

Palm Sunday

A Celebration of Praise

Scripture Text: Mark 11:1-10; Luke 19:29-40

Memory Verse: “O clap your hands, all ye people; shout unto God with the voice of triumph”
(Psalm 47:1).

Lesson Aim: To learn about Jesus’ triumphant march into Jerusalem. To praise the Lord.

POWER Line: Praise the Lord!

Schedule

- I. POWER of Worship (25-30 minutes)
 - A. Welcome (8-10 minutes)
 - Craft: Palm Branches
 - Energy Outlet: Game
 - B. Praise Generators (5-6 minutes)
 - Truth Conductor: Puppet Skit
 - Praise Choruses
 - C. Prayer Time (5-6 minutes)
 - Energy Outlet: Prayer Circles
 - D. Offering (5-6 minutes)
 - Truth Conductor: Agree or Disagree
 - Commitment to Sacrifice
- II. POWER of the Word (25-30 minutes)
 - A. Memory Work (4-6 minutes)
 - Rhythmic Chant
 - B. Spirit Generator (2-3 minutes)
 - Worship Chorus
 - C. Illustrated Sermon (12-15 minutes)
 - Jesus Rides into Jerusalem

- Energy Outlet: Praise Parade

D. Invitation and Prayer (5-? minutes)

- Praise Teams

Supply List

- used clothing
- worktable(s), construction paper, scissors, markers, 8" dowel rods (1 per child), tape
- masking tape, marker
- box (such as one-pound rice box), heavy duty tape, scissors or X-acto knife, paper sack, gray spray paint, red paint or felt, glue, plastic eyes and eyebrows, red pompom, construction paper; (optional) foam core or 1" foam.
- puppet, puppet stage.

Before the Session

- Set up a work area near the entrance. On it place several colors of construction paper (at least six sheets of each color), scissors, markers, 8" dowels, and tape. As each child enters, he traces his hand on a sheet of construction paper, cut it out, prints his name on it, and tapes it to an 8" dowel. Have helpers stationed at the table(s).

Or if you have a large group and limited time, ask a couple of senior saints to make palm branches during the week. Then as each child enters, he prints his name on a hand.

- Collect old clothing (leftovers from a garage sale).
- This lesson spills over into the adult congregation. Work with the worship leader to determine the best time for the children to march into the sanctuary.

The march will be more meaningful to the children if they do it after they have their lesson. That is how the material is written. However, be flexible, as the march needs to blend into the adult service, as well. This activity requires close coordination with the adult worship leader and/or pastor. Detailed instructions are given in the lesson.

Before church give the old clothing to several adults and ask them sit on the end of the

pew by the aisle that the children will march down. They should do this as secretly as possible. As the children enter (surprising most of the congregation), waving their “palms” and shouting, “Hosanna. Blessed be the King!” these adults spread the garments on the parade route in front of the children.

- The mascot puppet can be boy, girl, or even an animal. Make the Stoney puppet, using the following instructions.

Crumple paper to form a stone. Cut a small box, such as a one-pound rice box, in half across. Tape two of the cut edges together with heavy-duty tape. Your hand should slip into the box, thumb in the bottom section and fingers in the top.

Paint the part of the box that will be the inside of the mouth red, or glue red felt to it.

Glue the crumpled paper to the box and spray paint.

Or cut a piece of foam core or 1” foam in the shape of a stone.

Spray paint gray and glue to the box.

Add eyes, eyebrows, and other distinctive features such as sunshades and a bow tie.

PICK UP ART FROM PAGE 67 KINDERGARTEN

TEACHER’S MANUAL SP '98 (or '00 or '02)

- Have a practice session with the puppeteers. (You need two.)
- On the floor in front of the room lay two masking tape lines about 18” apart. Mark one “Agree” and the other “Disagree.”

POWER of Worship

Welcome (8-10 minutes)

As the children enter, they make their palm branches or add their names to the pre-made ones. When several have finished, an adult starts a simple game to keep everyone occupied. As

the children complete their palms, they join the game.

Sitting or standing in a circle, the children pass their palms as music plays. When the music stops, the leader calls out a color and an activity. Those holding the color named, do the activity. Example: "Green. Jump up and down three times shouting, 'Praise the Lord.'" "Blue. Wave your hands and say, 'I love You, Jesus.'" "Yellow. Shake hands with the person beside you." "Red. Quote Acts 2:38."

When everyone has completed the craft, stop the game. The children place their palms under their chairs.

