

The Apostle Peter

Matthew 4:18-20



New Testament 4
Part 2: Lessons from the Apostle Peter

SUNDAY MORNING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 4:18-20; 1 Peter 1:3-12; 2:21; 3:8-18; 4:12-19; 5:7-9; Matthew 5:10-12; 10:16-39; 13:1-9, 18-23; John 15:18-20; 16:1-4

MEMORY WORK:

“But grow in the grace and knowledge of our Lord and Savior Jesus Christ” (2 Peter 3:18).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“This is the Way to Grow in Christ”](#)
- [“God’s Little Children Love Living Right”](#)
- [“Read Your Bible, Pray Everyday”](#)
- [“The Apostles”](#)
- [“The Twelve Apostles”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under “N.T. 4 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Peter flannelgraph
- Pictures from different events in the life of Peter described in the lesson.
- Ask one of the men or teenage boys of your congregation to role play the part of Peter, and have him describe the events in Peter’s life (as told by Peter) mentioned in this lesson.
- Cut out large letters (at least 12” tall) to spell “PETER.” On each letter, put a picture or words to represent different things in Peter’s life. Examples: small stone; “You are the Christ, the Son of the living God”; sword and rooster; man preaching (old flannelgraph piece); man in prison.



PERSONAL APPLICATION:

I make mistakes, but I can learn to do better and to trust God more, through prayer and study of His Word.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Sometimes we say things that are not very nice, but that doesn't mean we can't change and do better. Jesus always wants us to try to do what's right. Today we will learn about a man who said some things that weren't nice, but was sorry and later did some great things for Jesus.

INTRODUCTION: (OLDER CHILDREN)

Have you ever done or said things for which you were later sorry? Have you ever “not stood up for” Jesus when your friends were teasing you or saying things against the Bible? How did it make you feel when that happened? (If children are willing, discuss this for a few minutes.) We are not alone in doing wrong things or in denying Jesus. Today, we will learn how one of the Church's greatest leaders did those things, but Jesus still used him to teach others.

POINTS TO EMPHASIZE:

1. When Jesus was looking for men to carry on His work after His death, He chose 12 men out of all the thousands who followed Him. A fisherman named Peter was one of those 12. Because Jesus knows what we are like on the inside (what we think) and what our talents are (what we are capable of), He knew that Peter could one day be a great leader in the Church. In fact, the first time Jesus met Peter He gave him a nickname, Cephas, which means “a rock or stone.”
2. Unfortunately, sometimes Peter was quick to say things and do things without thinking, and that got him into trouble.
3. In a small boat, crossing the Sea of Galilee with the other apostles, he asked to get out of the boat and walk to Jesus on the water. But he started sinking when his faith was tested by the waves (Matthew 14:22-36).
4. When he told Jesus that He should not talk about dying, the Lord scolded him (Mark 8:31-33). He (and the other apostles) still hoped Jesus would be an earthly king. They didn't yet understand that Jesus had to die.
5. When the soldiers came to arrest Jesus in the Garden of Gethsemane, Peter drew out a small sword and cut off the ear of Malchus, a servant of the high priest. Jesus scolded him and told him to put away his weapon. Once again, Peter did something quickly, without thinking of the consequences. Then he ran away, along with the other apostles (John 18:10ff.)!
6. Peter also did some great things:
 - When Jesus asked the 12 what other people were saying about Him, they gave several different answers. But Peter spoke up, and said, “You are the Christ, the Son of the living God” (Matthew 16:18). Jesus was very pleased with Peter's confession of faith. He said that same kind of faith would be the foundation upon which the Church would be built.



RECOMMENDED READING FOR TEACHERS: See the article “[Was Peter the First Pope?](#)” by Moisés Pinedo on the Apologetics Press Web site for further discussion of the Catholic Church’s claim about Peter.

- When many of Jesus’ disciples deserted Him, He asked the 12 if they also would go away. Peter spoke up and bravely said, “Lord, to whom shall we go? You have the words of eternal life. Also, we have come to believe and know that You are the Christ, the Son of the living God” (John 6:68-69).
7. The most terrible thing Peter did was to say that he did not know Jesus after the Lord was arrested. He ran away at first, but then followed at a distance to see what would happen to Jesus. In the courtyard of the high priest, Peter was asked three times if he knew Jesus or if he was His disciple. All three times Peter denied knowing Jesus and then the rooster crowed, just as Jesus said it would (Mark 14:27-31). Peter was overwhelmed by sorrow for what he had done and he “went out and wept bitterly” (Matthew 26:69-75; Mark 14:66-72; Luke 22:54-62; John 18:15-18,25-27).



RECOMMENDED READING FOR TEACHERS: See the articles “[How Many Times Did the Rooster Crow?](#)” and “[The Event Could Have Happened Only One Way](#)” by Eric Lyons on the Apologetics Press Web site for further discussion of alleged discrepancies in the Bible regarding Peter’s denial.

8. Jesus knew that Peter had a good heart and that he believed, but his faith needed to grow. Jesus knew that Peter could become a great leader in the Church, even though he had made some big mistakes. After His resurrection, Jesus talked with Peter, forgave him, and encouraged him (John 21:15-19). From that point on, Peter was the leader Jesus wanted him to be. He became a great preacher and was often persecuted because of his work for the Lord.
9. He also wrote two books of the New Testament (1 and 2 Peter) to encourage other Christians not to give up when they make mistakes, but to continually grow in faith. We can learn from Peter, too, because we also make mistakes. Jesus did not give up on Peter, and He won’t give up on us as long as we’re trying to do the right things. Through prayer and study of God’s Word, we can learn to do better and to trust God more every day.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[The Apostle Peter Coloring Sheet](#)” (provided in activity sheets)
- Set up an obstacle course outside or in a large classroom. Use a crepe paper curtain, large building blocks, a beanbag or large floor pillow, and anything else that you have room for (like a tunnel made of boxes or 50 gallon drums). Using a stop watch, time each of the students to see how fast they can answer a question about this or previous lessons and then go through the obstacle course. If they cannot answer the first question, move to another question, while the clock is still ticking.
- Have pictures of animal parents and their offspring, as well as adult humans and their children. Talk about how the animal parents were once small but grew, and the little ones will, too, if they

have enough to eat (i.e., learn how to find their food) and get enough sleep and exercise. The same is true for human children. But humans have souls and need to “nourish” their souls with God’s Word and prayer so that their faith will grow.

- Fishing Game: write questions about Peter and the lesson on fish cutouts and use a play fishing pole with a magnet and let the children catch a fish and answer the question. They might get goldfish to eat when they answer. (Fish cutouts [with questions](#) and [without questions](#) provided in activity sheets)
- Make a string of “fish facts” about Peter. Write or type simple facts about Peter on fish cutouts and have the children color the fish and string them on a fishing line (hole punch the fish and use yarn for the string). Tie the string in a knot and children can use this to review facts about Peter at home.

1st-2nd Graders:

- Divide the class into pairs, and give each pair a Bible concordance. Ask them to find five or six scriptures with the word “grow” or “growth.”
- [“The Apostle Peter Word Search”](#) (provided in activity sheets)
- Make a string of “fish facts” about Peter. Write or type simple facts about Peter on fish cutouts and have the children color the fish and string them on a fishing line (hole punch the fish and use yarn for the string). Tie the string in a knot and children can use this to review facts about Peter at home. (Fish cutouts [with questions](#) and [without questions](#) provided in activity sheets)
- In pairs, ask the children to unscramble the following short phrases:
 - DRAE ORUY BEBLI (Read Your Bible)
 - RPYA LAL EHT EMTI (Pray All the Time)
 - BOYE SDGO DRWO (Obey God’s Word)
 - NESPD EMIT HTWI ODG (Spend Time with God)
- Play Tic Tac Toe with facts from this lesson ([Tic-Tac-Toe Instructions and Board](#) provided in activity sheets).

3rd-4th Graders:

- Divide the class into pairs, and give each pair a Bible concordance. Ask them to find five or six scriptures with the word “grow” or “growth.”
- [“The Apostle Peter Word Search”](#) (provided in activity sheets)
- In pairs, ask the children to unscramble the following short phrases:
 - DRAE ORUY BEBLI (Read Your Bible)
 - RPYA LAL EHT EMTI (Pray All the Time)
 - BOYE SDGO DRWO (Obey God’s Word)
 - NESPD EMIT HTWI ODG (Spend Time with God)
- Play Tic Tac Toe with facts from this lesson ([Tic-Tac-Toe Instructions and Board](#) provided in activity sheets).
- Advanced Bible Reader: Have the kids read 1 Peter. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 1 Peter quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read:
 - Matthew 13

- *Peter the Apostle*, by Carine Mackenzie, A Bibletime Book, Christian Focus Publications (DISCLAIMER: On page six, note that in Acts 2:38, Peter tells the Jews that the baptism discussed was “for the remission of sins.”)
- *Simon Peter the Disciple*, by Carine Mackenzie, A Bibletime Book, Christian Focus Publications (DISCLAIMER: p. 9—remove the last sentence that begins with “After...”; p. 18—remove the paragraph that begins with “Boys and girls...”)

SONGS:

“THIS IS THE WAY TO GROW IN CHRIST” ([Click to Hear](#))

Author: Unknown*

(Tune: “London Bridge Is Falling Down”)

This is the way to grow in Christ, grow in Christ, grow in Christ,
This is the way to grow in Christ—we’ll read God’s Word!

This is the way to grow in Christ, grow in Christ, grow in Christ,
This is the way to grow in Christ—we’ll worship God!

This is the way to grow in Christ, grow in Christ, grow in Christ,
This is the way to grow in Christ—we we’ll pray each day!

“GOD’S LITTLE CHILDREN LOVE LIVING RIGHT!” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Mammy’s Li’l Baby Loves Short’nin’ Bread”)

God’s little children love living, living,
God’s little children love living right!

(REPEAT)

Get out the Bible, turn to the place,
Gonna talk about Jesus and His saving grace!
He is our Savior; He saved our race!
Gonna spread Jesus all over this place!

(REPEAT FIRST STANZA)

“READ YOUR BIBLE, PRAY EVERYDAY” ([Click to Hear](#))

Author: Unknown*

If you read your Bible and pray everyday, you’ll grow, grow, grow. (REPEAT)

Grow, grow, grow, grow,

Grow, grow, grow.

If you read your Bible and pray everyday, you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.
(Make hand movements as if closing Bible, head gesture saying "No," and like a child shrinking.)

(REPEAT)

Shrink, shrink, shrink, shrink,
Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.
(Make hand movements as if closing Bible, head gesture saying "No," and like a child shrinking.)

So read your Bible and pray everyday, and you'll grow, grow, grow.
(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,
Grow, grow, grow.

So read your Bible and pray everyday, and you'll grow, grow, grow.
(Make hand movements as if reading, praying, and like a child growing.)

"THE APOSTLES"

Author: Jeff Miller

(Tune: See "[Kids Prep](#)" CD)

Peter and Andrew his brother;
James and John of Zebedee;
Philip and Bartholomew,
and then Thomas and Matthew.

James the son of Alpheus,
And also, there was Thaddeus,
Simon, and Judas Iscariot,
Paul and Matthias.

"THE TWELVE APOSTLES" ([Click to Hear](#))

Author: Unknown*

(Tune: "Jesus Loves me")

VERSE 1:

Jesus called them one by one,
Peter, Andrew, James, and John,
Next came Philip, Thomas, too,
Matthew and Bartholomew.

CHORUS:

Yes, Jesus called them.
Yes, Jesus called them.
Yes, Jesus called them.
And they all followed Him.

VERSE 2:

James the one they called the Less,
Simon, also Thaddeus.

Twelfth apostle Judas made.
Jesus was by him betrayed.

(CHORUS)

VERSE 3:

Matthias then took Judas' place,
To preach to men of every race.
Paul three preaching trips did make.
He went to Rome for Jesus' sake.

(CHORUS)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



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Matthew 4:18-20



New Testament 4
Part 2: Lessons from the Apostle Peter

WEDNESDAY EVENING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 4:18-20; 1 Peter 1:3-12; 2:21; 3:8-18; 4:12-19; 5:7-9; Matthew 5:10-12; 10:16-39; 13:1-9, 18-23; John 15:18-20; 16:1-4

MEMORY WORK:

“But grow in the grace and knowledge of our Lord and Savior Jesus Christ” (2 Peter 3:18).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“This is the Way to Grow in Christ”](#)
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- [“Read Your Bible, Pray Everyday”](#)
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- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Peter flannelgraph
- Pictures from different events in the life of Peter described in the lesson.
- Ask one of the men or teenage boys of your congregation to role play the part of Peter, and have him describe the events in Peter’s life (as told by Peter) mentioned in this lesson.
- Cut out large letters (at least 12” tall) to spell “PETER.” On each letter, put a picture or words to represent different things in Peter’s life. Examples: small stone; “You are the Christ, the Son of the living God”; sword and rooster; man preaching (old flannelgraph piece); man in prison.



PERSONAL APPLICATION:

I make mistakes, but I can learn to do better and to trust God more, through prayer and study of His Word.

INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)
2. Review strengths and “weaknesses” of apostles discussed in New Testament 3 lessons.
3. Discuss how even though we make mistakes, sometimes big ones, God forgives us and can still use us in His service. Discuss other Bible characters that made mistakes, but whom God still used for great things (Moses, David, Jonah, Abraham, etc.).



NOTE: According to Title 18, Section 333 of the United States Code, it is not illegal to disfigure or cut currency, unless the intent is to “render [it]...unfit to be reissued.”

