BONUS 2 · THE PASSION IN 3D™

THE PASSION TEACHER KIT

Twelve ready-to-teach lessons on the last hours of Jesus, from the Upper Room to the empty tomb

12

LESSONS · 45 MIN EACH

LESSON SCRIPTS · STUDENT SHEETS · SLIDES · MEMORY CARDS · CERTIFICATE

"But he was wounded for our transgressions, he was bruised for our iniquities: the chastisement of our peace was upon him; and with his stripes we are healed."

ISAIAH 53:5 · KJV

TEACH THE PASSION WITH CONFIDENCE

Everything you need for twelve classes, in the order the events happened

1 WHAT IS INSIDE

For each of the 12 classes of the atlas: a **lesson script** for a 45-minute class, step by step, and a **student sheet** to print. Plus 12 summary **slides** (in the separate file *slides.pdf*), **memory-verse cards**, an **attendance tracker**, an **answer key** and a printable **certificate of completion**.

2 PREPARE IN 15 MINUTES

Read the lesson script. Open the class in the atlas and look at its four anatomical plates. Print one student sheet per person. If you have a screen, open the slide for that class.

3 TEACH IN SIX STEPS

Every lesson follows the same rhythm, so your group always knows what comes next: open and pray (5′), read the Scripture (10′), walk through the plates (10′), discuss (10′), activity (7′) and close with the memory verse (3′).

4 USE IT YOUR WAY

Sunday school, small groups, youth groups, homeschool or a Lenten series. Teach one class a week for twelve weeks, or two classes a session for a six-week study ending on Easter Sunday.

5 PAIR IT WITH THE AUDIO

Each class has a narrated track in *The Passion Audio Journey*. Play it at the start of the class or send it to your students to listen to during the week.

BEFORE YOU TEACH

TEACHING WITH CARE

The cross is holy ground: rigorous and reverent

REVERENT, NOT GRAPHIC

The plates show what the body endured the way a medical museum would: reddened and bruised skin, swelling, small marks. No gore. Even so, preview each class and adapt it to the age and story of your group.

RECOMMENDED AGE

Best for ages 12 and up. With younger children, focus on the Scripture pages, the 3D places and the memory verse, and skip the anatomical details.

SAY WHAT IS DEBATED

Some questions are still discussed by scholars: the exact cause of death, wrist or palm, hematidrosis, the site of the praetorium. When a student asks, it is honest to say: “Scholars debate this. One leading view is…”

BIBLE FIRST

Every quotation is from the King James Version. Keep the line clear between what the Bible says and what history and medicine reconstruct.

LEAVE ROOM FOR PEOPLE

For some, these classes touch grief, illness or trauma. Invite, never force, sharing. End every class in prayer.

Where evidence is debated, we clearly distinguish biblical descriptions from historical and medical reconstructions.

THE 12-CLASS PLAN

FROM THE UPPER ROOM TO THE EMPTY TOMB

#	CLASS	WHEN	MEMORY VERSE	ATLAS P.
1	**The Upper Room and Gethsemane** Upper Room → Mount of Olives	Thursday, ~9 pm – midnight	Luke 22:42	7
2	**Arrest and the Night Trials** House of Annas and Caiaphas · the Sanhedrin	Thursday midnight – Friday dawn	Isaiah 53:7	17
3	**Before Pilate and Herod** The Praetorium (Herod's palace or the Antonia, debated) · Herod Antipas	Friday, ~6 – 8 am	John 18:37	27
4	**The Scourging** Courtyard of the Praetorium	Friday, ~8 am	Isaiah 53:5	37
5	**The Crown of Thorns** The Praetorium	Friday, ~8 – 9 am	John 19:5	47
6	**The Via Dolorosa** From the Praetorium to Golgotha, ~650 yards (estimate)	Friday, ~9 am	Luke 9:23	57
7	**Golgotha: The Nails** Golgotha	Friday, ~9 am ("the third hour," Mark 15:25)	1 Peter 2:24	67
8	**Six Hours on the Cross: Breathing** Golgotha	Friday, 9 am – 3 pm	Philippians 2:8	77
9	**The Seven Last Words** Golgotha	Friday, 9 am – 3 pm	Luke 23:34	87
10	**Death, the Spear, Blood and Water** Golgotha	Friday, ~3 pm	John 15:13	97
11	**The Burial** Garden tomb near Golgotha	Friday, before sunset	Isaiah 53:9	107
12	**The Empty Tomb** The tomb	Sunday at dawn	Matthew 28:6	117

