But the LORD said unto me, Say not, I am a \_\_\_\_\_: for thou shalt go to all that I shall send thee, and whatsoever I command thee thou shalt \_\_\_\_\_.
8. Be not afraid of their faces: for I am with thee to \_\_\_\_\_ thee, saith the LORD.
9. Then the LORD put forth his hand, and \_\_\_\_\_ my mouth. And the LORD said unto me, Behold, I have put my \_\_\_\_\_ in thy mouth.
10. See, I have this day set thee over the nations and over the kingdoms, to \_\_\_\_\_ out and to pull down, and to destroy, and to throw down, to build, and to \_\_\_\_\_.

### Jeremiah 26:8–9, 12–15

8. Now it came to pass, when Jeremiah had made an end of speaking all that the LORD had commanded him to speak unto all the people, that the priests and the prophets and all the people took him, saying, Thou shalt surely \_\_\_\_\_.
9. Why hast thou prophesied in the name of the LORD, saying, This house shall be like \_\_\_\_\_, and this city shall be desolate without an \_\_\_\_\_?
12. Then spake Jeremiah unto all the princes and to all the people, saying, The LORD sent me to prophesy against this house and against this city all the words that ye have \_\_\_\_\_.
13. Therefore now amend your ways and your \_\_\_\_\_ and obey the voice of the LORD your God; and the LORD will \_\_\_\_\_ him of the evil that he hath pronounced against you.
14. As for me, behold, I am in your hand: do with me as seemeth \_\_\_\_\_ and meet unto you.
15. But know ye for certain, that if ye put me to death, ye shall surely will bring innocent \_\_\_\_\_ upon yourselves, and upon this city, and upon the inhabitants thereof.

What do these verses say about Jeremiah's calling and his boldness to proclaim God's message?

## Divine Call

Write a prayer for a young leader in your congregation. Ask God to guide and empower this leader. Consider the unique talents, perspectives, and energies this young person brings to the congregation.

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# Jeremiah's Message

*Lesson 6, Jeremiah 7:1–11, 21–23, KJV*

## A Den of Robbers

Read Mark 11:15–17. How do Jesus' words and actions relate to Jeremiah's words?

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How did the situation of Jesus' day prompt Him to quote Jeremiah?

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Compare and contrast how the people's disobedience interfered with their reverence and worship of God.

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## Expression of Gratitude

Spend several moments considering how your actions on each day of the week reflect your obedience to God. Then write a prayer of gratitude for God's grace.

Sunday \_\_\_\_\_

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_



# A Family's Example

*Lesson 7, Jeremiah 35:5-11, KJV*

## Family Traditions

Follow the prompts to list various traditions of your extended family.

1. Describe a certain meal that is expected at family events. \_\_\_\_\_  
\_\_\_\_\_
2. Describe a daily or weekly routine that your family has prioritized. \_\_\_\_\_  
\_\_\_\_\_
3. Describe how your family celebrates birthdays and anniversaries. \_\_\_\_\_  
\_\_\_\_\_
4. Describe the most significant annual holiday for your family. \_\_\_\_\_  
\_\_\_\_\_
5. Describe a family heirloom that has been in your family for multiple generations. \_\_\_\_\_  
\_\_\_\_\_
6. Describe a skill or trade that has been in your family for multiple generations. \_\_\_\_\_  
\_\_\_\_\_
7. Name a proverb that is frequently quoted by your family. \_\_\_\_\_  
\_\_\_\_\_

## Family Tree

Review 1 Chronicles 2:1–9, 42–55. Discuss the questions with your group.

1. List any names in this lineage that are familiar to you.  
\_\_\_\_\_  
\_\_\_\_\_
2. Who are the Kenites?  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the relationship between the Kenites and Rechabites?  
\_\_\_\_\_  
\_\_\_\_\_
4. How do Numbers 24:21–22; Judges 1:16; 4:11, 17; and 1 Samuel 15:6 describe the actions of the Kenites?  
\_\_\_\_\_  
\_\_\_\_\_

# Changes Promised

Lesson 8, Jeremiah 31:29–34; John 1:17, KJV

## God's Covenant Promise

The Old Testament has several covenants between God and His people. Look up the Scripture passages below and fill in the chart describing each covenant.

Covenant	Scripture	God's Promise
Noahic	Genesis 9:11	<i>Never to destroy the earth by flood</i>
Abrahamic	Genesis 12:1–3	
Mosaic	Exodus 19:5–6	
Davidic	2 Samuel 7:12–17	
New	Jeremiah 31:31–34	

## Psalms of Promise

The book of Psalms contains praise and worship to God for His numerous promises. Read each psalm and summarize what it says about God's promises.