4. Show a dollar bill to the kids, and talk about how valuable it is. Then crumple it up, throw it on the floor and put some small tears in it. While doing so, talk about how we make mistakes and get dirty and crinkled by sin. Then pick up the dollar, straighten it out, and ask the kids if they would still want it. Of course they would. It is still worth a dollar. Then explain how God still values us even when we are crumpled and dirty.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Peter Heals Aeneas and Raises Dorcas

Acts 9:32-42



New Testament 4
Part 2: Lessons from the Apostle Peter

SUNDAY MORNING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURES:

Acts 9:32-42; Romans 12:10-13

MEMORY WORK:

YOUNGER CHILDREN: “[B]e kind to one another” (Ephesians 4:32a).

OLDER CHILDREN: “Whatever your hand finds to do, do it with your might” (Ecclesiastes 9:10a).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Ecclesiastes 9:10”](#)
- [“Dorcas”](#)
- [“Aeneas and Dorcas”](#)
- [“Dorcas was Raised”](#)
- [“Being Kind to Others”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under “N.T. 4 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt figures
- Dress up as Dorcas and Aeneas and tell the story in the first person, possibly like a television interview
- [Map of New Testament World](#) (provided in activity sheets)
- Pictures of ways children can help others (including their family members) and ways that adults can help others
- “Helper Apron”—apron with pockets (a kitchen apron or a tool apron) containing objects to remind them of ways we can all help others. For example: greeting cards,



small broom or mop, small phone, toy food, or potholder, etc., or make barbecue-type apron out of felt and have pictures of objects in the pockets, backed with felt or Velcro, and put pictures on the apron as you talk about ways to help. See Learning Centers for how to make the apron.

- Pictures of people in need (after homes were destroyed in a storm or war; when war or crime or famine rob them of their homes, food, parents; when their parents don't have a job, etc.)

PERSONAL APPLICATION:

God wants us to use the talents He has given us to help others any way we can.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

After Jesus went back to heaven, Peter became a leader in the Church. He did wonderful things while he taught others about Jesus. Today we are going to learn about two times he helped people while teaching about Jesus.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Just like us, Peter often made mistakes, especially when he was first learning about Jesus and what it meant to be a follower of Jesus. But just like we grow physically stronger as we get older, Peter grew spiritually stronger the longer he knew the Lord and the longer he was a Christian. Peter ended up being one of the great leaders in the New Testament Church. He learned to help everyone, no matter what they looked like or how much money they had.

POINTS TO EMPHASIZE:

1. As many people who heard about Jesus decided to be baptized and become Christians, the Church continued to grow (Acts 9:31). Peter preached the very first sermon about Jesus' death, burial, and resurrection on the day of Pentecost in Jerusalem. He had also gone with John to join Philip (i.e., the "deacon," not the apostle) in Samaria when the Gospel was preached there. Peter continued to travel throughout Judea, Galilee, and Samaria, telling others about Jesus wherever he went. Many of those who heard him believed, and the Church continued to grow.
2. From Jerusalem, Peter went to the town of Lydda to visit the saints (i.e., the Christians there). There, Peter met a man named Aeneas who had been unable to move for eight long years. There were no hospitals or special services for handicapped people in those days. They could not get a job or take care of their families; they depended on the kindness of strangers to get through each day. They usually spent their days lying on their mats near busy places, begging for money from passersby. Peter had been with Jesus for three years and had seen Him heal people just like Aeneas. As Jesus had done so many times before, Peter had compassion on the poor man and **healed** him. "Jesus the Christ heals you. Arise and make your bed," he said. The healing was immediate.



NOTE: Remind the older children that Peter and John had been involved in a similar healing in Acts 3. Also, Jesus had faced a similar situation in Matthew 9, Mark 2, and Luke 5, with the paralytic being lowered through the roof by four friends.

- About 10 miles away, in the city of **Joppa**, a wonderful woman named **Dorcas** died. She was well-known and much-loved for all the kind things she did for others, like making clothes for people who needed them, especially widows. But she suddenly got sick and died. Everyone that knew her was very sad. As was their custom, women of the town washed her body to get it ready for burial. Then they put the body in an upstairs room. They heard that the great apostle Peter was in **Lydda**, probably because he had healed Aeneas. They sent two men to Lydda to beg Peter to come to Joppa as quickly as possible.

HISTORICAL NOTES:

- Joppa was a Roman port which is part of modern day Tel Aviv-Jaffa.
- Upstairs room: a room built on the top of a house
- While Lydda and Joppa were towns, Sharon (9:35) was a plain that extended from Lydda northward to Mount Carmel.

Bodies had to be buried right away, usually before sundown on the same day that the death occurred. The journey to and from Lydda probably took 3-4 hours each way. So, even if Dorcas died early in the day, the messengers and townspeople who loved her felt that Peter had no time to lose.



NOTE: Dorcas was her Greek name. She was also called Tabitha (the Syriac translation). Both names mean “gazelle” or “antelope.”

- When Peter arrived at the house where Dorcas’ body was being kept, he found many sad people there. Remind the children about how Jesus felt when He came to Mary and Martha’s house after Lazarus died. The widows showed Peter some of the clothes Dorcas had made. Peter sent them all out of the room and prayed, just like Elisha had done at the Shunnamite woman’s house, and just as Jesus did at Jairus’ house. Then he called her by name and told her to get up. Immediately (just as Aeneas was healed), Dorcas opened her eyes and got out of bed! Peter called in the people who were anxiously waiting outside so that they could see that Dorcas was alive again. Can you imagine how excited and amazed they would have been?
- News spread quickly about what had happened to Aeneas and Dorcas. These miracles, like all the others in the Bible, were done to prove that the things taught by God’s helpers (prophets, apostles, etc.) were from God, Himself. Many people believed in Jesus because of what Peter taught and the miracles he did with God’s help. Peter did what he could to help people—no matter who they were—with the talents and special abilities given to him by God.
- Aeneas was probably a poor beggar who didn’t have many friends. We don’t really know if Dorcas was poor or not, but we do know she had many friends. Both of them needed help. It is easy to help our parents or friends. It isn’t hard to help people who live near us, worship with us, and look like us. But it might not be as easy to help those who are very poor (homeless, dirty, etc.). God has given us talents and blessings that He wants us to use to help other people—no matter who they are.

7. [Encourage the children to think about and talk about how blessed they are, compared to people less fortunate physically and materially.]

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “Peter Raises Dorcas Coloring Sheet” (provided in activity sheets)
- Prepare a “sewing card” for each child (in the shape of a robe, for example). Provide shoe strings (for athletic shoes) for the “sewing” activity.
- Help the children make and/or decorate get well cards for the sick and cards for the shut-ins of your congregation.
- Encourage the children to bring canned goods every Sunday morning and/or Wednesday night during this unit to add to your congregation’s pantry or to prepare food boxes for the needy.
- Help the children make their own “Helper Apron” out of fabric, brown wrapping paper, bulletin board paper, or gift wrap paper. Cut a piece about 28” long (depending on average height of your children) and 18-24” wide. (If at all possible, do this activity at the beginning of class and pre-laminate each apron if you choose to use paper products.) Cut two identical one quarter circles (or elliptical shapes) in the rectangle: one at the top right and one at the top left. With a hole punch, punch holes at each of the two top corners of the bib (i.e., the top corners of the quarter circles), and at the bottom corners of each of the quarter circles. Tie yarn or a shoe string connecting the two holes on the top left, and another piece connecting the two holes on the top right. Let the children write the memory verse on a card or adhesive label that can then be put on the bib (i.e., chest) of the apron after it’s laminated. Fold up three or four inches on the bottom of the rectangle and staple along the outside edges to form a pocket.
- Make a sign out of colored card stock with the older children’s memory verse (Ecclesiastes 9:10) typed on it, paint each child’s hands, and make their handprints on the sign. They could decorate the signs.
- Print a coloring sheet for each child. After they have colored the pictures, mount them on cardstock, laminate them, then cut them into large puzzle pieces.

1st-2nd Graders:

- Let the children make get well cards for the sick and cards for the shut-ins of your congregation.
- Encourage the children to bring canned goods every Sunday morning and/or Wednesday night during this unit to add to your congregation’s pantry or to prepare food boxes for the needy.
- Help the children make their own “Helper Apron” out of fabric, brown wrapping paper, bulletin board paper, or gift wrap paper. Cut a piece about 28” long (depending on average height of your children) and 18-24” wide. (If at all possible, do this activity at the beginning of class and pre-laminate each apron if you choose to use paper products.) Cut two identical one quarter circles (or elliptical shapes) in the rectangle: one at the top right and one at the top left. With a hole punch, punch holes at each of the two top corners of the bib (i.e., the top corners of the quarter circles), and at the bottom corners of each of the quarter circles. Tie yarn or a shoe string connecting the two holes on the top left, and another piece connecting

the two holes on the top right. Let the children write the memory verse on a card or adhesive label that can then be put on the bib (i.e., chest) of the apron after it's laminated. Fold up three or four inches on the bottom of the rectangle and staple along the outside edges to form a pocket.

- Play "Hang-Man" with words from the lesson.
- "[Peter Heals Crossword Puzzle](#)" (provided in activity sheets)

3rd-4th Graders:

- Let the children make get well cards for the sick and cards for the shut-ins of your congregation.
- Encourage the children to bring canned goods every Sunday morning and/or Wednesday night during this unit to add to your congregation's pantry or to prepare food boxes for the needy.
- Take the children on a "field trip" to visit some of the shut-ins in your congregation.
- Play "Hang-Man" with words from the lesson.
- "[Peter Heals Crossword Puzzle](#)" (provided in activity sheets)
- Have the children read the following:
 - "[Dear Digger Doug](#)," *Discovery* magazine, October, 2010
 - *If Jesus Came to My House*, by Joan G. Thomas, Harper Collins Publishers (DISCLAIMER: Skip two pages depicting worship. You could tape them together.)
 - *Big Words for Little People*, Donna Lugg Pape, Standard Publishing

POEMS:

"DORCAS POEM"

Author: Lora Laycook

[illustrate with happy and sad faces on popsicle sticks or finger puppets]

This is Dorcas, gentle and good; she helped the widows all that she could. [show happy face]
One day she was sick, and then she died. [show opposite side, a sad face]
Poor widows were very sad. O how they cried! [show sad face]
Then Peter said to her, "Tabitha, arise!"
And all the widows were happy when she opened her eyes. [show happy face]

"AENEAS AND DORCAS ACTION POEM"

Author: Rhonda Thompson

There was a poor man named Aeneas, a poor man who could not walk.
Peter saw him and took his hand. [point to eye, then grab one hand with the other]
He said, "In Jesus' name, stand up!" [raise both hands as if to encourage someone to stand up]
Aeneas quickly jumped up and walked and everyone talked
[jump, walk in place, then move fingers as if a mouth is moving]
About this great deed Peter had done.

There was a kind woman named Dorcas, who gladly made clothes for the poor. [pretend to be sewing]
She loved so many and so many loved her, [cross arms over chest]
That when she got sick and suddenly died [put back of hand on forehead, then cover eyes with hand]
All those who loved her cried. [pretend to cry]
They sent for Peter because they had heard [move hands as if encouraging someone to come to you, then
put hand to ear as if listening for something]
Of the people he had healed.

He prayed and said, “Get up!” and she did! [Raise both hands as if to encourage someone to stand up]
And everyone rejoiced. [clap hands, jump up and down]

SONGS:

“ECCLESIASTES 9:10”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

“DORCAS WAS RAISED” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Trust and Obey”)

In the Bible we find, Dorcas was very kind,
She was full of good works for the poor.
She was sick and then died, and the widows all cried
Until Peter kneeled down on the floor.

CHORUS:

“Tabitha, arise!” Simon Peter then cried.
They were happy, so happy, for she opened her eyes.

“BEING KIND TO OTHERS” ([Click to Hear](#))

Author: Lora Laycook (revised by Rhonda Thompson)

(Tune: “Bringing in the Sheaves”)

Being kind to others, being kind to others;
Being kind to others, every night and day.
Being kind to others, being kind to others;
Jesus ever taught us that we must obey.

CHORUS:

O we must be kind! O we must be kind!
Jesus ever taught us that we must be kind.

(REPEAT)

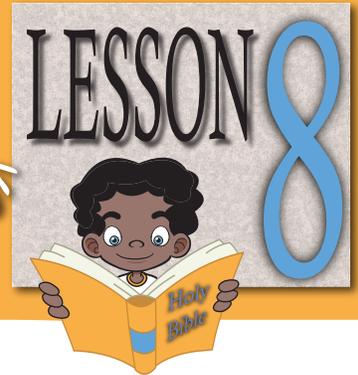
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



Peter Heals Aeneas and Raises Dorcas

Acts 9:32-42



New Testament 4
Part 2: Lessons from the Apostle Peter

WEDNESDAY EVENING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURES:

Acts 9:32-42; Romans 12:10-13

MEMORY WORK:

YOUNGER CHILDREN: “[B]e kind to one another” (Ephesians 4:32a).

OLDER CHILDREN: “Whatever your hand finds to do, do it with your might” (Ecclesiastes 9:10a).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Ecclesiastes 9:10”](#)
- [“Dorcas”](#)
- [“Aeneas and Dorcas”](#)
- [“Dorcas was Raised”](#)
- [“Being Kind to Others”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under “N.T. 4 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt figures
- Dress up as Dorcas and Aeneas and tell the story in the first person, possibly like a television interview
- [Map of New Testament World](#) (provided in activity sheets)
- Pictures of ways children can help others (including their family members) and ways that adults can help others
- “Helper Apron”—apron with pockets (a kitchen apron or a tool apron) containing objects to remind them of ways we can all help others. For example: greeting cards, small broom or mop, small phone, toy food, or potholder, etc., or make barbecue-



type apron out of felt and have pictures of objects in the pockets, backed with felt or Velcro, and put pictures on the apron as you talk about ways to help. See Learning Centers for how to make the apron.

