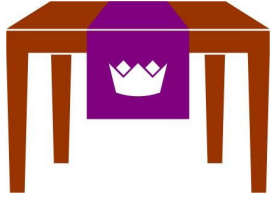


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Introduction

General Overview

The Table of the King calls attention to the “Tables” of King Jesus, both the Great Banquet Table that we will gather around when we join Him heaven and the Communion Table that we gather around here on earth while we await His return. The intended goal is that students will understand that we have all been invited to that Great Banquet that Jesus is preparing for us and that they will recognize that the Communion Table is a permanent reminder of the promise that He will return for us.

The students will learn that both tables are “*by invitation only*,” that the invitation comes from Jesus—not from any of us—and that they have already received their invitations.

The first twelve lessons each identify a specific item that is frequently found on a formal dining table. Through activities and crafts that relate to the item, the students will gain a greater understanding of Jesus or learn about special instructions that He has left for us. Each lesson offers information that will help equip them to continue to serve in His kingdom here on earth until the time for the Great Banquet comes.

The final lesson in *The Table of the King* is a culmination of all the preceding ones. The class will begin with a game that will review the prior lessons, followed by a dramatization of the heavenly banquet, where the students will symbolically join Jesus at the Great Banquet. The class will end at a different table, where students learn to recognize the Communion Table where we meet Jesus each week as a foreshadowing of that Great Banquet in heaven.

Focus of Lessons:

The chart below identifies the focus item, the primary goal, and the Biblical reference for the lessons of *The Table of the King*.

LSN #	TITLE	FOCUS ITEM	LESSON GOAL	BIBLE REFERENCE
1	The Image in the Plate	Plate	Seek to keep the image of Jesus in view and continually reflect Jesus to others.	Matt. 17:5-8
2	The Contents of the Cup	Cup	Recognize the depth of the choice Jesus made in the Garden of Gethsemane.	Luke 22:39-44; I John 1:9
3	The Power of the Napkin	Napkin	Recognize that Jesus totally erases our sin.	Acts 2:38
4	Candles to Light the Way	Candles	Recognize that we are to be lights in a dark world.	Matt. 5:14-16
5	Flowers of Praise	Flowers	Recognize that praise is a sweet aroma to God.	Ps. 22:3 (KJV); Heb. 13:15
6	Tools To Feed the World	Flatware	Recognize that Jesus left Christians here to "feed" the world.	John 21:15-17; Matt. 25:40
7	Bread—The Source of Life	Bread	Recognize that Jesus is the Bread of Life—the Source of life.	John 6:48
8	Seasoning a Bland World	Salt / Spices	Recognize that Christians are to "season" the world.	Matt. 5:13
9	Life Requires Growth	Vegetables	Recognize that Christianity is a growth process.	Mark 4:26-29; II Corin. 5:17
10	The Proof Is in the Fruit	Fruit	Recognize that the evidence that we are Christians is seen in our actions.	Matt. 7:15-20
11	See the Lamb	Meat	Recognize Jesus as the Lamb of God.	John 1:29; Acts 4:12
12	Banquet Invitation	Place Card	Recognize that God does not wish anyone to perish; the invitation to accept Jesus as Lord is offered to everyone.	II Peter 3:9; John 3:16; Eph. 2:8-9
13	The Grand Celebration	Full Table	Recognize the "Table of the King" as both the banquet table to come and the communion table here and now.	Luke 14:15-24; I Corin. 11:24-25

Course Consistencies

All leaders for *The Table of the King* should distinctively demonstrate their positions by wearing aprons that clearly identify them as “servants” at the “Table of the King.”

A display table that is identified as the “King’s Table” should be set in a position that will not interfere with the activities. Each week the primary item used in the lesson should be added to the display. Use these items each week to review the prior lessons.

A special journal provides students an opportunity to record something they learn during each lesson. Journals should remain in the classroom, so students can complete one page during each lesson. At the end of the course the journal can be taken home.

General Operating Procedure

Each lesson includes the following sections:

Game Time

Various games or activities will be played during the opening 20-30 minutes of class. Generally, no mention will be made of the significance of the game, but later in the lesson a key point will be tied to the games.

Time Note: This section of the lesson should constitute roughly about one third of the time available for the class. If time is limited, adjust the games accordingly.

One of the games that is frequently used during these lessons is the Standard Relay. For those that are unfamiliar with this type activity, the simple instructions are recorded below.

In a standard relay, the students are divided into two to four teams and a place is assigned for each team to begin the race. Each team operates independently to complete the assigned task or tasks as quickly as possible. All the teams will be attempting to do the tasks at the same time and the winner will be the team that successfully completes the task first.

The tasks that are assigned to the teams will vary but the process is the same. When the event begins the first person

on each team does the task. When the task is completed the first person returns to the team (assuming the task required the person to leave the area). At that point the second person on the team does the same task and returns to the team. Then the third person, the fourth, etc. does the task.

If the task is set up so that each member of the team is to do the task once, the event is over when everyone on a team has done so. If the task requires that a certain task is fully completed, like collecting all the objects that have been placed on the floor, then the event is over when the task is completed. This may require for all or part of the team members to do the assigned task more than once. After the last person on the team does the task, the first will do it again. Then the second team member will do the task a second time, etc. until the task is complete.

Two rules are important for players to remember. First, no more than one person from each team should ever be doing the task at any given time. Second, all players should always be courteous and be careful not to run into players from other teams or in any way "sabotage" the other team's efforts to complete the task.