THE UPPER ROOM AND GETHSEMANE

Where: Upper Room → Mount of Olives **When:** Thursday, ~9 pm – midnight **Teacher's page:** p. 16

OBJECTIVE
Students will see that Jesus faced the cross with real human anguish and chose to obey the Father.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"Have you ever faced something so hard that your whole body felt it before it happened?"*

10′ READ THE SCRIPTURE

Read **Matthew 26:36-46; Luke 22:39-46** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 1 (p. 7) and show the four plates (pp. 9–12). Key points:

- Extreme stress floods the body with cortisol and adrenaline.
- Luke 22:44 describes sweat "as it were great drops of blood": hematidrosis is rare but documented, and its reading here is debated.
- A sleepless night and the walk to the garden began the exhaustion that followed.

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. Why do you think Jesus took Peter, James and John with him further into the garden?
2. What does Luke's detail about his sweat tell us about the intensity of his prayer?
3. How is Jesus' prayer a model for our own prayers in hard moments?

7′ ACTIVITY

Show the hematidrosis plate. Ask students to list what the body goes through under extreme stress, then read Luke 22:44 aloud and discuss.

3′ CLOSE

Read the memory verse together: *"…nevertheless not my will, but thine, be done"* (Luke 22:42). Pray together, and preview the next class: *Arrest and the Night Trials*.

THE UPPER ROOM AND GETHSEMANE

Name _____ Date _____

Read: Matthew 26:36-46; Luke 22:39-46

FILL IN THE BLANKS

1. The Gospel of _____ records that his sweat was “as it were great drops of blood.”
2. Under extreme stress the body releases cortisol and _____.
3. Jesus prayed in the garden called _____.

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Why do you think Jesus took Peter, James and John with him further into the garden?
2. What does Luke's detail about his sweat tell us about the intensity of his prayer?
3. How is Jesus' prayer a model for our own prayers in hard moments?

ACTIVITY

Show the hematidrosis plate. Ask students to list what the body goes through under extreme stress, then read Luke 22:44 aloud and discuss.

MEMORY VERSE · LUKE 22:42

“...nevertheless not my will, but thine, be done”

Copy it here:

ARREST AND THE NIGHT TRIALS

Where: House of Annas and Caiaphas · the Sanhedrin **When:** Thursday midnight – Friday dawn **Teacher's page:** p. 26

OBJECTIVE
Students will understand the injustice of the night trials and the faithfulness of Jesus toward those who fail.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"What does it feel like to be accused while those closest to you walk away?"*

10′ READ THE SCRIPTURE

Read **John 18:12-27; Matthew 26:57-75** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 2 (p. 17) and show the four plates (pp. 19–22). Key points:

- Blows to the face caused bruising and swelling around the eyes and mouth (John 18:22; Matthew 26:67).
- A night without sleep or water began early dehydration.
- He was led bound between courts while his friends abandoned him.

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. What made the night trials unjust, even by the rules of that time?
2. Why do you think Jesus stayed silent before some accusations?
3. How does Peter's story give hope to someone who has failed?

7′ ACTIVITY

Draw the night on a timeline: arrest, Annas, Caiaphas, the denials, the cock crow. Mark where Jesus suffered physically and where emotionally.

3′ CLOSE

Read the memory verse together: *"He was oppressed, and he was afflicted, yet he opened not his mouth"* (Isaiah 53:7). Pray together, and preview the next class: *Before Pilate and Herod*.

ARREST AND THE NIGHT TRIALS

Name _____ Date _____

Read: John 18:12-27; Matthew 26:57-75

FILL IN THE BLANKS

1. An officer struck Jesus with the palm of his _____ (John 18:22).
2. A night without water begins early _____.
3. The high priest who questioned Jesus that night was _____.

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. What made the night trials unjust, even by the rules of that time?
2. Why do you think Jesus stayed silent before some accusations?
3. How does Peter's story give hope to someone who has failed?

ACTIVITY

Draw the night on a timeline: arrest, Annas, Caiaphas, the denials, the cock crow. Mark where Jesus suffered physically and where emotionally.