- Pictures of people in need (after homes were destroyed in a storm or war; when war or crime or famine rob them of their homes, food, parents; when their parents don't have a job, etc.)

PERSONAL APPLICATION:

God wants us to use the talents He has given us to help others any way we can.

INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning's lesson (see [N.T. 4 Review Questions](#) for example questions)
2. Continue talking about the things we have that we take for granted (running water, plumbing, electricity, enough food to eat, air conditioned houses, etc.) and people who don't have those things. It would be a good idea to illustrate what we do have, versus what other people (in other countries and in our own) do not have.
3. By our standards, Jesus and His apostles were poor. Some of His followers were wealthy (like Nicodemus, Joseph of Arimathea, and the women who helped Him financially), but most of the people who followed His teachings and listened to His sermons were very poor. Encourage the children to think about how we might react to Jesus if He came to our homes, to our schools, or to our Church buildings.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning's lesson
- Play Hang-Man or Tic Tac Toe with clues from lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Peter Teaches Cornelius

Acts 10:1-48



New Testament 4
Part 2: Lessons from the Apostle Peter

SUNDAY MORNING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 10:1-48; 11:1-18

MEMORY WORK:

YOUNGER CHILDREN: "God shows no partiality" (Acts 10:34b).

OLDER CHILDREN: "Then Peter opened his mouth and said: 'In truth I perceive that God shows no partiality'" (Acts 10:34).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Cornelius, the Gentile"](#)
- ["The Twelve Apostles"](#)
- ["Jesus Loves Me"](#)
- ["Jesus Loves the Little Children"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt figures
- Large white dish towel filled with toy or felt animals (Clean: locust, cricket, grasshopper, cow, ox, sheep, goat, deer. Unclean: pig, camel, rabbit, eel, eagle, buzzard, vulture, raven, ostrich, owl, sea gull, gecko, mouse, lizard, snake. More information: Leviticus 11 and Deuteronomy 14)
- Bouquet of different colored, shaped flowers or pictures of different kinds of plants in their own environments
- Pictures or plastic replicas of different kinds of butterflies or frogs
- World map

- [Map of New Testament World](#) (provided in activity sheets)
- **Have students look in a mirror and tell what they see. Notice how each student is different**

PERSONAL APPLICATION:

God loves everyone—no matter who they are, what they look like, or where they live—and wants everyone to know that Jesus died for them. He wants me to love everyone, too.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

After Jesus died, God helped the early Christians understand that the Gospel is for **everyone**—not just the Jews. Today we will learn how God let the Christians know it was time to teach **everyone** about Jesus.

INTRODUCTION: (OLDER CHILDREN)

Review last Sunday’s lesson.

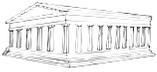
During the time of the Old Testament and the life of Jesus, the Jews were God’s chosen people. As a result, they came to think of anyone who wasn’t a Jew as less of a person. But Jesus’ death on the cross helped God’s faithful followers to see that the Gospel was for everyone, Jew and non-Jew. God had to let the new Christians know that they needed to teach **everyone**, not just Jews, because they still thought that the Gospel was for Jews only. In today’s lesson, we will learn how God did this.

POINTS TO EMPHASIZE:

1. Peter went to the city of Joppa, because a very special woman named Dorcas had died there. After raising her from the dead, Peter stayed “many days” with a man named Simon who was a **tanner**. About 30 miles from Joppa, in the city of **Caesarea**, lived a very good man named Cornelius. Cornelius was a Roman soldier in command of 100 soldiers; he was called a **centurion**. He was not a Jew, nor was he a Christian, but he was very religious and believed in God. He was also well-known for his kindness and generosity.

HISTORICAL NOTE: A **tanner** was a leatherworker. Leather was used for tents, bottles, belts, helmets, shields, slings, and sandals. A tanner had to first skin the dead animal, “then remove the hairs from the hide, make it supple for use, and sometimes dye it as well. The hairs were removed by a combination of scraping, soaking, and the application of lime. The hides were then soaked in water containing oak galls and sumac leaves, rubbed with dog manure, and hammered. The smell of the work was so bad that the tanner had to work outside the town in the direction of the prevailing wind, and it was so bad personally that it could become grounds for divorce” (*The New Manners and Customs of Bible Times*, by Ralph Gower, Moody Press, Chicago, p. 160). Because tradesmen with the same crafts often lived near one another in Roman cities, and because tanners lived near water and their job was so smelly, it probably was not too hard for Cornelius’ servants to find Simon’s house.





HISTORICAL NOTE: Caesarea (also called Caesarea by the Sea/Caesarea Maritima) was built by Herod the Great on land given to him by Caesar Augustus; Herod subsequently named the city in Caesar's honor. Sixty-five miles northwest of Jerusalem, and a few miles south of Mount Carmel, it became the most important seaport of Palestine in N.T. times. After Herod's death, the city was controlled by his son Archelaus for two years; he was subsequently replaced by a series of Roman procurators, including Pontius Pilate. The city also became the home of the governors of Judea and the main headquarters of the Roman legions. (This city is not to be confused with Caesarea Philippi, another important city in Palestine.)

A **centurion's** troops would have been part of a regiment, or cohort, of 600 men. There were 10 cohorts of 600 in each legion (6,000 men). A centurion's rank would have been something like a sergeant in the U.S. Army. Some scholars think Cornelius probably worked his way up through the ranks, rather than having bought his position or receiving an appointment because of his social status. [Note that a centurion may have only been in command of 80 soldiers rather than 100.]



RECOMMENDED READING FOR TEACHERS: See the article "[The Bible and a Little Detail](#)" by Kyle Butt on the Apologetics Press Web site for further evidence of the reliability of the Bible in its details.

2. One day, at about 3:00 in the afternoon, an angel appeared to Cornelius in a special dream and told him that he should send for Peter in the city of Joppa to find out what else he should do to please God. [It is interesting to note that Cornelius was keeping the **Jewish** hour of prayer.] Without any hesitation, Cornelius sent two servants and a soldier whom he trusted to Joppa to find Peter and bring him back. Cornelius was not only willing to please God, he was eager to do so without question.
3. The next day, at about noon, Peter was praying on the flat rooftop of Simon's house. He was hungry and waiting for food to be prepared. Meanwhile, he "fell into a **trance**" and had a **vision**. The vision was unlike anything he had ever seen before: three times, a large sheet was let down from heaven full of animals that were "**unclean**" under the Old Law. A voice from heaven told Peter to "kill and eat." He refused, saying that he had never eaten anything unclean. "What God has cleansed you must not call unclean," the voice from heaven said.

Trance: "a half-conscious state, seemingly between sleeping and waking" (Webster's)

Vision: a dream through which God revealed something that could not otherwise be known.

Unclean: The Old Law required that Jews not eat or touch certain animals or things, or people with certain diseases (like leprosy). These laws were designed to protect the Jews' health, as well as add emphasis to the fact that they were a chosen people and were to keep themselves holy—separate from the rest of the world. There are no such restrictions under the New Law (Colossians 2:16-17).



4. While Peter was trying to understand this strange vision, the messengers from Cornelius arrived at Simon's house. When Peter heard that a Roman soldier named Cornelius had sent for him, he understood the vision and went with them right away, taking six other Christians with him. Four days after the angel spoke to Cornelius, Peter arrived at his house. Cornelius had been anxiously waiting for Peter to return. A large group of people had gathered at Cornelius' house, including "**his relatives and close friends.**"

NOTE:



Jews did not normally talk to Gentiles, do business with them, or go into their houses. Jewish law had been done away with at the cross (Colossians 2:14). So disciples of Jesus were no subject to it, but many tried to hold on to the Old Law and its traditions. Peter apparently felt he would need witnesses, since he was going to a Gentile's house.

"His relatives and close friends" probably included servants, freed-persons, and fellow soldiers since Roman military personnel were not allowed to marry (*Bible Background Commentary, New Testament*, by Craig Keener, InterVarsity Press, p. 350).

5. Cornelius fell down at Peter's feet (probably more out of respect than intended worship), but Peter would not allow that. "Stand up; I myself am also a man," he said. Cornelius told Peter what the angel had said, and Peter related his own vision. Being there, with non-Jews who were eager to hear about Jesus, he understood what his vision meant. "In truth I perceive that God shows no partiality. But in every nation whoever fears Him and works righteousness is accepted by Him."



RECOMMENDED READING FOR TEACHERS: See the articles "[Darwin, Evolution, and Racism](#)" by Eric Lyons and Kyle Butt and "[5 Reasons Racism is Ridiculous](#)" by Eric Lyons on the Apologetics Press Web site for further discussion of that question.

6. Peter told Cornelius and the others about Jesus' life, death, and resurrection, and what they needed to do to be saved. God gave these Gentiles miraculous gifts straight from heaven (rather than through Peter's hands), like He did to the apostles on the day of Pentecost, as a sign to Jewish Christians that they were to accept Gentiles as their brothers and sisters in Christ. Cornelius, his friends, and family were all baptized into Christ; they became Christians, as others did in earlier chapters of Acts.



RECOMMENDED READING FOR TEACHERS: See the article "[If Cornelius Had the Holy Spirit, Doesn't That Mean He Was Saved?](#)" and "[Dying Before Baptism?](#)" by Kyle Butt on the Apologetics Press Web site for responses to quibbles about baptism pertaining to Cornelius' conversion.

7. Cornelius and all those who were baptized with him were very happy to finally know the Truth that they had been searching for. It was also a very happy time for Peter, too. Peter preached the first Gospel sermon on the day of Pentecost to Jews, and 3,000 were baptized into Christ. A few years later (3-5 years), God gave him the opportunity to preach to non-Jews (Gentiles). He was learning that every soul is important to God, and everyone needs to know about Jesus.

8. It does not make any difference to God what color our skin is; after all, He made us the way we are. God does not care what kind of houses we live in, how much money we have, what countries we are from, or what languages we speak. He loves us all the same. He sees what we are like on the inside and isn't concerned with what we look like outside (1 Samuel 16:7). He wants us to think about others in the same way (2 Corinthians 5:16-17). We can't be pleasing to God if we make fun of, or try to stay away from, other people because they look or talk differently than we do.
9. Think about all the variety in God's world. There are so many kinds of frogs in the world: small ones, big ones, green ones, red ones. Some live in your yard, and some live in rain forests. They eat different things because they live in different places. They make different sounds. Which frog does God love best? That's a ridiculous question, isn't it? God loves them all the same. He loves all people the same, too. But we are much more special to God than any other living creature on Earth, because each one of us has a soul (a part of us that will live on after our bodies die).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Peter Teaches Cornelius Coloring Sheet](#)” (provided in activity sheets)
- Give each child stickers portraying children of different ethnicities to go with the “Jesus Loves the Little Children” song. Let them put the stickers on popsicle sticks or on globe shapes. Punch a hole in the globe shapes; put lengths of string or yarn through the holes to make necklaces.
- Show the children pictures of different kinds of plants in their native environment (roses in a garden, cacti in the desert, tropical flowers in the rain forest, etc.). Talk about the beauty and uniqueness of each plant. Each one looks different (color, shape), grows in a different environment, but each one was created by God and is special to Him.
- Have a box or basket of things from nature that are different colors. Ask the children, “Who made this? Who gave it its color?” Make the point that each object, though different, is special to and was made by God.
- Have students look in a mirror and tell what they see. Notice how each student is different.
- Play the “Journey to Find Cornelius” review game. On a poster board, in the top right corner, draw a house with Cornelius standing in front waiting. Have a cutout of Peter and other men traveling. Make a road on the poster board that leads to Cornelius' house, and ask each child a question from the story. As each one answers correctly have the child move Peter a little closer until everyone has a turn and Peter is finally there.
- Have the children color pictures of people from different countries, cut them out, and glue them onto a piece of construction paper with the memory verse already written on it. (Or write something like “God's Word is for everyone!”)

1st-2nd Graders:

- Write events of this story (not in order) on chalkboard, marker board, or transparency, and let the kids take turns writing a number beside each point to indicate the order in which each event took place. **Or** write events on index cards, shuffle the cards, and let the kids put the cards in sequential order.
- Write the words of the memory verse for this lesson and Lesson 1 on index cards. Shuffle the cards for each verse separately, and let the kids put the words in the correct order.

- “[Peter Teaches Cornelius Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Write events of this story (not in order) on chalkboard, marker board, or transparency, and let the kids take turns writing a number beside each point to indicate the order in which each event took place. **Or** write events on index cards, shuffle the cards, and let the kids put the cards in sequential order.
- Write the words of the memory verse for this lesson and Lesson 1 on index cards. Shuffle the cards for each verse separately, and let the kids put the words in the correct order.
- “[Peter Teaches Cornelius Word Search](#)” (provided in activity sheets)
- Have the children read the following:
 - *Butterfly Mornings* by Bonnie Sosé (Character Builders for Kids)
 - *The Crayon Box That Talked* by Shane DeRolf (Random House)
 - *The Day the Sheep Showed Up* by David McPhail (Scholastic)
 - *We’re Different, We’re the Same* by Bobbie Jane Kates (Random House)
 - *Mommy, Why Are People Different Colors?* coloring book by Barbara Knoll (Destiny Image Publishers)

SONGS:

“CORNELIUS, THE GENTILE” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “Love Lifted Me”)

Let us sing about a man, very devout was he;
He loved God with all his heart, praying continuously.
Peter told this good Gentile that Jesus was God’s own Son.
Then Cornelius knew that God loved every one.