Praise Generators (5-6 minutes)

Turn to your neighbor, give him a high five, and say, "Welcome to kids POWer hour on Palm Sunday!" Response.

The mascot puppet enters. The teacher stands outside the stage and interacts with the puppet.

PUPPET: **Palm Sunday?** Looks at his hands. **Palm Sunday? I've heard of Mission Sunday and Friend Sunday and Hot Fudge Sundae, but I've never heard of Palm Sunday. After Palm Sunday do we have Hand Sunday** (holds up hand) **and Nose Sunday?** Presses finger against nose and sneezes loudly.

TEACHER: **No! No! After Palm Sunday comes Easter Sunday.**

PUPPET: Taps his nose. **I nose when that is. It's next Sunday. I love Easter! Do you kids noses** (presses nose and sneezes) . . . **Do you nose . . .** presses nose and sneezes again . . . **Excuse me. Do you kids nose . . .** starts to press his nose and stops. . . . **No! I won't do that. Do you kids know what Easter is all about? It's all about when Jesus arose from the dead. Holds out palms. But Palm Sunday? What's that?**

TEACHER: **We celebrate Palm Sunday in remembrance of the day when the Jews in Jerusalem had a parade. . . .**

PUPPET: **A parade? I love parades!**

TEACHER: **The Jews had a parade to honor Jesus, and they waved palm branches.**

PUPPET: Looks at his palms. **But, teacher, palms don't have branches.** Holds up his hand. **They have fingers. At least, mine do. (Name of child), come up here and show us your palms.** Calls on several children, checking their hands to see if they have branches or fingers. Ad libs as he does so.

TEACHER: **Wait! Wait a minute. The people waved branches from palm trees.**

PUPPET: **Palm trees? Oh . . . branches do grow on trees.**

TEACHER: **Right. Today is Palm Sunday, so we are going to have a parade.**

PUPPET: **Oh, boy! Line up, kids, and. . .**

TEACHER: **Wait! Wait a minute! It is not time to line up yet. First, we need to have *kids POWER hour* and learn more about Palm Sunday.**

PUPPET: **Then what are you waiting for? Let's get started.**

TEACHER: **We do not have palm branches, but we do have palms that we can use to worship God. Sometimes our hands are called our "ten-stringed instruments." Count your fingers.** Does so. **As we worship, we are going to use our hands a lot. Let's start by giving Jesus a round of applause.** Does so.

Lead the children in clapping as they sing, "Hosanna! Blessed Be the Rock." (Optional: select three or four children to be the praise singers.)

The puppet watches, but does not participate.

About three-fourths of the way through the first chorus, Stoney enters. He enthusiastically joins in the singing.

The mascot puppet stares at him, expressing displeasure. At the end of the first chorus, he loudly interrupts.

PUPPET: **Teacher! Teacher! Who is this strange-looking guy, and what's he doing here?**

TEACHER: **Why don't you ask him?**

PUPPET: **I will.** Turns to Stoney. **Who are you anyway?**

STONEY: **I am Stoney, the praisin'est rock you'll ever see.**

PUPPET: **And what business do you have interrupting our praise service?**

STONEY: **What do you mean "our praise service"? I haven't seen *you* praising God.**

PUPPET: **I'm waiting for the parade. I don't feel like praising God.**

STONEY: **What do you mean, you don't feel like praising God?**

PUPPET: **I don't feel like it. If I don't feel like doing something, I don't do it.**

STONEY: **Man, are you spoiled! But I'm rather glad you are.**

PUPPET: **You're glad I'm spoiled? I am not spoiled! But why are you glad I'm spoiled . . .**
I mean, why are you glad that you think I'm spoiled?

STONEY: **Because you aren't praising God, I can.**

PUPPET: **What do you mean?**

STONEY: **Jesus said that if people did not praise Him, the stones would. You aren't**
praising Him, so it's my turn.

PUPPET: **Ah, but you're wrong.**

STONEY: **I am not wrong. It is never wrong to praise Jesus.**

PUPPET: **I know that! But I mean you are wrong if you think I am a people person. I am**
a puppet. Points at the children. **These children . . . now they are real people . . .**
and they were praising God . . . so it's not your turn.

STONEY: Looks at the children, then hangs his head. **I guess you're right.** Looks up. **But**
let me tell you something, anytime these kids stop praising God, I'll be right
back up here, taking their place.

Stoney exits.