MEMORY VERSE · ISAIAH 53:7

"He was oppressed, and he was afflicted, yet he opened not his mouth"

Copy it here:

BEFORE PILATE AND HEROD

Where: The Praetorium (Herod's palace or the Antonia, debated) · Herod Antipas

When: Friday, ~6 – 8 am

Teacher's page: p. 36

OBJECTIVE
Students will see that Jesus was declared innocent and still condemned, and that he chose truth over self-defense.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"Have you ever been sent from one office to another with no answer? Imagine it after a night like his."*

10′ READ THE SCRIPTURE

Read **Luke 23:1-25; John 18:28-40** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 3 (p. 27) and show the four plates (pp. 29–32). Key points:

- Dehydration lowers blood volume and blood pressure.
- The walks back and forth across the city added up to roughly 2.5 miles (estimate).
- He reached the sentence already weakened in the legs and back.

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. Why did Pilate send Jesus to Herod?
2. Pilate said three times he found no fault in Jesus. Why did he not release him?
3. What does it mean to be "of the truth" today?

7′ ACTIVITY

On the Jerusalem map, trace the route from Gethsemane to the praetorium, to Herod and back. Estimate the total distance together.

3′ CLOSE

Read the memory verse together: *"To this end was I born, and for this cause came I into the world, that I should bear witness unto the truth"* (John 18:37). Pray together, and preview the next class: *The Scourging*.

BEFORE PILATE AND HEROD

Name _____ Date _____

Read: Luke 23:1-25; John 18:28-40

FILL IN THE BLANKS

1. Pilate sent Jesus to _____, because he belonged to his jurisdiction.
2. The walks across the city totaled about _____ miles (estimate).
3. Losing body fluids lowers blood _____.

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Why did Pilate send Jesus to Herod?
2. Pilate said three times he found no fault in Jesus. Why did he not release him?
3. What does it mean to be "of the truth" today?

ACTIVITY

On the Jerusalem map, trace the route from Gethsemane to the praetorium, to Herod and back. Estimate the total distance together.

MEMORY VERSE · JOHN 18:37

"To this end was I born, and for this cause came I into the world, that I should bear witness unto the truth"

Copy it here:

THE SCOURGING

Where: Courtyard of the Praetorium **When:** Friday, ~8 am **Teacher's page:** p. 46

OBJECTIVE
Students will understand what Roman scourging involved and connect it with Isaiah's prophecy of healing.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"Isaiah wrote "with his stripes we are healed." What were those stripes?"*

10′ READ THE SCRIPTURE

Read **John 19:1; Mark 15:15; Isaiah 53:3-6** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 4 (p. 37) and show the four plates (pp. 39–42). Key points:

- The Roman flagrum had leather thongs weighted with lead balls or bone.
- The lashes left red welts, bruises and torn skin across the back.
- Blood loss began hypovolemic shock; some scholars add chest trauma (one view).

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. Why did the Romans scourge prisoners before crucifixion?
2. How does Isaiah 53 help us understand the meaning of these wounds?
3. How should knowing what Jesus suffered change the way we live?

7′ ACTIVITY

Read Isaiah 53:3-6 slowly. Have students underline every word that describes suffering and every word that says "our" or "we".

3′ CLOSE

Read the memory verse together: *"But he was wounded for our transgressions, he was bruised for our iniquities: the chastisement of our peace was upon him; and with his stripes we are healed."* (Isaiah 53:5). Pray together, and preview the next class: *The Crown of Thorns*.

THE SCOURGING

Name _____ Date _____

Read: John 19:1; Mark 15:15; Isaiah 53:3-6

FILL IN THE BLANKS

1. The Roman whip was called a _____.
2. Its leather thongs carried small balls of _____ or pieces of bone.
3. Losing blood volume leads to _____ shock.

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Why did the Romans scourge prisoners before crucifixion?
2. How does Isaiah 53 help us understand the meaning of these wounds?
3. How should knowing what Jesus suffered change the way we live?

ACTIVITY

Read Isaiah 53:3-6 slowly. Have students underline every word that describes suffering and every word that says "our" or "we".

MEMORY VERSE · ISAIAH 53:5

"But he was wounded for our transgressions, he was bruised for our iniquities: the chastisement of our peace was upon him; and with his stripes we are healed."