CHORUS:

God loves the Jew, and He loves you;
God loves the Gentile, too, God loves the Jew.
God loves the Jew, and He loves you;
God loves the Gentile, too, God loves the Jew.

“THE TWELVE APOSTLES” ([Click to Hear](#))

Author: Unknown*
(Tune: “Jesus Loves me”)

VERSE 1:

Jesus called them one by one,
Peter, Andrew, James, and John,
Next came Philip, Thomas, too,
Matthew and Bartholomew.

CHORUS:

Yes, Jesus called them.
Yes, Jesus called them.

Yes, Jesus called them.
And they all followed Him.

VERSE 2:

James the one they called the Less,
Simon, also Thaddeus.
Twelfth apostle Judas made.
Jesus was by him betrayed.

(CHORUS)

VERSE 3:

Matthias then took Judas' place,
To preach to men of every race.
Paul three preaching trips did make.
He went to Rome for Jesus' sake.

(CHORUS)

“JESUS LOVES ME” ([Click to Hear](#))

Author: Anna B. Warner

Jesus loves me this I know.
For the Bible tells me so.
Little ones to Him belong.
They are weak but He is strong.

CHORUS:

Yes Jesus loves me.
Yes Jesus loves me.
Yes Jesus loves me.
The Bible tells me so.

Jesus love me when I'm good.
When I do the things I should.
Jesus loves me when I'm bad,
Though it make Him very sad.

(CHORUS)

“JESUS LOVES THE LITTLE CHILDREN” ([Click to Hear](#))

Author: Traditional

Jesus loves the little children,
All the children of the world,
Red and yellow, black and white,
They're all precious in His sight.
Jesus loves the little children of the world.

Jesus died for all the children...
Jesus rose for all the children....

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Peter Teaches Cornelius

Acts 10:1-48



New Testament 4
Part 2: Lessons from the Apostle Peter

WEDNESDAY EVENING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 10:1-48; 11:1-18

MEMORY WORK:

YOUNGER CHILDREN: "God shows no partiality" (Acts 10:34b).

OLDER CHILDREN: "Then Peter opened his mouth and said: 'In truth I perceive that God shows no partiality'" (Acts 10:34).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Cornelius, the Gentile"](#)
- ["The Twelve Apostles"](#)
- ["Jesus Loves Me"](#)
- ["Jesus Loves the Little Children"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- Large white dish towel filled with toy or felt animals (Clean: locust, cricket, grasshopper, cow, ox, sheep, goat, deer. Unclean: pig, camel, rabbit, eel, eagle, buzzard, vulture, raven, ostrich, owl, sea gull, gecko, mouse, lizard, snake. More information: Leviticus 11 and Deuteronomy 14)
- Bouquet of different colored, shaped flowers or pictures of different kinds of plants in their own environments
- Pictures or plastic replicas of different kinds of butterflies or frogs
- World map



- [Map of New Testament World](#) (provided in activity sheets)
- **Have students look in a mirror and tell what they see. Notice how each student is different**

PERSONAL APPLICATION:

God loves everyone—no matter who they are, what they look like, or where they live—and wants everyone to know that Jesus died for them. He wants me to love everyone, too.

INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)
2. Continue talking about how we are each different, but God loves each one of us. We are each important to God, and we should never treat someone unkindly because of the color of his skin, how he talks, what he wears, etc.

YOUNGER CHILDREN:

3. Give each child three or four different crayons and a piece of paper. Ask them to draw anything they would like with the colors they are given. After a few minutes, put all the pictures together, like quilt pieces, on the wall or bulletin board. Each square is pretty, but the whole “quilt” is even prettier when the pieces are put together. Every person is special and important to God. We’re all different, but we’re all the same to God, because each of us has a soul (a part of us that will live on after we die).



NOTE: We are not referring to acceptance of those in sin or who hold false doctrines/beliefs (1 Corinthians 5:11; 2 Thessalonians 3:14; Galatians 1:8-9).

OLDER CHILDREN:

4. One square of a quilt is pretty, but the whole quilt is even prettier and serves an important purpose. One square of a quilt can’t keep you warm, but all the squares put together into a quilt can. We need to focus on what we can do for and with one another—not on the things that divide us and keep us from being pleasing to God (like name calling, jumping to conclusions about others just because of their skin color or accent, etc.).
5. **Or** talk about the lifecycle of a butterfly or a frog: A caterpillar can’t decide one day to stop growing and changing into the butterfly that God intended it to be. A tadpole can’t decide one day to stop growing and changing into the frog that God intended it to be. Unfortunately, people **can** decide to stop growing. When we want to watch TV for many hours, but don’t want to go to Bible class and worship service, we aren’t growing. When we decide it’s more important to go to a ball game than to go to worship service, we aren’t growing. When we call other people names or make fun of them and don’t treat others like we want to be treated, we aren’t growing. And when we aren’t growing spiritually, we’re getting farther and farther away from God.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

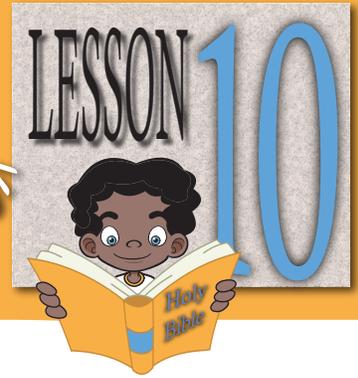
- See Sunday morning’s lesson.
- For an activity, bring a large white sheet with several stuffed “unclean” animals, and let the children role-play Peter’s vision. There can be four children holding the corners of the sheet, someone portraying Peter, and someone portraying the Lord talking to Peter. If time permits, let the children take turns with the roles.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Peter in Prison Again

Acts 12:1-19



New Testament 4
Part 2: Lessons from the Apostle Peter

SUNDAY MORNING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCE:

Acts 12:1-19

MEMORY WORK:

YOUNGER CHILDREN: "Pray without ceasing" (1 Thessalonians 5:17).

OLDER CHILDREN: "Call to Me, and I will answer you, and show you great and mighty things, which you do not know" (Jeremiah 33:3).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Peter and the Angel"](#)
- ["Why Did Peter Stay Outside the Gate?"](#)
- ["An Angel Helped Peter"](#)
- ["Whisper a Prayer"](#)
- ["I Can Talk to God"](#)
- ["Bow Your Head"](#)
- ["I Like to Pray to God"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- [Map of New Testament World](#) (provided in activity sheets)
- "Pray Without Ceasing" flipchart you make using pictures from magazines, calendars, old curriculum packets, etc., to illustrate times and places we can all pray. (For example: in the morning, at a meal, at night, at school, on the bus, sitting in a swing or in a baseball dugout, in a car or airplane, etc.) [You could also put these pictures up on the bulletin board as you talk about them, rather than using them as a flipchart.] ([Flipchart instructions](#) provided in activity sheets)



PERSONAL APPLICATION:

God will always answer my prayers, but it will not always be in the way that I expect. I have to trust Him to answer them, because He knows what is best for me.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What are some things you pray for? (Let the children discuss this.) Talk about some of their prayers that have been answered (a sick person got better, etc.). God always hears our prayers when we are trying to faithfully serve Him, and today we will learn about how the Church prayed for Peter when he was in prison.

INTRODUCTION: (OLDER CHILDREN)

What are some things you pray for? Have you always gotten a “yes” answer to your prayers? (Discuss for a few minutes.) God always hears our prayers when we are trying to faithfully serve Him, but does not always give us the answer we want. Today we will learn about how the first century Church prayed for Peter when he was in prison and God helped him escape.

POINTS TO EMPHASIZE:

1. As time passed and the number of Christians in the Church grew, so did **persecution**. Christians moved to many different places throughout the world, looking for safer places to live, teaching the Gospel wherever they went. Peter had been to Joppa, Caesarea, Lydda, and other places, teaching and preaching about Jesus. But when he returned to Jerusalem, where the other apostles were, he was in greater danger.



Persecution: mistreating others physically, calling them names, or making fun of them, especially because of their religion or devotion to God.

HISTORICAL NOTE: A governor for each province or territory of Palestine was appointed by the Romans. The governor (“king”—Acts 12:1) of Judea was Herod Agrippa I, the grandson of Herod the Great (who was responsible for the slaughter of the baby boys at the time of Jesus’ birth), and the nephew of Herod Antipas (who killed John the Baptizer). Herod Agrippa I was appointed by the Roman emperor Caligula and given more power and “legal latitude” than the governors who preceded him. He was very cruel and unscrupulous, like Caligula, but had the support of many Jews, especially the Pharisees. He took advantage of any opportunity to gain more favor with the Jews.

2. Herod wanted to please the Jews, and he knew that they did not like the followers of Jesus (Christians). The Jews hoped that all Jesus’ followers would stop believing in Him and stop following His teachings after His death. But the number of Christians continued to grow. Herod decided that one way of gaining support among the Jews would be to persecute and kill Christians. He sent soldiers to arrest the apostle James (brother of John), who was a leader among the apostles. He ordered that James be killed with the sword (i.e., probably beheaded—

just like his uncle had ordered the beheading of John the Baptizer). James was the first of the apostles to die and the only one whose death is recorded in the New Testament.

3. When Herod realized that the Jews were very pleased that he had killed James, he arrested Peter, too, during the Feast of Passover (i.e., the Feast of Unleavened Bread). That was the same time of year that Jesus had been arrested and crucified. Herod held Peter, intending to kill him for the people a week later; it would have been unacceptable to execute him during the Feast. Herod wanted to make sure Peter did not escape as he had before (Acts 5). So he ordered that Peter be chained between two guards, and that pairs of guards be posted at each door leading out of the prison.



NOTES:

- “Easter” in Acts 12:4 in the KJV is incorrectly translated; it should read “Passover.”
- This was the third time that Peter had been arrested. See also Acts 4:3 and 5:18.

4. That same night, God sent an angel to Peter. A bright light appeared in Peter’s cell, and the angel hit him on the side to wake him up. He told Peter to get up quickly. Immediately the chains fell off of Peter’s hands. The angel told him to put on his sandals and wrap his cloak around him. Peter did as he was told, then followed the angel out of the prison without any of the soldiers or prisoners knowing he was leaving. Peter thought he was having a dream—until he saw the prison’s outer gates open by themselves! The angel walked with him down the street and then suddenly disappeared, leaving Peter alone. He realized that he was really free, freed again by the miraculous power of God.



NOTE: Notice that outside the prison, the angel did not do anything for Peter that Peter could not do for himself. “We can expect God to do the impossible if we obey and do the possible.”—Warren Wiersbe.

5. Peter’s first thought was to go to the home of John Mark’s mother, Mary. Mary’s house was apparently a common gathering place for the Church at that time, since Peter thought of going there first. Many Christians in Jerusalem had gathered at Mary’s house to pray earnestly for Peter. (KJV says they prayed “without ceasing”—Acts 12:5.) They were probably also there to encourage one another. Those days would have been pretty scary since two of their leaders had been arrested, and one had already been killed.
6. When Peter knocked at the door of the house, a servant girl named Rhoda recognized his voice as he called out. She couldn’t believe that Peter was really there. She ran back into the house to tell the others that Peter was outside the gate, but they couldn’t believe it either. Peter continued to knock on the gate until finally one of the Christians opened it and let him in. They were all so amazed that God had answered their prayers like that! Why were they so surprised, since that’s what they had been praying for? Probably because they prayed so earnestly for James, and he was killed anyway. But they had continued to pray for Peter, because they still believed that prayer was important and powerful. Sometimes we forget that when we pray, God actually hears us and **will answer** His faithful followers.
7. The Christians were so excited that Peter had to motion to them to be quiet (apparently because he was still out on the street where he could be caught again if someone saw him). Peter explained to the Christians how he had been freed from prison by God, told them to go tell James, and then he “went to another place.” Why he went to another place is unclear, but possibly, he didn’t want the enemies of Christianity who put him in prison to come to the homes of other Christians looking for him and cause them trouble.



NOTE: It is uncertain which James the Christians were to go tell. James the brother of John has just been killed. It could have been James the Son of Alpheus (the apostle), but it was likely James the brother of Jesus (who wrote the book of James), who became an important part of the early Church (cf. Acts 15:13; 21:18-20; 1 Corinthians 15:7; Galatians 2:9). [Note that some believe these two James' are one and the same.]

8. The Christians who prayed for Peter believed in the power of prayer. They believed that God would answer their prayers, even though His answers might not have been what they expected or wanted (as in the case of James' death).
9. How does God answer our prayers? Sometimes He does not give us what we ask for (He says, "No") because He is our Heavenly Father and knows what we need. He knows when something we ask for wouldn't be good for us. Sometimes we have to wait for His answers a lot longer than we expect (He says, "Be patient"). And sometimes God gives us what we ask for (He says, "Yes"). It is not important for us to know exactly how prayer works or why God does things His way. What is important is that we continue to pray and believe that our prayers will make a difference, and that we pray for God's will (James 4:15). If we pray for our own will, sometimes God will give us what we want so we will learn to trust Him, even if it's not what would be best for us—like when He gave the Israelites a king.



NOTES: Peter is the central figure in the book of Acts throughout the first twelve chapters. After this miraculous escape from prison, Peter's actions and effect on the early Church "take a back seat" to the ministry of Paul.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- "[Peter in Prison Again Coloring Sheet](#)" (provided in activity sheets)
- Write verses on sheets of construction paper which include the word "pray" or "prayer." Laminate the papers. Go over the verses, word by word, with the children. Then show them word cards with "pray" and "prayer." Then ask the children to find those words in the verses and circle the words with a dry erase marker.
- Enlarge all or part of Acts 12:1-19 by 200% on a copy machine. Underline the key words from the story (e.g., Peter, praying, prison, angel, and Lord). Give each child a copy of the page, or have one large copy which you have laminated. Show the children cards with key words from the story. Ask the children to find one word at a time and circle it with a different color. (If using individual copies, they can use crayons or colored pencils. If using a single, laminated copy, they can use dry erase markers.)
- Act out the story.
- Pick someone from the congregation who is sick and talk about praying for that person. Pray for the person with the children, and then let them sign a card to that person that lets him or her know that the class is praying for them.