Instruction Time

During the instruction time, the leaders will address the class as a whole and will identify the special focus item. By discussion, object lessons, question/answer time, and general lecture the leader will help the students to discover the key information to be learned.

Journal Time

After the instruction has been given and students have had time to discuss the key points, they will complete the page of their journals that relates to the lesson's focus item. In addition to a side panel to be completed by the students, the Journal pages will each be enhanced in some simple way. In gathering supplies, be sure to obtain the necessary enhancements for these pages.

Time Note: The combined instruction and journal sections of the lesson should constitute roughly about one third of the time available for the class.

Project Time

After the Journal pages are completed, the students will engage in a special project that relates to the focus item. Most of the projects will be completed before the end of the class and can be taken home that same day.

Time Note: The project section of the lesson is one of the key elements of the course. It should constitute roughly about one third of the time available for the class. However, some of the projects, depending on the age and skills of the students, may require more time. Adjust the time used for other sections to allow enough time to complete the project.

Preliminary Preparations

Prepare Journals

Prepare enough books for each student to have a personal copy. Pages can be printed directly from the CD ROM (from this point on referred only as CD) that accompanies this course or they can be copied from the pages at the back of this book. To create the Journals, print the cover on cardstock and other pages on plain copy paper. Use a blank page of cardstock for the back of the Journal. Bind the books using a comb binder, punch holes and place the pages in a standard report binder, or simply staple the pages together.

Prepare a few extra Journals to have on hand as new students join your class.

Printable Supplements

Several of the activities or projects require specially prepared supplemental sheets. These pages can be copied directly from this book or they can be printed directly from the CD.

General Supplies

It is assumed that typical classroom supplies are always available in a quantity suitable for all students to work on journal entries or projects at the same time. These include *pencils, pens, markers, colored pencils, tape, glue, stapler with staples, and scissors.*

Typical supplies that may not normally be found in your classroom include *thumbtacks, rubber bands, masking tape, decoupage glue, small bristle or foam paint brushes, and a hole punch.*

Paper supplies include *construction paper, cardstock, label paper of various sizes, and poster board or large size paper on rolls.*

In addition the following types of items will be used for some of the projects or activities:

paper plates and cups	bean bags
plastic spoons	plastic eggs
an assortment of containers like boxes, bowls, or small trash cans	
small items like beans, beads, mini erasers, large paper clips, etc.	

Game Supplies

Some of the games require specific supplies as well. The number indicates the lesson in which the item will be used. For more information, including quantities see the "Before class" section of the actual activity, journal, or project. In some cases this section will also offer possible alternatives to the recommended game or project.

- (1) Hover Disk[®], small Frisbees[®], Hula Hoop[®]
- (2) Medicine droppers, red food coloring, small clear plastic glasses
- (3) Paper napkins, alphabet noodles
- (4) Corkboard, small birthday candles and an actual cake or planter's foam
- (5) Flower shaped cookies, wooden spoon, sprigs of artificial flowers, planter's foam, tossing rings
- (6) Bible erasers, miniature marshmallows
- (7) Oyster crackers, plastic eggs
- (9) Bible erasers
- (10) Plastic fruits or vegetables, individually wrapped candies
- (11) Small resin lambs, sponge and red food coloring
- (12) Two sets of small wrapped gifts, ball

Instruction Supplies

Visual object lessons for two of lessons will require special supplies. In Lesson 2 sample amounts of various condiments, sauces, syrup, juices, etc. will be needed. In Lesson 8 samples of various spices will be needed. Also, Lesson 13 requires elegant decorations and table settings, a meal to be served, communion bread and grape juice.

Journal Supplies

Specific enhancements, as listed below, are suggested for each of the Journal pages. The number in parentheses indicates the lesson in which the item will be used.

- | | |
|-------------------------------------|--------------------------------|
| (1) Letter stickers (Capitals only) | (6) Food stickers |
| (2) Small red sequins | (7) Bread stickers |
| (3) Paper napkins | (8) Scratch and sniff stickers |
| (4, 10) Gold star stickers | (9) Butterfly stickers |
| (5) Flower stickers | (11) Lamb stickers |

Project Supplies

The theme of this series of lessons is built around specific items that are found on an elegant banquet table. Therefore, the crafts created in each of the lessons are a primary feature of the course. Below is an overview of the key supplies that will be needed for each of the projects.

- (1) Heavy plastic plates
- (2) Earthenware cup for painting and appropriate paint
- (3) Cloth napkins, embroidery hoops, needles, and thread
- (4) Hot plate, wax, empty can, string, large birthday candles
- (5) Drawing paper and drawing chalks (or oil pastels), vase of real or artificial flowers
- (6) Wooden spoons and multiple decorating items, cup hooks, drill
- (7) Ingredients and preparation supplies for baking bread
- (8) Cinnamon and applesauce, baking supplies, rolling pins, cookie cutters, plastic straws, and ribbon
- (9) Multiple sizes and colors of beans or seeds, cardboard and ribbon or cord
- (10) Cloth remnants and ribbon, pint sized canning jars, several kinds of fruit, cutting and mixing supplies, and several large bowls
- (11) Small wood disks and sealable sandwich bags
- (12) Miscellaneous stickers

Extended Time

If additional time remains after the craft project is completed, allow students to play one or more of the opening games again.