Copy it here:

THE CROWN OF THORNS

Where: The Praetorium **When:** Friday, ~8 – 9 am **Teacher's page:** p. 56

OBJECTIVE
Students will understand the crown of thorns as both a physical torment and a sign of Christ's kingship.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"Why would soldiers make a crown out of thorns instead of simply striking a prisoner?"*

10′ READ THE SCRIPTURE

Read **Matthew 27:27-31; John 19:1-5** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 5 (p. 47) and show the four plates (pp. 49–52). Key points:

- The crown was likely a cap of thorny branches (the exact plant is debated).
- The scalp is rich in blood vessels, so even small wounds bleed.
- Thorns near the trigeminal and occipital nerves cause sharp pain in the face and head.

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. Why did the soldiers dress Jesus as a king?
2. Why would wounds on the scalp bleed so much?
3. How is Jesus truly a King, even when crowned with thorns?

7′ ACTIVITY

Pass around a photo or a branch of a thorny plant. Read Genesis 3:17-18 and John 19:2, and talk about the link between the curse and the crown.

3′ CLOSE

Read the memory verse together: *"Then came Jesus forth, wearing the crown of thorns, and the purple robe. And Pilate saith unto them, Behold the man!"* (John 19:5). Pray together, and preview the next class: *The Via Dolorosa*.

THE CROWN OF THORNS

Name _____ Date _____

Read: Matthew 27:27-31; John 19:1-5

FILL IN THE BLANKS

1. The soldiers struck him on the head with a _____ (Matthew 27:30).
2. The scalp bleeds easily because it is rich in blood _____.
3. The _____ nerve carries sensation from the face.

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Why did the soldiers dress Jesus as a king?
2. Why would wounds on the scalp bleed so much?
3. How is Jesus truly a King, even when crowned with thorns?

ACTIVITY

Pass around a photo or a branch of a thorny plant. Read Genesis 3:17-18 and John 19:2, and talk about the link between the curse and the crown.

MEMORY VERSE · JOHN 19:5

"Then came Jesus forth, wearing the crown of thorns, and the purple robe. And Pilate saith unto them, Behold the man!"

Copy it here:

THE VIA DOLOROSA

Where: From the Praetorium to Golgotha, ~650 yards (estimate) **When:** Friday, ~9 am **Teacher's page:** p. 66

OBJECTIVE
Students will understand the physical weakness of Jesus on the way to Golgotha and what it means to take up our cross.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"Who carried something for you when you could not carry it yourself?"*

10′ READ THE SCRIPTURE

Read **Mark 15:20-22; Luke 23:26-32; John 19:16-17** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 6 (p. 57) and show the four plates (pp. 59–62). Key points:

- The patibulum, the crossbeam, weighed roughly 75–125 lb (estimate).
- Falls and the weight of the beam left bruises and abrasions on knees, face and shoulders.
- Weak from shock, he needed help: Simon of Cyrene was compelled (Mark 15:21).

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. Why did the soldiers force Simon to carry the cross?
2. Why might Mark mention Simon's sons, Alexander and Rufus?
3. What does it look like to "take up your cross" in daily life?

7′ ACTIVITY

Walk 650 yards together (or around the building) and talk about the distance after the scourging and a sleepless night.

3′ CLOSE

Read the memory verse together: *"If any man will come after me, let him deny himself, and take up his cross daily, and follow me."* (Luke 9:23). Pray together, and preview the next class: *Golgotha: The Nails*.

THE VIA DOLOROSA

Name _____ Date _____

Read: Mark 15:20-22; Luke 23:26-32; John 19:16-17

FILL IN THE BLANKS

1. The crossbeam was called the _____.
2. The soldiers compelled _____ of Cyrene to carry the cross.
3. The route to Golgotha was about _____ yards (estimate).

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Why did the soldiers force Simon to carry the cross?
2. Why might Mark mention Simon's sons, Alexander and Rufus?
3. What does it look like to "take up your cross" in daily life?

ACTIVITY

Walk 650 yards together (or around the building) and talk about the distance after the scourging and a sleepless night.

MEMORY VERSE · LUKE 9:23

"If any man will come after me, let him deny himself, and take up his cross daily, and follow me."

Copy it here:

GOLGOTHA: THE NAILS

Where: Golgotha **When:** Friday, ~9 am ("the third hour," Mark 15:25) **Teacher's page:** p. 76

OBJECTIVE
Students will describe what the Gospels and history tell us about the nailing of Jesus and explain why the wrist-or-palm question is debated.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"What does archaeology add to what the Gospels already tell us?"*

10′ READ THE SCRIPTURE

Read **Mark 15:22-32; John 19:17-24; Psalm 22:14-18** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 7 (p. 67) and show the four plates (pp. 69–72). Key points:

- The nails were square iron spikes about 5–7 inches long.
- A nail through the wrist would strike the median nerve; wrist or palm is debated (Greek cheir includes the wrist).
- A heel bone found in 1968 (Yehohanan) still holds a crucifixion nail.