1st-2nd Graders:

- Enlarge all or part of Acts 12:1-19 by 200% on a copy machine. Underline the key words from the story (e.g., Peter, praying, prison, angel, and Lord). Give each child a copy of the page, or have one large copy which you have laminated. Show the children cards with key words from the story. Ask the children to find one word at a time and circle it with a different color. (If using individual copies, they can use crayons or colored pencils. If using a single, laminated copy, they can use dry erase markers.)
- [“Who Should We Pray For Worksheet”](#) (provided in activity sheets)
- [“Who Prayed This? Worksheet”](#) (provided in activity sheets)
- Let kids decorate foam door hangers with the following Scriptures:
I can pray when:
 - I need something (Matthew 6:11);
 - I’ve sinned (Psalm 51:1-3);
 - I’m sad (Psalm 86:4);
 - I’m thankful (1 Chronicles 29:11-13)
- Act out the story.
- Pick someone from the congregation who is sick and talk about praying for that person. Pray for the person with the children, and then let them sign a card to that person that lets him or her know that the class is praying for them.

3rd–4th Graders:

- [“Who Should We Pray For Worksheet”](#) (provided in activity sheets)
- [“Who Prayed This? Worksheet”](#) (provided in activity sheets)
- Let kids decorate foam door hangers with the following Scriptures:
I can pray when:
 - I need something (Matthew 6:11);
 - I’ve sinned (Psalm 51:1-3);
 - I’m sad (Psalm 86:4);
 - I’m thankful (1 Chronicles 29:11-13)
- Act out the story.
- Pick someone from the congregation who is sick and talk about praying for that person. Pray for the person with the children, and then let them sign a card to that person that lets him or her know that the class is praying for them.
- Have the children read the following:
 - *How Peter Served Jesus*, by Liz Shockey, Bible Big Book (Group Publishers)
 - *I Can Pray!* by Jennifer Holder and Diane Stortz, Happy Day Books (Standard Publishing)

FINGERPLAYS:

“PETER AND THE ANGEL”

One, two, what did the angel do?
Three, four, woke Peter on the floor. [count on fingers]
Five, six, then his sandals he fixed.
Seven, eight, open swung the gate.
Nine, ten, Peter was free again! [hold out open palms]

“WHY DID PETER STAY OUTSIDE THE GATE?”

Now here is the gate outside Mary’s house. [draw a big square]
Peter knocked and knocked and knocked! [knock on table 3 times]
Why did he stay outside the gate?
‘Cause Rhoda ran inside [“run” with fingers on table]
And forgot to unlock the gate! [motion like turning a key in a lock]

SONGS:

“AN ANGEL HELPED PETER” ([Click to Hear](#))

Author: Lora Laycook
(Tune: chorus of “Sunlight, Sunlight”)

Angel, angel, to the jailhouse went;
Angel, angel, God the Father sent.
Peter was so happy, out of jail he came;
He could now go preach, yes, preach in Jesus’ name.

“WHISPER A PRAYER” ([Click to Hear](#))

Author: Unknown*

Whisper a prayer in the morning,
Whisper a prayer at noon.
Whisper a prayer in the evening,
To keep your heart in tune.

God hears our prayers in the morning,
God hears our prayers at noon.
God hears our prayers in the evening,
So keep your heart in tune.

“I CAN TALK TO GOD” ([Click to Hear](#))

Author: Unknown*
(Tune: “The Farmer in the Dell”)

I can talk to God (point to self, to mouth, then upward), (REPEAT)
God listens when I pray to Him,
I can talk to God.

“BOW YOUR HEAD” ([Click to Hear](#))

Author: Unknown*

(Tune: “Taps”)

Bow your head, close your eyes,
Send a prayer, send a prayer to the skies.
God is list’ning above.
God is love.

“I LIKE TO PRAY TO GOD” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “The Farmer in the Dell”)

I like to pray to God, I like to pray to God,
With all the other boys and girls, I like to pray to God.

He’ll hear me when I pray, He’ll hear me when I pray;
With all the other boys and girls, He’ll hear me when I pray.

I’ll pray in Jesus’ name, I’ll pray in Jesus’ name.
With all the other boys and girls, I’ll pray in Jesus’ name.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



Peter in Prison Again

Acts 12:1-19



New Testament 4
Part 2: Lessons from the Apostle Peter

WEDNESDAY EVENING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCE:

Acts 12:1-19

MEMORY WORK:

YOUNGER CHILDREN: "Pray without ceasing" (1 Thessalonians 5:17).

OLDER CHILDREN: "Call to Me, and I will answer you, and show you great and mighty things, which you do not know" (Jeremiah 33:3).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Peter and the Angel"](#)
- ["Why Did Peter Stay Outside the Gate?"](#)
- ["An Angel Helped Peter"](#)
- ["Whisper a Prayer"](#)
- ["I Can Talk to God"](#)
- ["Bow Your Head"](#)
- ["I Like to Pray to God"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- [Map of New Testament World](#) (provided in activity sheets)
- "Pray Without Ceasing" flipchart you make using pictures from magazines, calendars, old curriculum packets, etc., to illustrate times and places we can all pray. (For example: in the morning, at a meal, at night, at school, on the bus, sitting in a swing or in a baseball dugout, in a car or airplane, etc.) [You could also put these pictures up on the bulletin board as you talk about them, rather than using them as a flipchart.] ([Flipchart instructions](#) provided in activity sheets)



PERSONAL APPLICATION:

God will always answer my prayers, but it will not always be in the way that I expect. I have to trust Him to answer them, because He knows what is best for me.

INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)
2. God wants us to pray “without ceasing” (regularly and frequently—1 Thessalonians 5:17) and to believe in the power of prayer (James 1:5-6), like the early Christians who prayed for Peter. He wants us to remember that we can pray (talk to Him):
 - Anytime: “pray at all times...” (Ephesians 6:18, NASB). God is never too busy to listen to me because He loves me.
 - Any place: Paul and Silas prayed in prison; Jonah prayed from inside the great fish; Moses prayed on a mountain; Jesus prayed in a garden; etc. There isn’t anywhere I can go that God won’t hear me (Psalm 139:7-8).
 - About anything: “Be anxious for nothing, but in everything by prayer and supplication, with thanksgiving, let your requests be made known to God” (Philippians 4:6). There isn’t anything that I can’t talk to God about.
3. Have the children give examples of things that they have prayed about and how God answered their prayers.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Review Sunday’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Following Jesus Through Godly Living

2 Peter 1:5-9



New Testament 4
Part 2: Lessons from the Apostle Peter

SUNDAY MORNING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Peter 1:5-9; 1 Peter 1-5; Exodus 23:2

MEMORY WORK:

YOUNGER CHILDREN: “[I]t is written, ‘Be holy, for I am holy’” (1 Peter 1:16).

OLDER CHILDREN: “[Y]ou also be holy in all your conduct, because it is written, ‘Be holy, for I am holy’” (1 Peter 1:15b-16).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Oh, Be Careful Little Eyes What You See”](#)
- [“We Can Be a Follower of Jesus”](#)
- [“God’s Little Children Love Living Right”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under “N.T. 4 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Cards with key words/points from lesson
- Draw a tree on the chalkboard or posterboard. As you talk about the “Christian virtues” (what we will do to live godly lives), attach shiny apples (with things we will do to live godly lives written on them) to the tree. Label “dead” leaves or “rotten” apples with things we will not do, and put them under the tree.
- Make small posters: (1) Even if “everyone else” is doing something, if it is not what God wants me to do, it is wrong. (2) Being like “everyone else” = ungodly living =

- trouble/punishment. (3) Being like Jesus = godly living = righteousness = being different
- [Map of New Testament World](#) (provided in activity sheets)

PERSONAL APPLICATION:

Jesus wants me to try to be more like Him every day, no matter what other people choose to do.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

We have been learning about Peter and the great things he did for Jesus. Peter isn't still living today, but he wrote letters that tell us how we can live better so we can see Jesus one day. We can read his letters in the Bible.

INTRODUCTION: (OLDER CHILDREN)

Review some of the things about Peter from Lessons 7-10 of this quarter.

Even though Peter had a “rough start” in his following of Jesus, he became a great leader in the first-century Church. He did many great things for Jesus before he died. We, too, can learn from Peter through the letters he wrote. In those letters, he told us ways to live better so that we can be with Jesus one day.

POINTS TO EMPHASIZE:



NOTES: First Peter was written to Christians scattered by persecution in the provinces of Asia Minor (modern-day Turkey). Second Peter seems to have been written to a more specific group of people, possibly some of the same people to whom the first letter was directed in the same area of the world. From the context, scholars believe that his readers were either of Gentile, or a combination of Jew and Gentile, backgrounds.

1. Peter traveled to many different places, preaching the Gospel. As we have studied, he was sometimes mistreated because of his faith in Jesus. No matter what happened to him, he was determined to live for Jesus. Peter gave up his life as a fisherman to follow Jesus, and he gradually changed into a great man of strong character and great faith.
2. Peter learned how to be like Jesus while he lived and worked with Him. Peter saw how Jesus treated other people in many different situations, and he listened to the many lessons Jesus taught. Peter encouraged other Christians to grow in their faith and to try to be like Jesus. We can read his words of encouragement to Christians in two letters he wrote by inspiration, which we call First Peter and Second Peter. He encouraged Christians to remain **faithful**, to be **godly**, and to be **righteous**, even when it was very hard. Today we can't walk and talk with Jesus like Peter and other people did, but we can read Peter's letters—and the rest of the Bible—to learn how to be the kind of people that God wants us to be.



Faithful: someone who continues to obey God no matter what happens to him because he trusts God completely; loyal to Christ/God

Godly: someone who acts like, and talks like, he is devoted to (set apart for) God (i.e., holy)

Righteous: someone who tries hard to obey God, to do right; to have the kind of attitudes and actions that are pleasing to God.

All of these words are very closely related, practically synonymous.
Someone claiming to be a Christian cannot be one without the other.

3. In his second letter (2 Peter 1:5-9), Peter listed several things that must be a part of our lives if we want to be like Jesus. He also said that if we have these things, we “will never stumble” (i.e., let Satan trip us up). Peter instructed Christians to earnestly/diligently develop these characteristics, adding one to the other. [Go into as much detail as is appropriate for your class. Encourage discussion. With YOUNGER CHILDREN, you may want to use half of these characteristics Sunday and half on Wednesday night, using age appropriate language.]
- Faith: strong belief and trust in God that results in obedience (James 2:14-26; Hebrews 11:1,6; Romans 1:5; 16:26), and a lack of worry due to our trust that God will care for us (Matthew 6:25-33; Philippians 4:6-7; 1 Peter 5:7)
 - Virtue [“moral excellence” (NASB)]: strong moral character; determination/desire to do what is right, to not lie, cheat, steal, etc.
 - Knowledge: knowing what is right in God’s sight; **Wanting** to do right is not enough. We have to **know** what God’s will is through studying his Word (Romans 10:1-3).
 - Self-control: controlling your emotions and physical desires, instead of letting them control what you do and think. Wanting to be a good person (virtuous) and knowing how to behave in order to be a good person (knowledge) must be followed with developing the ability to control our passions, desires, and behaviors. We must control ourselves from using bad language or calling people names (Ephesians 4:29); going to places where Jesus wouldn’t go (e.g., a bad movie or party where there will be dancing, alcohol, drugs) or doing things that you know Jesus wouldn’t do (e.g., listen to music with bad words, watch TV shows with bad language and ungodly behavior, etc.) (1 Thessalonians 5:22).
 - Perseverance: As we learn to control our desires in our goal of being virtuous, we will fail at times (1 John 1:8). However, we must keep trying again and again, even when we do fail. We must be patient with ourselves and not give up, and be steadfast in continuing to try to be virtuous, even if we have to suffer as Christians.
 - Godliness: As we learn God’s will and develop strength in controlling our passions, persevering when times get tough, our focus must be on God as the reason/motivation for our pursuit of virtue. We must constantly seek to know what He wants us to do or not do—constantly looking for His permission and will in our lives by searching His Word. When we do this, we will be living “God like”—godly.
 - Brotherly kindness: In seeking God’s will, trying to live godly, our focus shifts from ourselves and our own problems, and we realize through God’s Word that our job as Christians is to help others (Matthew 22:36-40; James 1:27; 1 John 3:17). The Church should be our top priority in life (Matthew 6:33), alongside living righteously. The Church is not a building, but Christians—people. Peter urges us to develop our affection for other Christians, being kind, considerate, and even sacrificial to them when necessary, as we would for any friend or loved one (Galatians

6:10). This means that we must take every opportunity we can to spend time with other Christians, to develop strong relationships and to edify and encourage them.