Psalm 1:1–3 \_\_\_\_\_

Psalm 5:12 \_\_\_\_\_

Psalm 9:7–10 \_\_\_\_\_

Psalm 11:1–7 \_\_\_\_\_

Psalm 34:15–22 \_\_\_\_\_

Psalm 55:16–23 \_\_\_\_\_

Psalm 84:11–12 \_\_\_\_\_

Psalm 103:11–12 \_\_\_\_\_

Psalm 121:1–8 \_\_\_\_\_

Psalm 145:13–20 \_\_\_\_\_

# Jeremiah's Rescue

Lesson 9, Jeremiah 38:7–13, KJV

## Prophet Puzzle

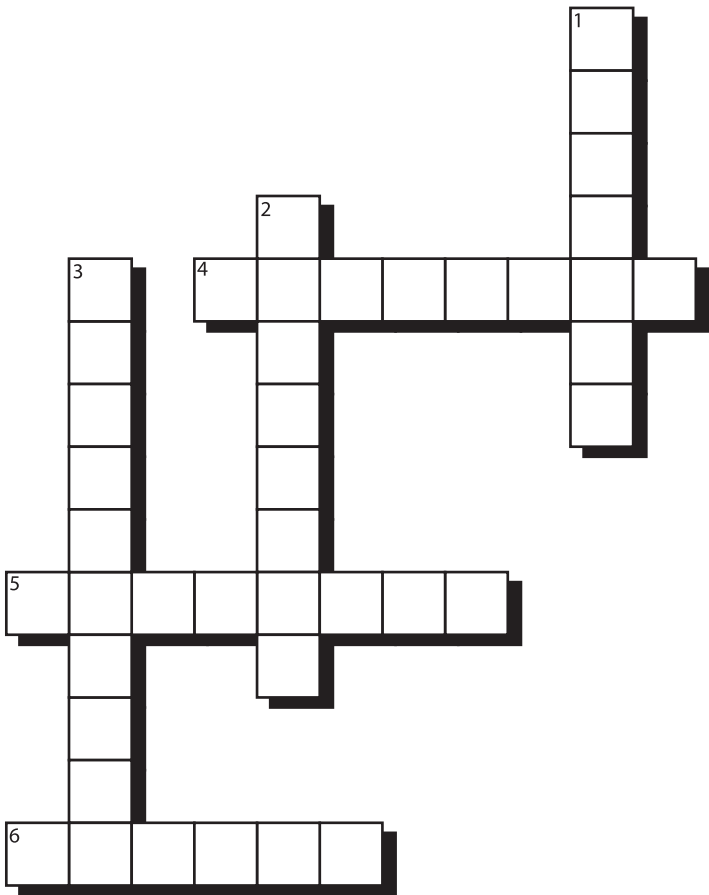
Complete the following crossword puzzle.  
Work with a partner to read Jeremiah 38:7–13  
and check your answers.

### ACROSS

- 4. After being rescued, the prophet  
“\_\_\_\_\_ in the court of the prison”  
(Jeremiah 38:13)
- 5. The name of the gate
- 6. The number of men sent by the king

### DOWN

- 1. The location of the prophet
- 2. The name of the prophet
- 3. Approached the king



## Prayer Practice

Work with your partner to create a prayer list for the upcoming week. List prayers for the needs of your congregation and community. Pledge to take time this week to pray for the needs on the list. Write your list below:

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# Jerusalem's Fall

Lesson 10, 2 Kings 24:18–25:9, KJV

## Many Warnings

The prophet Jeremiah repeatedly warned Zedekiah regarding his disobedience to God. Work with a partner to review the following passages and write down observations.

- Jeremiah 21:1–7
- Jeremiah 27:1–12
- Jeremiah 34:21–22
- Jeremiah 24:8–10
- Jeremiah 32:1–5
- Jeremiah 37:1–39:7

What do you notice about Zedekiah's personality and reign? \_\_\_\_\_

\_\_\_\_\_

What do you notice about Zedekiah's interactions with Jeremiah? \_\_\_\_\_

\_\_\_\_\_

What do you notice about Jeremiah's warnings? \_\_\_\_\_

\_\_\_\_\_

Summarize Jeremiah's warnings in these passages. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Diary of My Devotion

Complete the following chart as a part of your daily prayer time this week. Jot notes to record your thoughts as to how you will reflect God's patient mercy each day.

	How I will reflect God's patient mercy today?
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

# Ezekiel's Sign

*Lesson 11, Ezekiel 3:10–11, 24:15–24, 27, KJV*

## Ezekiel's Challenging Mission

Work with a partner to examine the following passages from Ezekiel. Summarize what you discover.

1. Read Ezekiel's vision (Ezekiel 1:4–28). Draw a picture to illustrate it.



2. Read Ezekiel's commission (Ezekiel 2:1–3:3).

What mission did God give Ezekiel? \_\_\_\_\_

What reason did God give to Ezekiel as an explanation for this mission?

\_\_\_\_\_

\_\_\_\_\_

3. What strange instruction did God give Ezekiel? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Worship Only God

An aspect of God's condemnation of the people of Judah centered around their idol worship. In the space below, make some simple sketches depicting modern-day "idols."