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. Mark gives an exact hour (the third hour). Why do you think the Gospel writers record times so carefully?
2. How does the heel bone of Yehohanan help us read the Gospel accounts?
3. Psalm 22 was written about a thousand years before the cross. Which lines stand out to you, and why?

7′ ACTIVITY

Pass around a picture of the Yehohanan heel bone. In pairs, list what archaeology confirms and what it leaves open (for example, wrist or palm). Share one item from each list with the group.

3′ CLOSE

Read the memory verse together: *"Who his own self bare our sins in his own body on the tree, that we, being dead to sins, should live unto righteousness: by whose stripes ye were healed."* (1 Peter 2:24). Pray together, and preview the next class: *Six Hours on the Cross: Breathing*.

GOLGOTHA: THE NAILS

Name _____ Date _____

Read: Mark 15:22-32; John 19:17-24; Psalm 22:14-18

FILL IN THE BLANKS

1. Mark says it was the _____ hour when they crucified him.
2. A nail in the wrist would injure the _____ nerve.
3. The heel bone of _____ was found in Jerusalem in 1968.

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Mark gives an exact hour (the third hour). Why do you think the Gospel writers record times so carefully?
2. How does the heel bone of Yehohanan help us read the Gospel accounts?
3. Psalm 22 was written about a thousand years before the cross. Which lines stand out to you, and why?

ACTIVITY

Pass around a picture of the Yehohanan heel bone. In pairs, list what archaeology confirms and what it leaves open (for example, wrist or palm). Share one item from each list with the group.

MEMORY VERSE · 1 PETER 2:24

"Who his own self bare our sins in his own body on the tree, that we, being dead to sins, should live unto righteousness: by whose stripes ye were healed."

Copy it here:

SIX HOURS ON THE CROSS: BREATHING

Where: Golgotha **When:** Friday, 9 am – 3 pm **Teacher's page:** p. 86

OBJECTIVE
Students will explain, in simple terms, why breathing was so hard on the cross and how the medical views differ.

5′ — OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"Take a deep breath and hold it. Now imagine you could only let it out by pushing up on your feet."*

10′ — READ THE SCRIPTURE

Read **Matthew 27:39-50; Psalm 22:1-18** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ — WALK THROUGH THE PLATES

Open the atlas at Class 8 (p. 77) and show the four plates (pp. 79–82). Key points:

- Hanging by the arms kept the chest stuck in the position of inhaling.
- To exhale he had to push up on the nailed feet.
- Cramps, fatigue and low oxygen strained the heart; darkness covered the land (Matthew 27:45).

Where scholars disagree, say so.

10′ — DISCUSS

Use the questions below (also on the student sheet):

1. Why did breathing out, not breathing in, become the hardest part of crucifixion?
2. Zugibe and Edwards disagree on how much asphyxia mattered. Why is it good to know where experts disagree?
3. What do the darkness and the mocking add to our understanding of those six hours?

7′ — ACTIVITY

Have everyone stand with arms raised for 60 seconds and try to say one sentence while holding the position. Then discuss what changed in their breathing (stop at once if anyone feels unwell).

3′ — CLOSE

Read the memory verse together: *"And being found in fashion as a man, he humbled himself, and became obedient unto death, even the death of the cross."* (Philippians 2:8). Pray together, and preview the next class: *The Seven Last Words*.

SIX HOURS ON THE CROSS: BREATHING

Name _____ Date _____

Read: Matthew 27:39-50; Psalm 22:1-18

FILL IN THE BLANKS

1. Hanging by the arms keeps the chest in the position of _____.
2. To breathe out he had to push up on his _____.
3. There was darkness over all the land from the sixth to the _____ hour.

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Why did breathing out, not breathing in, become the hardest part of crucifixion?
2. Zugibe and Edwards disagree on how much asphyxia mattered. Why is it good to know where experts disagree?
3. What do the darkness and the mocking add to our understanding of those six hours?

ACTIVITY

Have everyone stand with arms raised for 60 seconds and try to say one sentence while holding the position. Then discuss what changed in their breathing (stop at once if anyone feels unwell).