- Love for God and others: Finally, we reach the ultimate command upon which Christianity rests, and when disobeyed, underlies all sin (Matthew 22:36-40)—the command to love (*agape*) others, in and out of the Church, even if they are our enemies (Matthew 5:44), and even if we must die in order to help them (John 15:13). God demands complete unselfishness (Matthew 16:24), in the same way He lovingly (i.e., selflessly) gave Jesus for us (John 3:16; 1 John 4:7-11). This form of love is not an affectionate feeling, but behavior that puts others first, doing for them whatever they need, no matter the personal cost. It is the love we would wish others to have for us (Matthew 7:12)! Unlike Satan, who selfishly wishes to hurt others (James 3:14-15), we must do what we can to help others at all times.
4. Peter said that we are God’s “own special people” (1 Peter 2:9). We shouldn’t act, dress, or talk like people who aren’t Christians (who don’t follow the Bible and don’t obey God). It doesn’t matter how many people are doing something wrong, if God’s Word says it’s wrong, it’s still wrong! Usually, if “everybody else is doing it,” it’s wrong anyway (Exodus 23:2; Genesis 6). Whatever God says is wrong can’t be changed by the words and ideas of the people He created.
 5. We should be holy (set apart from the world) because God—the One Who created us, and our Father Who sent His Son to die for us—is holy (1 Peter 1:9,15). He has prepared heaven for everyone who believes in Him and obeys His Word. No one who is unholy or ungodly will spend eternity with God (Hebrews 12:14). Trying to follow Jesus’ example every day pleases God very much. Doing what “everyone else” does will cause us all kinds of trouble. If we are following Jesus, we will be different from many of the people around us. We must do what Jesus would want us to do, regardless of what others may say about us or do to us.
 6. Our friends may want us to go to places or do things that Jesus would not choose for us. We are to be holy. Holiness is being set apart (free) from the world for God—set apart from anything that would offend a perfect God.
 7. We may be invited to go somewhere when it is time for us to be at worship service or Bible class. (We are not to “forsake the assembly,” Hebrews 10:25.)
 8. We may be invited to go to a movie that we should not see, or listen to music that we should not hear. God wants us to think on things that are honest, just, pure, and lovely (Philippians 4:8). It would be difficult to think about good things if we are seeing and hearing things that God does not approve.
 9. People around us may encourage us to use words that God does not like. (Ephesians 4:29 tells us that no “corrupt speech” should come out of our mouths. Matthew 12:36-37 tells us that we will be justified by our words, but also condemned by our words.)



RECOMMENDED READING FOR TEACHERS: See the article “[God’s Love and Christian Perseverance](#)” by Eric Lyons on the Apologetics Press Web site for further study on the importance of remaining faithful as Christians.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Following Jesus Coloring Sheet”](#) (provided in activity sheets)
- On a first grade writing tablet, write some of the key words from this lesson. Ask the kids to copy the words. Talk about the words while they work.
- Using the tree as described in “Recommended Additional Visuals,” let the kids play “Pin the Fruit on the Tree.” Blindfold each child, let him/her choose an apple (with masking tape on the back) from the table and try to put it on the tree. Remove the blindfold and ask him/her if the apple they chose is something God wants us to do or doesn’t want us to do.
- “I will be a follower of Jesus” Craft: Type, “I will be a follower of Jesus” or a verse on the top of a piece of cardstock or construction paper. Give each child a plain cutout of a boy or girl. The children could decorate their cutout boy or girl by using yarn for hair, wiggle eyes, colors, or scrap fabric cut for clothes. When they have decorated themselves, they can glue their boy or girl onto the paper and write their name under the picture.
- [“Bee Like Jesus Activity”](#): Print out (or draw) two big bee hives. Draw a smiley face on one and a frown on the other. Give each child a bee cutout, or bee note pad paper from teacher stores. Write on the bees ways to be like Jesus and ways to not be like Jesus (e.g., obeying parents; telling a lie; stealing candy; etc.). Call on each child, help them read their bee, and have them pick which hive to put their bee on. The hives could be on poster board and the bees be Velcroed to the hive. (Bees, hive, [smiley face, and frown face](#) pictures provided in activity sheets)

1st-2nd Graders:

- Using the tree as described in “Recommended Additional Visuals,” let the kids play “Pin the Fruit on the Tree.” Blindfold each child, let him/her choose an apple (with masking tape on the back) from the table and try to put it on the tree. Remove the blindfold and ask him/her if the apple they chose is something God wants us to do or doesn’t want us to do.
- “I will be a follower of Jesus” Craft: Type, “I will be a follower of Jesus” or a verse on the top of a piece of cardstock or construction paper. Give each child a plain cutout of a boy or girl. The children could decorate their cutout boy or girl by using yarn for hair, wiggle eyes, colors, or scrap fabric cut for clothes. When they have decorated themselves, they can glue their boy or girl onto the paper and write their name under the picture.
- [“Bee Like Jesus Activity”](#): Print out (or draw) two big bee hives. Draw a smiley face on one and a frown on the other. Give each child a bee cutout, or bee note pad paper from teacher stores. Write on the bees ways to be like Jesus and ways to not be like Jesus (e.g., obeying parents; telling a lie; stealing candy; etc.). Call on each child, help them read their bee, and have them pick which hive to put their bee on. The hives could be on poster board and the bees be Velcroed to the hive. (Bees, hive, [smiley face, and frown face](#) pictures provided in activity sheets)
- Play “Hang Man” with key words from the lesson.
- [“Be Careful What You Think Matching Activity”](#) (provided in activity sheets)
- Make a worksheet or poster that says, “What Does God Want Us to Think About?” At the top, make a fill-in-the-blank sentence using Philippians 4:8, leaving out the key words, such as “noble,” “pure,” “lovely,” etc. At the bottom, have addition, subtraction, or multiplication problems. Under each space where they put their answer, write one of the words that is missing from the scripture.

Under the blanks where the words go, put the answer to one of the problems. When they solve the math problem, they know where the word goes to complete the scripture.

- [“Philippians 4:8 Fill in the Blank Activity”](#) (provided in activity sheets)

3rd-4th Graders:

- On slips of paper, write situations in which the kids might find themselves and have to make decisions about what to do. You can put all the slips of paper in one jar or bag from which they can draw, or you can number code Pringles® cans (Give each child a turn rolling a dice; he/she takes a slip of paper from the can with the same number on it.). Have the child tell what he should do in that situation.
- [“Be Careful What You Think Matching Activity”](#) (provided in activity sheets)
- Give students a sheet of paper. One side has “Living for Jesus” on it, and the other has “Not Living for Jesus.” Give the students the following scriptures (mixed up and without the words): steal (Exodus 20:15); cheat (Romans 12:17); lie (Colossians 3:9); be unkind (James 4:11); want things that others have (Romans 7:7); use bad language (Exodus 20:7; Matthew 5:11); share (2 Corinthians 9:7); tell the truth (Zechariah 8:16); be honest (2 Corinthians 13:7); love others (Mark 12:31); be kind to others in our actions and with our words (Ephesians 4:32). Have the kids look up the verses, decide what the action is that each verse is talking about (you may have to help them), then decide which side of the paper to put the action on.
- Play “Hang Man” with key words from the lesson.
- Write the godly characteristics from 2 Peter 1:5-9 (faith, virtue, self-control, godliness, brotherly kindness, love) on strips of paper or index cards and put them in a bag or small container. Have students take turns drawing a card and telling actions they can do to show that particular godly characteristic.
- Make a worksheet or poster that says, “What Does God Want Us to Think About?” At the top, make a fill-in-the-blank sentence using Philippians 4:8, leaving out the key words, such as “noble,” “pure,” “lovely,” etc. At the bottom, have addition, subtraction, or multiplication problems. Under each space where they put their answer, write one of the words that is missing from the scripture. Under the blanks where the words go, put the answer to one of the problems. When they solve the math problem, they know where the word goes to complete the scripture.
- [“Philippians 4:8 Fill in the Blank Activity”](#) (provided in activity sheets)
- Have the children read the following:
 - 2 Peter 1
 - *Big Words for Little People*, Donna Lugg Pape, Standard Publishing
 - Articles from the [May, 2008](#) issue of *Discovery Magazine* (“Corinth: A Church That Bragged About Sin”; “A Lesson from Laodicea: God Wants Your Very Best”; “Don’t Lose the Love”; “Galatian Churches: Confused About God’s Law”)

SONGS AND FINGERPLAYS:

“OH, BE CAREFUL LITTLE EYES WHAT YOU SEE” ([Click to Hear](#))

Author: Unknown*

Oh, be careful little eyes what you see.

(REPEAT)

For the Father up above,
Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little ears what you hear.

Oh, be careful little mouth what you say. (REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little mouth what you say.

Oh, be careful little hands what you do.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little hands what you do.

“GOD’S LITTLE CHILDREN LOVE LIVING RIGHT!” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Mammy’s Li’l Baby Loves Short’nin’ Bread”)

God’s little children love living, living,

God’s little children love living right!

(REPEAT)

Get out the Bible, turn to the place,

Gonna talk about Jesus and His saving grace!

He is our Savior; He saved our race!

Gonna spread Jesus all over this place!

(REPEAT FIRST STANZA)

“WE CAN BE A FOLLOWER OF JESUS” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mary Had a Little Lamb”)

We can be a follower, follower, follower,

We can be a follower of Jesus Christ our Lord.

(Child’s name) can be a follower, follower, follower,

(Child’s name) can be a follower of Jesus Christ our Lord.

(Sing using all names.)

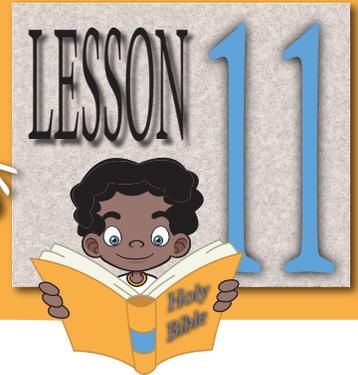
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Following Jesus Through Godly Living

2 Peter 1:5-9



New Testament 4
Part 2: Lessons from the Apostle Peter

WEDNESDAY EVENING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Peter 1:5-9; 1 Peter 1-5; Exodus 23:2

MEMORY WORK:

YOUNGER CHILDREN: “[I]t is written, ‘Be holy, for I am holy’” (1 Peter 1:16).

OLDER CHILDREN: “[Y]ou also be holy in all your conduct, because it is written, ‘Be holy, for I am holy’” (1 Peter 1:15b-16).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“O, Be Careful Little Eyes What You See”](#)
- [“We Can Be a Follower of Jesus”](#)
- [“God’s Little Children Love Living Right”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under “N.T. 4 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- [Map of New Testament World](#) (provided in activity sheets)
- “Mirror, Mirror on the Wall, Do You See Christ in Me at All?” Cut out several pieces of poster board in the shape of a large oval mirror. On each one, put a picture of kids and/or adults behaving in different ways (good and bad) or use “emotion” drawings (facial expressions). The last shape should have a mirror of some kind. Discuss how our examples of godly living are so important.



- **Have magazine pictures of famous people who have broken the law or copies of headlines from newspapers or magazine covers about their behavior. Discuss how their behavior does not show Christ.**

PERSONAL APPLICATION:

Jesus wants me to try to be more like Him every day, no matter what other people choose to do.

INTRODUCTION:

- Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)
- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Key verse: “Even a child is known by his deeds, whether what he does is pure and right” (Proverbs 20:11).
2. It is very important that we are good examples to others (“let our lights shine”; “follow in the footsteps of Jesus”). Have you ever looked up to someone and wanted to be like them—only to be disappointed and hurt because he/she was arrested for doing drugs or hurting someone while he/she was driving drunk? [There is no shortage of celebrities who have been in the news for sexual misconduct, illegal use of drugs or alcohol, stealing, gambling, hurting someone, etc. Steer the discussion from the “famous” to people closer to them, like coaches, parents, etc.] How does it make you feel when you hear about someone you look up to getting into trouble? How do you think other people feel when you disappoint and hurt them?
3. Choosing to do what’s right takes practice and planning. If you plan ahead of time to say “no” to certain things, it’s much easier to say “no.” If you think about what you should do ahead of time, it will be easier not to be persuaded by people who call themselves your friends. Think ahead of time: What would Jesus do? Or, what does the Bible say about this action?
4. We need to remember that others are watching what we do and say. Why should anyone want to come to Bible class (or become a Christian) if he can see that it doesn’t make a difference in our lives (1 Peter 2:15; Romans 12:2; 13:13; 14:7-8)? Other people look up to us (brothers and sisters, school friends), and we don’t want them—or, more importantly, the Lord—to be disappointed in us.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

“MY SHADOW”

By Lora Laycook

Did you ever have the feeling that someone was nearby?
I’ve had that feeling often, and here’s the reason why:

When I run so very fast, I look around to see,
And there is my own shadow running after me.

If good deeds I do each day, my shadow follows me.
If I do things that are bad, he does them, too, you see.

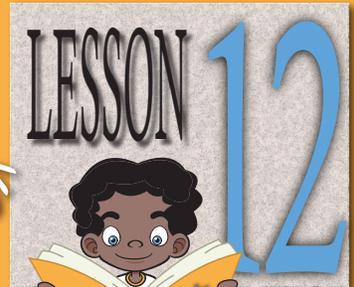
I have many little friends who like to come and play.
And, like my shadow, they do the things I do all day.

I try to remember this and do kind deeds of love,
For that will please my Father Who lives in heaven above.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.**



Following Jesus In Times of Persecution



1 Peter 1:3-12



New Testament 4
Part 2: Lessons from the Apostle Peter

SUNDAY MORNING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCE:

1 Peter 1:3-12; 2:21; 3:8-18; 4:12-19; 5:7-9; Matthew 13:1-9,18-23; John 16:1-3

MEMORY WORK:

“Christ also suffered for us, leaving us an example, that you should follow His steps” (1 Peter 2:21b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Roll the Gospel Chariot Along”](#)
- [“I’m in the Lord’s Army”](#)
- [“I’m a Hard Fighting Soldier on the Battlefield”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under “N.T. 4 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Felt figures or pictures of New Testament characters mentioned in lesson who faced persecution
- Pictures to illustrate point two on Lesson 11, Wednesday night

PERSONAL APPLICATION:

If others mistreat me because I believe in Jesus, I can answer them with God’s Word, and I can gain strength from God through prayer and from the help of others.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Have you ever had something happen to you that hurt **a lot**? Have you ever been made fun of or bullied by others? Has anyone ever made fun of you because you were doing what is right? (Let the children talk about this for awhile.) Last week we talked about what it means to live right or godly. Today we are going to talk about what the Bible says about bad things that happen to us.

