

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, NIV

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.

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? _____

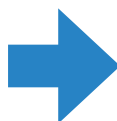


Solution #1 (vv. 6–7)

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, NIV

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. Hezekiah sent word to _____ Israel and Judah and also wrote letters to Ephraim and Manasseh, inviting them to come to the temple of the LORD in Jerusalem and celebrate the Passover to the LORD, the God of Israel (2 Chronicles 30:1).
2. The king and his officials and the whole _____ in Jerusalem decided to celebrate the Passover in the second month (2 Chronicles 30:2).
3. They had not been able to celebrate it at the regular time because not enough priests had consecrated themselves and the people had not _____ in Jerusalem (2 Chronicles 30:3).
4. The plan seemed right both to the king and to the whole _____. (2 Chronicles 30:4)
5. They decided to send a proclamation throughout Israel, from Beersheba to Dan, calling the people to come to _____ and celebrate the Passover to the LORD, the God of Israel (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?

The Servant's Suffering

Lesson 4, Isaiah 53:1–7, NIV

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 took up our pain and bore our suffering,	Matthew 27:21–26
2. Yet we considered him punished by God, stricken by him, and afflicted.	Matthew 27:27–31
	Matthew 27:32–37
3. But he was pierced for our transgressions,	Matthew 27:38–44
4. He was bruised for our iniquities:	Matthew 27:45–50
5. He was crushed for our iniquities;	John 19:1–7
	John 19:14–16
6. The punishment that brought us peace was on him, and by his wounds we are healed.	John 19:17–24
	John 19:25–27
	John 19:28–37

What did you discover through this exercise?

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, NIV*

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. “Alas, Sovereign LORD,” I said, “I do not know how to _____; I am too _____.”
7. But the LORD said to me, “Do not say, ‘I am too _____.’ You must go to everyone I send you to and _____ whatever I command you.
8. “Do not be afraid of them, for I am with you and will _____ you,” declares the LORD.
9. Then the LORD reached out his hand and _____ my mouth and said to me, “I have put my _____ in your mouth.
10. “See, today I appoint you over nations and over kingdoms, to _____ and tear down, to destroy and overthrow, to build, and to _____.”

Jeremiah 26:8–9, 12–15

8. But as soon as Jeremiah finished telling all the people everything the LORD had commanded him to say, the priests, the prophets and all the people _____ him and said, “You must _____!”
9. “Why do you prophesy in the LORD’s name that this house will be like _____ and this city will be desolate and _____?”
12. Then Jeremiah said all the officials and to all the people: “The LORD sent me to prophesy against this house and this city all the things you have _____.
13. “Now reform your ways and your _____ and obey the LORD your God. Then the LORD will _____ and not bring the disaster he has pronounced against you.
14. “As for me, I am in your hands; do with me _____ you think is good and right.
15. “But assured, however, that if you put me to death, you will bring the guilt of innocent _____ on yourselves, and on this city, and on those who live in it.”

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.

Jeremiah's Message

Lesson 6, Jeremiah 7:1–11, 21–23, NIV

A Den of Robbers

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

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

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

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, NIV

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 Rekabites?

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, NIV

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, NIV

Prophet Puzzle

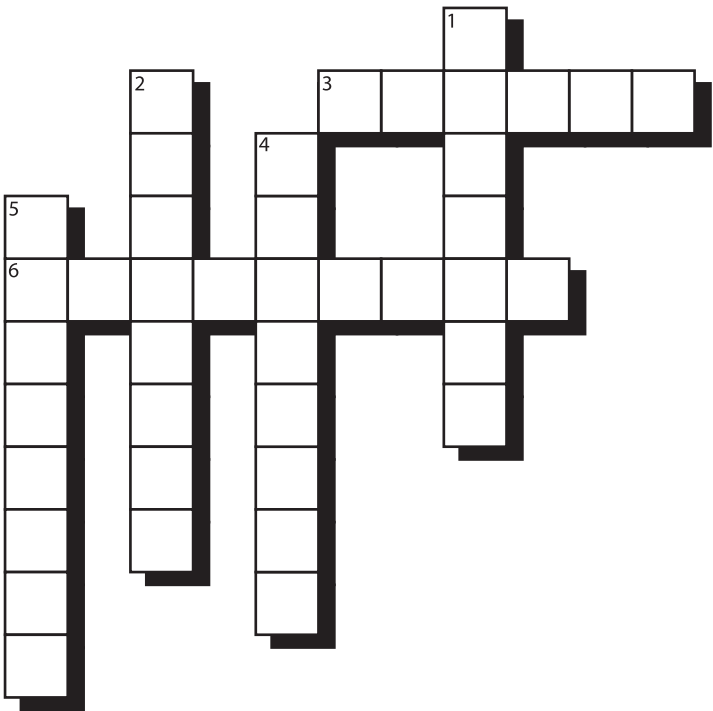
Complete the following crossword puzzle.
Work with a partner to read Jeremiah 38:7–13
and check your answers.

ACROSS

- 3. The number of men sent by the king
- 6. Approached the king

DOWN

- 1. The location of the prophet
- 2. The name of the prophet
- 4. After being rescued, the prophet
“_____ in the courtyard
of the guard” (Jeremiah 38:13)
- 5. The name of the gate



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:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Jerusalem's Fall

Lesson 10, 2 Kings 24:18–25:9, NIV

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. _____

A 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, NIV

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, NIV

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?

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

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

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

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

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.

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, NIV

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.

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. assembly; 3. assembled; 4. assembly; 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, young; 7. young, say; 8. rescue; 9. touched, words; 10. uproot, plant.

Jeremiah 26:8–9, 12–15

8. seized, die; 9. Shiloh, deserted; 12. heard; 13. actions, relent; 14. whatever; 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.