MEMORY VERSE · PHILIPPIANS 2:8

"And being found in fashion as a man, he humbled himself, and became obedient unto death, even the death of the cross."

Copy it here:

THE SEVEN LAST WORDS

Where: Golgotha **When:** Friday, 9 am – 3 pm **Teacher's page:** p. 96

OBJECTIVE
Students will name the seven sayings in order and explain what each one shows about Jesus.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"If every word cost you pain, which words would you choose to say?"*

10′ READ THE SCRIPTURE

Read **Luke 23:33-46; John 19:25-30; Matthew 27:45-50** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 9 (p. 87) and show the four plates (pp. 89–92). Key points:

- Each word required a painful push up to draw breath.
- "I thirst" (John 19:28) reflects extreme dehydration.
- He received vinegar on hyssop, said "It is finished," and cried with a loud voice.

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. Why do you think Jesus' first word from the cross was about forgiveness?
2. What does My God, my God, why hast thou forsaken me? tell us about how Jesus prayed in pain?
3. How does knowing the physical cost of speaking change the way you read these sayings?

7′ ACTIVITY

Write the seven sayings on seven cards and shuffle them. In small groups, put them in order, then choose one and write a one-sentence prayer inspired by it.

3′ CLOSE

Read the memory verse together: *"Father, forgive them; for they know not what they do."* (Luke 23:34). Pray together, and preview the next class: *Death, the Spear, Blood and Water*.

THE SEVEN LAST WORDS

Name _____ Date _____

Read: Luke 23:33-46; John 19:25-30; Matthew 27:45-50

FILL IN THE BLANKS

1. Jesus said, "I _____" (John 19:28).
2. The sponge of vinegar was put upon _____ (John 19:29).
3. His last word in John's Gospel is "It is _____."

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Why do you think Jesus' first word from the cross was about forgiveness?
2. What does My God, my God, why hast thou forsaken me? tell us about how Jesus prayed in pain?
3. How does knowing the physical cost of speaking change the way you read these sayings?

ACTIVITY

Write the seven sayings on seven cards and shuffle them. In small groups, put them in order, then choose one and write a one-sentence prayer inspired by it.

MEMORY VERSE · LUKE 23:34

"Father, forgive them; for they know not what they do."

Copy it here:

DEATH, THE SPEAR, BLOOD AND WATER

Where: Golgotha **When:** Friday, ~3 pm **Teacher's page:** p. 106

OBJECTIVE
Students will summarize the main medical views on the cause of Jesus' death and explain why the Gospels insist that he truly died.

5′ — OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"Why does it matter that the Gospels record the death of Jesus in such detail?"*

10′ — READ THE SCRIPTURE

Read **John 19:28-37; Mark 15:33-45** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ — WALK THROUGH THE PLATES

Open the atlas at Class 10 (p. 97) and show the four plates (pp. 99–102). Key points:

- The exact cause of death is debated: asphyxia, shock and heart failure are the main views.
- His legs were not broken, as the Scripture said (John 19:31-33; Psalm 34:20).
- A spear pierced his side and "blood and water" came out (John 19:34).

Where scholars disagree, say so.

10′ — DISCUSS

Use the questions below (also on the student sheet):

1. Doctors still debate the exact cause of death. Does that weaken or strengthen the Gospel account? Why?
2. Why did the soldiers break the legs of the two others, but not of Jesus?
3. What is the meaning of the torn veil in the Temple?

7′ — ACTIVITY

Make a two-column chart: What the Bible says / What medicine suggests. Fill it in together for the death, the legs and the spear, and mark any item that is still debated.

3′ — CLOSE

Read the memory verse together: *"Greater love hath no man than this, that a man lay down his life for his friends."* (John 15:13). Pray together, and preview the next class: *The Burial*.

DEATH, THE SPEAR, BLOOD AND WATER

Name _____ Date _____

Read: John 19:28-37; Mark 15:33-45

FILL IN THE BLANKS

1. The soldiers did not break his _____ (John 19:33).
2. A soldier pierced his side with a _____.
3. From the wound came out blood and _____.

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Doctors still debate the exact cause of death. Does that weaken or strengthen the Gospel account? Why?
2. Why did the soldiers break the legs of the two others, but not of Jesus?
3. What is the meaning of the torn veil in the Temple?

ACTIVITY

Make a two-column chart: What the Bible says / What medicine suggests. Fill it in together for the death, the legs and the spear, and mark any item that is still debated.