INTRODUCTION: (OLDER CHILDREN)

What are some of the things that have happened to you that hurt a lot? Have you ever been made fun of or bullied by others? Has anyone ever made fun of you because you were doing what is right? (Let the children talk about this for awhile.) Have you ever thought about how God wants you to behave when those things happen? Last week we talked about what it means to live right or godly. Today we are going to talk about what the Bible says about bad things that happen to us.

POINTS TO EMPHASIZE:

1. Everybody on the planet has had bad things happen to them. Why doesn't God stop all of the **suffering** and **tribulation**? Why do bad things happen to good people, and why does God allow people to **persecute** good people? The Bible answers these questions for us. Many people don't know what the Bible says about these questions, and they don't trust God, so they get upset with Him because of these questions and choose not to obey Him.



Suffering: “pain that is caused by injury, illness, loss, etc.: physical, mental, or emotional pain” (*Merriam-Webster* online)

Tribulation: “unhappiness, pain or suffering; an experience that causes someone to suffer” (*Merriam-Webster* online)

Persecute: “to treat (someone) cruelly or unfairly especially because of race or religious or political beliefs” (*Merriam-Webster* online)

2. The Bible tells about the suffering of many good people from the past. (Briefly discuss Joseph, Daniel, Shadrach, Meshach, and Abed-Nego, and Job.)
3. The Christians in the first century were often treated badly because of their faith in Jesus. Read Hebrews 11:35-38.



NOTES: The Christians who had been scattered throughout the provinces of Asia Minor were enduring the most severe persecution to that point (and the first official persecution by the Roman government), probably beginning in A.D. 64, when Nero made them the scapegoats for the burning of Rome, and continuing until his death in A.D. 68 (Scholars believe that Peter was killed in A.D. 67.). The Gentiles persecuted Christians because they didn't worship Greek or Roman gods. Considered to be atheists, Christians were blamed for all kinds of natural disasters, as well as economic and societal problems. First Peter was a letter of hope and encouragement, of perseverance during "fiery trials" of their faith (1 Peter 4:12-13). At least 15 times in this letter, Peter refers to suffering, using eight different Greek words to do so. The theme of the book is patience in trial and hope for the future. Peter may be regarded as the "apostle of hope." Second Peter is a reminder to beware of false teachers who try to undermine the Word of God and the words of His chosen spokesmen.

4. With the older children, you may want to discuss some of the types of persecutions they endured:
 - Accused by Gentiles of being atheists because they didn't worship Greek and Roman gods
 - Physically attacked by Romans, Jews, and Gentiles
 - Blamed for natural disasters and societal problems
 - Made to dress in animal skins and put in arenas (e.g., the Roman Coliseum) to fight tigers
 - Used as human torches to light the streets.
 - Stephen was stoned for preaching about Jesus (Acts 7).
 - Paul and Silas were thrown into prison (Acts 16:19-23).
 - Paul was stoned and left for dead, beaten many times, suffered shipwrecks, was put in prison several times, etc., because of his preaching (2 Corinthians 11:23-28).
 - John the Baptizer was beheaded because he was not afraid to preach the truth to Herod (Matthew 14:3-11).
 - James the apostle was killed by Herod (Acts 12:1-2).
 - Peter was thrown into prison after a lame man was healed (Acts 3-4:3).
 - Some of the apostles were put in prison after healing the sick and casting out unclean spirits (Acts 5:15-20).
5. If we are following Jesus, we will be different from many of the people around us. When we behave right, it oftentimes makes others around us feel bad for not behaving right, even though they don't want to. Many times, that will make them want to persecute us or try to get us to stop behaving right. We must do what Jesus would want us to do, regardless of what others may say about us or do to us.
6. Why do suffering and persecution happen? Especially, why do they sometimes happen to good people?
 - Satan: Much of the suffering in the world can be traced back to Satan. In Genesis 3:6, the serpent tempted Adam and Eve to disobey God, which caused untold suffering on every human after Adam and Eve. Physical death, pain in childbirth, and difficulty in providing for families, for example, came to all people due to Satan's temptation of Adam and Eve through the serpent (Genesis 3). Satan was behind the suffering that Job endured, including the loss of his children,

possessions, the happiness of his wife, and his own health. Today, the New Testament describes Satan as being like a roaring lion roaming around the Earth looking for humans to devour (1 Peter 5:8). Christians will suffer persecution and suffering due to Satan's efforts. In fact, we are told to expect it (John 15:18-20; 16:2-4; 2 Timothy 3:12; Matthew 13:3-9; Matthew 5:10).

- Free will: God loves humans, and therefore, allows us to choose to follow Him or not. He does not want to make us obey Him. He gives us freedom. If He didn't, then we would be like robots. With that freedom to choose to obey Him or not, comes the possibility that we will choose to disobey Him by hurting others (e.g., eating a piece of fruit from a tree that caused humans to be kicked out of the Garden; murder or stealing) or ourselves (e.g., drugs; read 1 Peter 4:15-16) through our actions. If He stopped the pain and suffering that we have freedom.
- Testing: God does not tempt us to do wrong (James 1:13), but like a teacher, He tests/tries us to prove our righteousness to ourselves, others (e.g., Job proved his righteousness to Satan), and Himself (Isaiah 48:10; James 1:2-3; Job 23:10). When we behave properly, even in the bad times, it proves that we love God no matter what.
- Vindication: In the book of Job, Satan argued that God wasn't really worthy of worship at all times, but rather, only when He blesses and protects people (i.e., Job). He argued that if God removed His protection of Job and allowed Satan to persecute him, Job would turn on God (and God would be found to be unworthy of worship during the bad times). Job's continued love of God in spite of suffering vindicated God (i.e., proved God to be right). When we serve and obey God, even in the bad times, it proves that God is right and Satan is wrong. God is worthy of love and obedience no matter what.
- Punishment: Sometimes God allows (or causes) suffering as discipline/punishment for things we have done wrong (Hebrews 12:5-11). Consider the punishment the Israelites had to endure throughout the Old Testament, multiple times, due to their disobedience. God's punishment/chastening is described as the love a parent has for a child (Hebrews 12:6; Proverbs 13:24).
- Improvement: What do we learn from the pain that is caused by touching the stove or a flame? That we shouldn't touch those things! If there were no pain when we did those things, what would we do the first time we tried? We would keep touching them, and our hands and fingers would either catch fire or not work anymore. So the pain was actually good for us! What happens to a child if he gets everything he wants, is never told "no," is never disciplined for misbehavior, and is protected from every pain? He becomes spoiled and behaves terribly! Nobody wants to be around such a person. Suffering, pain, tribulation, and discipline help to mature us and strengthen us into better people. Through suffering and tribulation, we gain patience (James 1:2-4); perseverance, character, and hope (Romans 5:3-4); respect, peace, righteousness, submission, and obedience to God (Hebrews 12:5-11); humility and spiritual strength (2 Corinthians 12:7-10); and knowledge of God's Law (Psalm 119:71). If we want to go to heaven, then we have to develop these qualities that come through suffering. So shouldn't we actually be happy when we are given opportunities to grow in these areas through suffering (cf. James 1:2; Romans 5:3-4; 2 Corinthians 12:9-10; Psalm 119:71)? God designed the Earth to be the perfect place to prepare our souls for eternity. Suffering and pain are important parts of that goal.

RECOMMENDED READING FOR TEACHERS: See the article "[The Problem of Evil](#)" by Dave Miller and Kyle Butt, "[Where is God When I Hurt?](#)" by Dave Miller, and "[The Value of Human Suffering](#)" by Wayne Jackson on the Apologetics Press Web site for further study on how suffering is harmonized with the God of the Bible.



PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Following Jesus in Persecution Coloring Sheet”](#) (provided in activity sheets)
- “Suffering” Ball Game: Make a baseball diamond in the class room (cut out cardboard squares for each of the bases and place them around the room). Divide the class into two teams. Have the children on one team take turns stepping up to the “plate” with a member of the other team on the “pitcher’s mound.” Have the child at the plate give an example of persecution or suffering that he may have to endure when he becomes a Christian. Each child has 10 seconds to come up with one example. If he cannot think of one, the team gets an “out,” and the next child comes up to the plate. After three outs, the other team gets a turn. If a person gives an example (as long as it is different enough from the others), he can move to first base. If another person on the team gets an example, he moves to first base and the person on first moves to second, and so forth. Once a person reaches “home,” the team gets a point. When three outs are made, the bases are “cleared” of players.
- Alternate Ball Game: Make a baseball diamond as above, but let the pitcher ask the batter a question about this or previous lessons from this quarter. If the child misses the question, he’s “out,” and if he gets it right, he moves to first base.
- [“Following Jesus Matching Activity”](#) (provided in activity sheets)

1st-2nd Graders:

- “Suffering” Ball Game: Make a baseball diamond in the class room (cut out cardboard squares for each of the bases and place them around the room). Divide the class into two teams. Have the children on one team take turns stepping up to the “plate” with a member of the other team on the “pitcher’s mound.” Have the child at the plate give as many examples as he can in 10 seconds of persecution or suffering that he may have to endure when he becomes a Christian. If he cannot think of one, the team gets an “out,” and the next child comes up to the plate. If they get one, they get to move to first base. If they think of two, they get to move to second base, and so on. (The examples have to be sufficiently different to count.) After three outs, the other team gets a turn. The person(s) on base moves as many bases as the batter moves (e.g., if a person is on “second base” and the next batter gets one example, the person on second will move to third while the batter moves to first; if a person is on second and the next batter gets two examples, the person on second will go all the way “home” while the batter moves to second). Once a person reaches “home,” the team gets a point. When three outs are made, the bases are “cleared” of players.
- Alternate Ball Game: Make a baseball diamond as above, but let the pitcher ask the batter a question about this or previous lessons from this quarter. If the child misses the question, he’s “out,” and if he gets it right, he moves to first base.
- [“Following Jesus Matching Activity”](#) (provided in activity sheets)
- [“Following Jesus Fill in the Blank and Matching Activity”](#) (provided in activity sheets)
- [“Following Jesus Crossword Puzzle”](#) (provided in activity sheets)

3rd-4th Graders:

- “Suffering” Ball Game: Make a baseball diamond in the class room (cut out cardboard squares for each of the bases and place them around the room). Divide the class into two teams. Have the children on one team take turns stepping up to the “plate” with a member of the other team on the

“pitcher’s mound.” Have the child at the plate give as many examples as he can in 10 seconds of persecution or suffering that he may have to endure when he becomes a Christian. If he cannot think of one, the team gets an “out,” and the next child comes up to the plate. If they get one, they get to move to first base. If they think of two, they get to move to second base, and so on. (The examples have to be sufficiently different to count.) After three outs, the other team gets a turn. The person(s) on base moves as many bases as the batter moves (e.g., if a person is on “second base” and the next batter gets one example, the person on second will move to third while the batter moves to first; if a person is on second and the next batter gets two examples, the person on second will go all the way “home” while the batter moves to second). Once a person reaches “home,” the team gets a point. When three outs are made, the bases are “cleared” of players.

- Alternate Ball Game: Make a baseball diamond as above, but let the pitcher ask the batter a question about this or previous lessons from this quarter. If the child misses the question, he’s “out,” and if he gets it right, he moves to first base.
- [“Following Jesus Matching Activity”](#) (provided in activity sheets)
- [“Following Jesus Fill in the Blank and Matching Activity”](#) (provided in activity sheets)
- [“Following Jesus Crossword Puzzle”](#) (provided in activity sheets)
- Have the children read:
 - February, 2013 issue of *Discovery* Magazine (Apologetics Press)
 - *A Patient Man from Uz*, by Kyle Butt, Apologetics Press
 - *Daniel and the Lions*, Arch Books, Larry Burgdorf (DISCLAIMER: Unlike cherubim, the angels in the story are not said to have had wings. Color in the wings to make them look like a rock.)

SONGS:

“ROLL THE GOSPEL CHARIOT” ([Click to Hear](#))

Author: Unknown*

Roll the gospel chariot along. (3X)

And we won’t tag along, behind.

If a brother’s in the way, we will stop and pick him up. (3X)

And we won’t tag along, behind.

If a sister’s in the way, we will stop and pick her up. (3X)

And we won’t tag along, behind.

If a sinner’s in the way, we will stop and pick him up. (3X)

And we won’t tag along, behind.

Roll the gospel chariot along. (3X)

And we won’t tag along, behind.

“I’M IN THE LORD’S ARMY”

[See Internet for words and tune]

“I’M A HARD FIGHTING SOLDIER ON THE BATTLEFIELD” ([Click to Hear](#))

Author: Unknown*

I’m a hard fighting soldier on the battlefield. (3X)

I keep on bringin’ souls to Jesus,
By the service that I yield.

I’ve got a helmet on my head, in my hand a sword and shield. (3X)

I keep on bringin’ souls to Jesus,
By the service that I yield.

You gotta walk right, talk right, sing right, pray right, on the battlefield. (3X)

I keep on bringin’ souls to Jesus,
By the service that I yield.

If I die let me die in the service of my Lord, (3X)

I keep on bringin’ souls to Jesus,
By the service that I yield.