PUPPET: **You heard him, kids. We'd better get to praising God. I know that I am just a**
puppet, but this guy operating me is real. He doesn't want an old stone taking
his place! Sings with the children.

“Before the Rocks Cry Out”

“Sing Hosanna”

PUPPET: **Our *POWER line* is “Praise the Lord!” Anytime Stoney sticks his head up, I want you to shout, “Praise the Lord!” That should take care of him. Okay? Okay!**

The mascot puppet exits.

Throughout the session when you want the children to get more involved in worship, send a secret signal to the puppeteer to bring Stoney up so the children will shout the *POWER line*.

Prayer Time (5-6 minutes)

The children remove their palm branches from under their chairs and form prayer circles, grouping according to colors (red in one circle, blue in another, etc.). If possible, place an adult or older child with each circle.

Allow a minute or so for each circle to take prayer requests. Then, at the signal, everyone prays together. Conclude with the children waving their palms and praising God for answering their prayers.

The children return to their seats and place their palms under their chairs.

Offering (5-6 minutes)

One way we worship God is by giving. In the Old Testament the priests often waved the offerings before the Lord. Let’s do that. Hold up your offering. We are doing this for worship, not show. If you do not have an offering, hold up your hand anyway, letting God know that you are giving Him your love. Lead the children in an offertory prayer.

Holding their offerings high, let the children march and give as music plays.

Announce that Easter a special offering will be taken to go to Save Our Children. Give the children a brief explanation of what this project does. (See the Save Our Children offering

information on this CD.)

Let's make our Save Our Children offering "a sacrifice offering."

What does it mean to sacrifice? Let two or three children give their definitions. Thank them for their help, then summarize what they said. **To sacrifice means to give up something very special to help someone or something that you feel is more important.** Tell the children about a sacrifice you or someone they know has made.

Call for a specific group such as "those who drink a soda every day" to line up between the masking tape Agree/Disagree lines. Tell them that when they agree with the statement you make, they are to jump over the agree line. If they disagree, they are to jump over the disagree line. After each statement has been discussed, the players return to the center to wait for the next statement.

- **Joanne had three coats. She gave her oldest one to Sue, who needed it. Joanne made a sacrifice. Agree or disagree?**
- **Joanne had three coats. She gave her newest one to Sue, who needed it. Joanne made a sacrifice. Agree or disagree?**
- **Paul had \$10.00. He gave \$1.00 in the offering. Paul made a sacrifice. Agree or disagree?**
- **Paul had \$10.00. He gave \$10.00 in the offering. Paul made a sacrifice. Agree or disagree?**
- **Lisa's parents gave her \$10.00 for the offering. Lisa gave it all. She made a sacrifice. Agree or disagree?**
- **Cody's friends invited him to go to the amusement park with them, but he did not go because he had promised to help an elderly neighbor that day. Cody made a sacrifice. Agree or disagree?**
- **Laura gave up the lead in the Easter musical so Stacy could have it because she knew Stacy's parents who were not in the church would come to hear Stacy sing. Laura made a sacrifice. Agree or disagree?**
- **Darren and Judy tied in winning the \$20.00 prize in the Sunday school contest. They**

decided to give it to the Save Our Children offering. Darren and Judy made a sacrifice. Agree or disagree?

Challenge the children to bring a sacrifice offering next Sunday and assure them that you will do the same. Brainstorm for ways they can sacrifice. Stress that giving is part of worship and should never be done for show. Then have them bow their heads and close their eyes. Ask those who are willing to commit to make a sacrifice this week so they can give next Sunday to raise their hands. Lead them in a short commitment prayer.

Plug In

Many children in our society know little or nothing about sacrificing. We cheat them out of God's best when we do not allow them to sacrifice.

This season when we are teaching about how Jesus became our sacrifice is the perfect time to let the children experience sacrificial giving. Challenge them to give until it hurts so they can experience the rewards of giving.

POWER of the Word

Memory Verse (4-6 minutes)

The Bible tells us that the floods and the trees clap their hands. If nature can praise God, surely we can.

Help the children find Psalm 47:1 and read it together. **"O clap your hands, all ye people; shout unto God with the voice of triumph."**

The "voice of triumph" is a shout of victory. As God's children, we are the winners. That is why we often "shout the victory" in church.

Teach the memory verse as a rhythmic chant (like "Matthew, Mark, Luke, and John). Repeat several times, increasing the rhythm and volume each time.