MEMORY VERSE · JOHN 15:13

"Greater love hath no man than this, that a man lay down his life for his friends."

Copy it here:

THE BURIAL

Where: Garden tomb near Golgotha **When:** Friday, before sunset **Teacher's page:** p. 116

OBJECTIVE
Students will describe how Jesus was buried and explain why the burial details matter for the resurrection.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"What does the care given to Jesus' body tell us about the people who loved him?"*

10′ READ THE SCRIPTURE

Read **Mark 15:42-47; John 19:38-42; Matthew 27:57-66** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 11 (p. 107) and show the four plates (pp. 109–112). Key points:

- Joseph of Arimathea and Nicodemus took the body down.
- They wrapped it in linen with about 100 lb of myrrh and aloes (John 19:39-40).
- A rock-cut tomb with a bench and a rolling stone; a guard and a seal were set (Matthew 27:62-66).

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. Joseph and Nicodemus had followed Jesus in secret. Why do you think they came forward now?
2. Why did the chief priests ask for a guard and a seal?
3. How do the burial details (the tomb, the stone, the guard) prepare us for Sunday?

7′ ACTIVITY

Using a shoebox, clay and a round lid, build a model of a rock-cut tomb with a rolling stone and a seal. Label the parts with the verses that mention them.

3′ CLOSE

Read the memory verse together: *"And he made his grave with the wicked, and with the rich in his death; because he had done no violence, neither was any deceit in his mouth."* (Isaiah 53:9). Pray together, and preview the next class: *The Empty Tomb*.

THE BURIAL

Name _____ Date _____

Read: Mark 15:42-47; John 19:38-42; Matthew 27:57-66

FILL IN THE BLANKS

1. _____ brought about a hundred pound weight of myrrh and aloes.
2. The body was wound in _____ clothes with the spices.
3. The chief priests sealed the stone and set a _____ .

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. Joseph and Nicodemus had followed Jesus in secret. Why do you think they came forward now?
2. Why did the chief priests ask for a guard and a seal?
3. How do the burial details (the tomb, the stone, the guard) prepare us for Sunday?

ACTIVITY

Using a shoebox, clay and a round lid, build a model of a rock-cut tomb with a rolling stone and a seal. Label the parts with the verses that mention them.

MEMORY VERSE · ISAIAH 53:9

"And he made his grave with the wicked, and with the rich in his death; because he had done no violence, neither was any deceit in his mouth."

Copy it here:

THE EMPTY TOMB

Where: The tomb **When:** Sunday at dawn **Teacher's page:** p. 126

OBJECTIVE
Students will retell the discovery of the empty tomb and explain why the healed wounds of the risen Jesus matter.

5′ OPEN & PRAY

Welcome the group and open in prayer. Then ask: *"What would you expect to find in a tomb on the third day? What did they find?"*

10′ READ THE SCRIPTURE

Read **John 20:1-29; Luke 24:36-43; Matthew 28:1-10** aloud. Assign a few readers. Ask the group to listen for times, places and what happened to the body.

10′ WALK THROUGH THE PLATES

Open the atlas at Class 12 (p. 117) and show the four plates (pp. 119–122). Key points:

- The stone was rolled away from the tomb.
- The linen clothes lay there, and the napkin was folded in a place by itself (John 20:5-7).
- The risen body still bore the wounds: Thomas was invited to touch them (John 20:27).

Where scholars disagree, say so.

10′ DISCUSS

Use the questions below (also on the student sheet):

1. What details of the empty tomb convinced John to believe?
2. Why is it important that the risen Jesus had a real body that could be touched?
3. Looking back over the twelve classes, what has changed in the way you think about the cross?

7′ ACTIVITY

Make a timeline on the wall from Thursday night to Sunday morning with the twelve places of the course. Each student adds one sticky note with the moment that touched them most.

3′ CLOSE

Read the memory verse together: *"He is not here: for he is risen, as he said. Come, see the place where the Lord lay."* (Matthew 28:6). Pray together and give thanks for the risen Lord. Hand out the certificates of completion.

THE EMPTY TOMB

Name _____ Date _____

Read: John 20:1-29; Luke 24:36-43; Matthew 28:1-10

FILL IN THE BLANKS

1. The napkin was wrapped together in a place by _____.
2. Jesus told _____ to reach his hand into his side.
3. They came to the tomb on the first day of the _____.