Compare your drawings with a partner's. Decide which "idol" is most prevalent. Which "idol" tempts you the most? \_\_\_\_\_

\_\_\_\_\_

How can you be a "visual aid" to share the gospel of Jesus to counteract this attraction?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Ezekiel's Responsibility

*Lesson 12, Ezekiel 33:7–16a, KJV*

## Standing on Our Own

Work with your group to read Ezekiel 18 and discover why it is the context for Ezekiel's prophesy in Ezekiel 33.

1. Read Ezekiel 18:1–4. What does this proverb mean? Why are the people quoting this proverb?

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2. Read Ezekiel 18:5–9. Who is described in these verses, and what are the results of their actions?

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3. Read Ezekiel 18:10–13. Who is described in these verses, and what are the results their actions?

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4. Read Ezekiel 18:14–20. Who is described in these verses, and what are the results of their actions?

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5. Read Ezekiel 18:21–32. What commands are listed in these verses, and to whom are they directed?

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## Letter to a Friend

Think of a person you know in need of a spiritual “watchman” or “lookout.” In the space below, jot down points you would include in a letter or visit with them to talk about their situation.

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Compare your approach with the approach of a partner. What can each of you learn from what the other has written? Pray for each other as you decide whether and how to talk with your friend. Share what you have learned about speaking the truth in love to others as you feel comfortable.

# Ezekiel's Vision

*Lesson 13, Ezekiel 47:1–9, 12, KJV*

## A River Runs through Scripture

Throughout Scripture, we see the image of a river or water used to convey the abundant life that comes from God. Look up the Scripture references below and record the imagery used in each verse or passage.

Scripture	Image
Genesis 2:8–10	
Psalms 1:1–3	
Isaiah 12:3	
Isaiah 41:18	
Isaiah 43:19	
Isaiah 48:18	
John 4:10	
John 4:14	
Revelation 22:1–2	

## Meditation for Others

Write a devotional or prayer based on the metaphor of the river. Share your result with other class members via e-mail or social media. Consider compiling a booklet of the meditations and prayers from your classmates.

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## Lesson 1

### Four Senses

Sight: The Lord is high and exalted, throne, robe, temple, seraphim, wings, doorposts, threshold, smoke

Smell: smoke

Sound: angels' call, voices, temple shaking

Touch/feeling: temple shaking

### Problem and Solution

Problem #1- WHO: Isaiah, WHAT: unclean, WHY: sinful before the holy God;

Solution #1- WHO: angel, WHAT: live coal from altar, WHY: atonement for sin;

Problem #2- WHO: the Lord, WHAT: needs a servant messenger, WHY: a message must be delivered to his people;

Solution #2- WHO: Isaiah, WHAT: volunteered himself, WHY: the Lord wanted a willing spirit to obey Him

## Lesson 2

### Passover Puzzle

1. A; 2. F; 3. E; 4. D; 5. B; 6. C

### Restore the Unity

1. all; 2. congregation; 3. together; 4. congregation; 5. Jerusalem

## Lesson 3

### Historical Reforms

1. A; 2. C; 3. E; 4. B; 5. D

## Lesson 4

### Fulfillment of Prophecy

1. Matthew 27:21–26; John 19:1–7; 2. Matthew 27:27–31; John 19:14–16; 3. Matthew 27:32–37; John 19:17–24; 4. Matthew 27:38–44; John 19:25–27; 5. Matthew 27:45–50; John 19:28–37

## Lesson 5

### Prophet's Words

Jeremiah 1:6–10

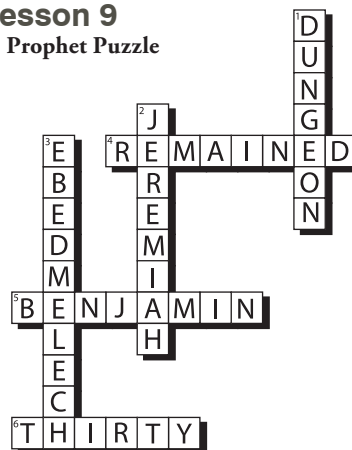
6. speak, child; 7. child, speak; 8. deliver; 9. touched, words; 10. root, plant.

Jeremiah 26:8–9, 12–15

8. die; 9. Shiloh, inhabitant; 12. Heard; 13. doings, repent; 14. good; 15. Blood.

## Lesson 9

### Prophet Puzzle



## Lesson 11

### Ezekiel's Challenging Mission

1. See each drawing; 2. I will send you to the children of Israel because of their sin (2:2–4); Speak my words to them regardless of their reaction (they are rebellious) (2:7); 3. Eat my word (2:8–3:3)

## Lesson 12

### Standing on Our Own

1. God's hand of judgment. The people thought it was about their ancestors not about their own actions; 2. The descriptions all pertain to laws God had given his people to obey. The one who obeys them will enjoy the life that only God can give. 3. These are descriptions of disobedience to particular laws of God. Such disobedience will lead to death.; 4. The father is the one who disobeys; the son is the one who obeys and is saved. The son will not be punished for the father's sins. 5. The wicked is commanded to turn away from sin and find life. The righteous is warned that if they turn to wickedness, they will die. All people are commanded to repent of sin.