O (slap legs)

clap (clap)

your (snap fingers)

han-ds, (clap; slap legs)

all (clap)

ye (snap fingers)

peo-ple; (clap, slap legs),

(and so on).

Spirit Generator (2-3 minutes)

Lead the children in a slow worship chorus, preparing their hearts and minds for the Bible lesson.

Illustrated Sermon

Jesus Rides into Jerusalem (12-15 minutes)

Our parade is going to be a replay of a praise parade they had in Jerusalem four days before Jesus was crucified. Before we can have our praise parade, we need to know what happened in Jerusalem, so listen carefully. Tell this story dramatically, using lots of voice inflection and body language.

When Jesus and His disciples were about two miles outside of Jerusalem, Jesus told two of the disciples, "Go into the village. At an intersection, you will find a donkey's colt tied to a door. Bring him to Me. If anybody asks you what you are doing, tell them, 'The Lord hath need of him.'"

In those days kings and heroes usually rode on white horses. Jesus, the King of kings, chose to ride on a donkey's colt, one that had never been ridden.

The disciples did as Jesus told them. Sure enough, when they started to untie the colt, the owner asked them, "What do you think you are doing?"

The disciples replied, "The Lord has need of him."

The owner said, "Oh, in that case, take him."

They brought the colt to Jesus, took off their coats, and made a saddle. With Jesus riding the donkey (who miraculously was not even kicking), they started into Jerusalem with the disciples rejoicing and praising God in a loud voice for the miracles they had seen.

When the people saw Jesus on the donkey, they got excited!

"Remember what the prophet Zechariah wrote hundreds of years ago?" one said to another. Show Zechariah in your Bible. "Our King is coming riding on a donkey. Jesus must be the King of the Jews!"

Word started going through the crowd. "Our King is here! Jesus is the King of the Jews!"

Some cut branches from the palm trees and threw them in front of Jesus. Others pulled off their coats and threw them on the ground, making a padded path for their King.

The people shouted, "Hosanna! Blessed is the King that cometh in the name of the Lord."

Some of the Pharisees, who were the Jews' religious leaders, said, "Master, rebuke Your disciples. Tell them to be quiet! They're making too much noise."

But Jesus answered, "If they do not praise Me, the stones will."

Stoney Puppet pops up. Children shout the *POW*er line.

STONEY: See what I told you, kids. If you don't praise Jesus, someone will . . . and it might be me!

Stoney exits.

Let's have our Praise Parade. Jesus is not here riding on a donkey, but He is here. How do we know He is here? We feel Him! So we are going to imagine Jesus leading our parade. We are going to follow, waving our palm branches and shouting, "Hosanna! Blessed be the King!" Or the children can sing a praise chorus such as "Sing Hosanna."

Line up the children. Station parade monitors among them. Be sure the monitors have a clear understanding of the parade route and plan. They guide the children.

Lead the parade, worshiping from your heart. This is not a game. It is a triumphal march, a celebration of praise.

As the children enter the sanctuary, the prechosen adults spread the old clothing in the way. The parade goes down the aisle to the front of the sanctuary. Hopefully, the adults will stand and join the children in worship. Gather the children around the front (altar), facing the audience. Leave room between the children for adults to join them.

Alternate Lesson Plan

If it is not possible for the children to march into the sanctuary, limit the Praise Parade to the children's area. Give the old clothing to helpers or older children to spread along the parade route.

For the Invitation and Prayer time, gather the children's palm branches and redistribute them, giving each child the branch of another child to pray for in the coming week.

Invitation and Prayer (5-? minutes)

Either the teacher or the adult worship leader gives the invitation, asking each altar worker to join a child at the altar. Each child and adult pair forms a "praise team." The adults model praise and lead the children in worshipping the King. If there are more children than adults, some adults can take two children. If there are more adults than children, the remaining adults should join the praise teams in worship.

In this setting children (and even adults) can easily receive the Holy Ghost. Expect an outpouring of God's Spirit.

At the end of the altar service, the children give their "palm branches" to their praise partners. Each adult takes his child's palm branch home and places it in a prominent place as a reminder to pray for this child.

Finally, as everyone sings a praise chorus, the children return to the *kids POWer hour* room to

gather their belongings and wait for their parents or transportation.

A Look at Next Sunday

To prepare for making your Easter guests comfortable, choose several older children to be junior greeters. Meet with them sometime during the week to give them basic guidelines for welcoming guests. Make nametags to emphasize the importance of their positions.