WHAT THE BODY ENDURED

In your own words, describe one thing his body went through in this class.

THINK AND DISCUSS

1. What details of the empty tomb convinced John to believe?
2. Why is it important that the risen Jesus had a real body that could be touched?
3. Looking back over the twelve classes, what has changed in the way you think about the cross?

ACTIVITY

Make a timeline on the wall from Thursday night to Sunday morning with the twelve places of the course. Each student adds one sticky note with the moment that touched them most.

MEMORY VERSE · MATTHEW 28:6

"He is not here: for he is risen, as he said. Come, see the place where the Lord lay."

Copy it here:

MEMORY-VERSE CARDS

CLASSES 1–6

Print on card stock and cut along the dashed lines.

CLASS 1 · THE UPPER ROOM AND GETHSEMANE

"...nevertheless not my will, but thine, be done"

LUKE 22:42 · KJV

CLASS 2 · ARREST AND THE NIGHT TRIALS

"He was oppressed, and he was afflicted, yet he opened not his mouth"

ISAIAH 53:7 · KJV

CLASS 3 · BEFORE PILATE AND HEROD

"To this end was I born, and for this cause came I into the world, that I should bear witness unto the truth"

JOHN 18:37 · KJV

CLASS 4 · THE SCOURGING

"But he was wounded for our transgressions, he was bruised for our iniquities: the chastisement of our peace was upon him; and with his stripes we are healed."

ISAIAH 53:5 · KJV

CLASS 5 · THE CROWN OF THORNS

"Then came Jesus forth, wearing the crown of thorns, and the purple robe. And Pilate saith unto them, Behold the man!"

JOHN 19:5 · KJV

CLASS 6 · THE VIA DOLOROSA

"If any man will come after me, let him deny himself, and take up his cross daily, and follow me."

LUKE 9:23 · KJV

MEMORY-VERSE CARDS

CLASSES 7–12

Print on card stock and cut along the dashed lines.

CLASS 7 · GOLGOTHA: THE NAILS

"Who his own self bare our sins in his own body on the tree, that we, being dead to sins, should live unto righteousness: by whose stripes ye were healed."

1 PETER 2:24 · KJV

CLASS 8 · SIX HOURS ON THE CROSS: BREATHING

"And being found in fashion as a man, he humbled himself, and became obedient unto death, even the death of the cross."

PHILIPPIANS 2:8 · KJV

CLASS 9 · THE SEVEN LAST WORDS

"Father, forgive them; for they know not what they do."

LUKE 23:34 · KJV

CLASS 10 · DEATH, THE SPEAR, BLOOD AND WATER

"Greater love hath no man than this, that a man lay down his life for his friends."

JOHN 15:13 · KJV

CLASS 11 · THE BURIAL

"And he made his grave with the wicked, and with the rich in his death; because he had done no violence, neither was any deceit in his mouth."

ISAIAH 53:9 · KJV

CLASS 12 · THE EMPTY TOMB

"He is not here: for he is risen, as he said. Come, see the place where the Lord lay."

MATTHEW 28:6 · KJV

ATTENDANCE TRACKER

WHO WALKED THE TWELVE CLASSES

NAME	1	2	3	4	5	6	7	8	9	10	11	12

FOR THE TEACHER

ANSWER KEY

Fill-in-the-blank answers, in order, for every student sheet

1 **The Upper Room and Gethsemane**
Luke · adrenaline · Gethsemane

2 **Arrest and the Night Trials**
hand · dehydration · Caiaphas

3 **Before Pilate and Herod**
Herod · 2.5 · pressure

4 **The Scourging**
flagrum · lead · hypovolemic

5 **The Crown of Thorns**
reed · vessels · trigeminal

6 **The Via Dolorosa**
patibulum · Simon · 650

7 **Golgotha: The Nails**
third · median · Yehohanan

8 **Six Hours on the Cross: Breathing**
inhaling · feet · ninth

9 **The Seven Last Words**
thirst · hyssop · finished

10 **Death, the Spear, Blood and Water**
legs · spear · water

11 **The Burial**
Nicodemus · linen · watch

12 **The Empty Tomb**
itself · Thomas · week

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THE PASSION IN 3D · THE PHYSIOLOGY OF THE CRUCIFIXION

"with his stripes we are healed."

ISAIAH 53:5 · KJV

_____ TEACHER

_____ DATE