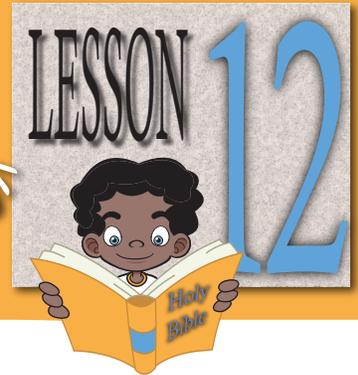
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Following Jesus In Times of Persecution

1 Peter 1:3-12



New Testament 4
Part 2: Lessons from the Apostle Peter

WEDNESDAY EVENING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCE:

1 Peter 1:3-12; 2:21; 3:8-18; 4:12-19; 5:7-9; Matthew 13:1-9,18-23; John 16:1-3

MEMORY WORK:

“Christ also suffered for us, leaving us an example, that you should follow His steps” (1 Peter 2:21b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Roll the Gospel Chariot Along”](#)
- [“I'm in the Lord's Army”](#)
- [“I'm a Hard Fighting Soldier on the Battlefield”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [N.T. Disciples & Peter](#) Bible fact cards (provided under “N.T. 4 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Felt figures or pictures of New Testament characters mentioned in lesson who faced persecution
- Pictures to illustrate point two on Lesson 11, Wednesday night

PERSONAL APPLICATION:

If others mistreat me because I believe in Jesus, I can answer them with God's Word, and I can gain strength from God through prayer and from the help of others.



INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)
2. The Christians who read Peter’s first letter were told to expect to suffer persecution, but Peter told them that they could rejoice because the bad times would not last forever (1:6). They might not be able to rejoice while surrounded by terrible trials, but they could rejoice as they looked ahead with hope and trusted in God.
3. Even though we are not yet mistreated in the United States today like the early Christians or like people in other countries, there may be times when others treat us badly because of our faith in Jesus. Are we willing to be teased and made fun of for following Jesus and behaving like He wants us to behave? Are we willing to be like the apostles who **rejoiced** “that they were counted worthy to suffer shame for His name” (Acts 5:41)? Read Matthew 5:10.
4. Peter warned the Christians that the devil is roaming about trying to devour Christians. He encouraged them to resist the devil and his temptations, and be strong in faith, remembering that all Christians are brothers and sisters and all are enduring the same kinds of trials and tribulations everywhere (1 Peter 5:8-9). James encouraged Christians to be like the prophets who endured suffering with patience. As was the case with Job, James reminded his readers that God always “comes through” for the righteous (James 5:10-11).
5. Rather than complain about the suffering we will have as Christians, let’s have the attitude of Paul—read Philippians 4:11-13.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Review

New Testament 4



New Testament 4
Part 2: Lessons from the Apostle Peter

SUNDAY MORNING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

POINTS TO EMPHASIZE:

1. Review [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)—N.T. Disciples & Peter
2. Use learning center/activities to help review.
3. Utilize the following questions to review each lesson:

LESSON 1—BEGINNING OF THE CHURCH

Scripture References:

- Acts 1:12-Acts 2

Memory Work:

- YOUNGER CHILDREN: “Repent and let every one of you be baptized” (Acts 2:38a).
- OLDER CHILDREN: “Then Peter said to them, ‘Repent and let every one of you be baptized in the name of Jesus Christ for the remission of sins’” (Acts 2:38a).
- FOR AN ADDED CHALLENGE: Have students memorize the plan of salvation and a verse to go with each step. This can be done by the end of the quarter.

Personal Application:

- When I am old enough, and understand what sin, repentance, forgiveness, and a Christian's responsibilities are, I need to be willing to obey what God tells me in the Bible, change my life (repent), and be baptized.

Review Questions:

1. How long did Jesus' ministry last? (About three years)
2. How long did Jesus stay on Earth after His resurrection? (40 days)
3. What did Jesus tell the apostles to do before He went back to Heaven? (To stay in Jerusalem and wait for special power from the Holy Spirit.)



4. Who did the apostles choose as a replacement for Judas? (Matthias)
5. What strange things happened on the day of Pentecost? (A sound like a rushing wind filled the place where the apostles were, and tongues of fire rested on each of the apostles' heads.)
6. What happened to the apostles? (They were filled with the Holy Spirit.)
7. What were they able to do as a result? (They could perform miracles just like Jesus did.)
8. What happened when the apostles started speaking to the crowd that was gathered around them? (They started speaking in different languages so everyone there could understand the message they were speaking.)
9. What did the people accuse the apostles of being? (Intoxicated)
10. Which apostle's sermon is recorded, in which he explained that they were not drunk, but were telling them about Jesus? (Peter)
11. What did Peter tell the people about Jesus? (He told them all about their history going all the way back to Moses, how Jesus was the promised Messiah, and how they had all had a part in crucifying Him.)
12. What did the people ask of Peter? (What must we do to be saved?)
13. What did Peter tell them? (They should repent and be baptized for the remission of their sins.)
14. How many were saved on the day of Pentecost? (About 3,000)
15. What are the steps of salvation? (Hear, Believe, Repent, Confess, Be Baptized)
16. Where did Jesus tell the apostles they were to spread the Gospel? (Everywhere)

LESSON 2—ANANIAS & SAPPHIRA

Scripture References:

- Acts 5:1-6; Matthew 12:36-37; Hebrews 4:12-13; Revelation 21:8; Ephesians 4:25; Colossians 3:8-10

Memory Work:

- YOUNGER CHILDREN: “Do not lie to one another” (Colossians 3:9).
- OLDER CHILDREN: “Therefore, putting away lying, ‘Let each one of you speak truth with his neighbor,’ for we are members of one another” (Ephesians 4:25).

Personal Application:

- It is always wrong to lie. God expects me to always tell the truth.

Review Questions:

1. What did many of the early Christians who stayed in Jerusalem do with their property? (They sold it and gave the money to the apostles to help those from out of town.)
2. When Joseph participated in this good work, what was his name changed to? (Barnabas)
3. What are the names of the husband and wife who decided to sell their land also and give the money to the apostles? (Ananias and Sapphira)

4. Did they give **all** of the money they earned from the selling of their land? (No, they decided to keep some for themselves.)
5. What did Ananias tell Peter when he brought the money? (He told Peter it was all of their profit from the sale.)
6. Who helped Peter know that he was lying? (God)
7. What happened to Ananias? (He instantly fell dead.)
8. What happened when Sapphira came looking for her husband about three hours later? (Peter asked her if the money Ananias had brought was all of the profit from the sale; she said it was.)
9. What happened to Sapphira? (She also fell dead instantly.)

LESSON 3—SPECIAL MEN FOR A SPECIAL SERVICE

Scripture References:

- Acts 6:1-7; 1 Timothy 3:8-13

Memory Work:

- YOUNGER CHILDREN: “[T]hrough love serve one another” (Galatians 5:13).
- OLDER CHILDREN: “[L]et each esteem others better than himself” (Philippians 2:3b, NASB).

Personal Application:

- Elders and deacons are special servants in the Church. I should show them respect and help them take care of others. I can learn to be a servant (helper), too.

Review Questions:

1. Who asked for help from the apostles? (The Grecian widows)
2. Who did they choose to help the ladies? (They chose seven men to make sure the women had the help they needed)
3. What did the apostles do to these men? (They “laid their hands” on them so they could perform miracles.)
4. What do we sometimes refer to these seven men as? (The first deacons of the Church)

LESSON 4—STEPHEN

Scripture References:

- Acts 6:7-15; 7:1-60; 8:1-2; Matthew 6:10-12; Hebrews 11:35-40; 2 Corinthians 12:22-33

Memory Work:

- YOUNGER CHILDREN: “I am not ashamed of the gospel of Christ” (Romans 1:16a).
- OLDER CHILDREN: “For I am not ashamed of the gospel of Christ, for it is the power of God to salvation for everyone who believes, for the Jew first and also the Greek” (Romans 1:16).

Personal Application:

- Some people may make fun of me for believing in Jesus, but I won't be afraid or embarrassed to tell others about Him.

Review Questions:

1. Who was Stephen? (He was one of seven men chosen to help the Grecian widows.)
2. What did Stephen spend a lot of his time doing? (He spent his time at the Temple preaching God's Word and performing miracles.)
3. Some of the Jews did not like Stephen's teaching, so what did they talk some men into doing? (They convinced them to lie and accuse Stephen of blasphemy against Moses and God.)
4. What did the Jewish leaders do to Stephen? (They took him by force before the Sanhedrin.)
5. Was Stephen given the chance to defend himself against the lies told against him? (Yes)
6. What did Stephen tell this "court"? (He told them about their history: how their ancestors had turned away from God over and over, how they rejected God's promises, and had even refused to listen to Moses and others about the coming Messiah.)
7. What did Stephen tell them at the end of his speech? (That they were a stubborn people, and he called them murderers for killing Jesus.)
8. How did the Jewish council feel? (They were angry!)
9. What did Stephen do? (He looked up toward Heaven and told them he could see Jesus sitting at the right hand of God.)
10. What did the Jewish council do then? (They took Stephen outside the city and stoned him to death.)
11. Who stood by and held the coats of the men throwing the rocks at Stephen? (Saul of Tarsus)
12. What did Stephen do as he was dying? (He asked that God forgive the men who were stoning him.)

LESSON 5—SIMON THE SORCERER**Scripture References:**

- Acts 8:4-25; 1 John 1:6-10; 2:1-2; Psalm 103

Memory Work:

- YOUNGER CHILDREN: "[God] is faithful and just to forgive us our sins" (1 John 1:9b).
- OLDER CHILDREN: "If we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness" (1 John 1:9).

Personal Application:

- When Christians do something wrong, we know that God will forgive them when they admit what they did, say they are sorry, and try not to make the same mistake again.

Review Questions:

1. Where did Jesus tell the apostles to go to teach His word? (Everywhere)
2. Where did Philip go? (To Samaria)
3. Who joined Philip in Samaria? (Peter and John)
4. What did Peter and John give to the new Christians in Samaria that would help them in spreading the Gospel? (They gave them the ability to do miracles and speak in different languages.)
5. What did Simon do for a living? (He was a sorcerer or a magician.)
6. When Simon saw that the apostles could give others the ability to do miracles, what did he want to do? (He offered to buy the ability to give others the power to perform miracles.)
7. What did Peter tell him? (He rebuked him and told Simon that he could not buy the power of the Holy Spirit.)
8. What did Simon do? (He repented and asked Peter to pray for him.)

LESSON 6—PHILLIP TEACHES THE ETHIOPIAN**Scripture References:**

- Acts 8:26-39

Memory Work:

- YOUNGER CHILDREN: “Go into all the world and preach the gospel to every creature” (Mark 16:15).
- OLDER CHILDREN: “Go into all the world and preach the gospel to every creature. He who believes and is baptized will be saved; but he who does not believe will be condemned” (Mark 16:15-16).

Personal Application:

- Jesus wants everyone in the world to become a Christian so they can go to heaven. Even though I’m not yet a preacher or teacher, I can talk to other people about Jesus and invite them to Bible classes and worship services.

Review Questions:

1. Where did God tell Phillip to go? (To a desert road that went from Jerusalem to Gaza)
2. What did Philip find when he got there? (An Ethiopian eunuch traveling by chariot)
3. What was the Ethiopian doing? (He was reading out loud from a scroll of Isaiah chapter 53.)
4. What did Philip ask the Ethiopian? (Do you understand what you are reading?)
5. What did the Ethiopian say? (No, he needed help understanding what he was reading.)
6. What did Philip tell him? (Philip told him about Christ and that he needed to be baptized for the forgiveness of his sins.)

7. When they came to a pool of water, what happened? (The Ethiopian asked Philip to baptize him.)
8. What happened to Philip after they came up out of the water? (He was miraculously taken away to a town named Azotus.)

LESSON 7—THE APOSTLE PETER

Scripture References:

- Matthew 4:18-20; 1 Peter 1:3-12; 2:21; 3:8-18; 4:12-19; 5:7-9; Matthew 5:10-12; 10:16-39; 13:1-9, 18-23; John 15:18-20; 16:1-4

Memory Work:

- “But grow in the grace and knowledge of our Lord and Savior Jesus Christ” (2 Peter 3:18).

Personal Application:

- I make mistakes, but I can learn to do better and to trust God more, through prayer and study of His Word.

Review Questions:

1. What was Peter’s occupation before he became an apostle? (Fisherman)
2. What nickname did Jesus give to Peter, and what did it mean? (He called him Cephas, and it meant rock or stone.)
3. What was one of Peter’s worst traits? (He often spoke or did things before he thought, which often got him into trouble.)
4. What was the most terrible thing Peter did? (He denied Christ.)
5. What were some of the good things Peter did? (When Jesus asked him Who Peter thought He was, he answered, “You are the Christ the Son of the Living God”; he also stood by Jesus when most of the disciples had deserted Him in the Garden.)
6. What did Jesus see in Peter? (That he had a good heart, that he believed, and that he would make a great leader in the Church.)

LESSON 8—PETER HEALS AENEAS AND RAISES DORCAS

Scripture References:

- Acts 9:32-42; Romans 12:10-13

Memory Work:

- YOUNGER CHILDREN: “[B]e kind to one another” (Ephesians 4:32a).
- OLDER CHILDREN: “Whatever your hand finds to do, do it with your might” (Ecclesiastes 9:10a).

Personal Application:

- God wants us to use the talents He has given us to help others any way we can.

Review Questions:

1. After Peter left Samaria where did he go? (Lydda)
2. Who did he meet at Lydda? (A man named Aeneas)
3. Where did Peter meet Aeneas? (At the gates to the city, where he was asking for money or food)
4. What was wrong with Aeneas? (He had been unable to move for eight years.)
5. What did Peter do for Aeneas? (He healed him.)
6. Was he healed right away? (Yes, immediately)
7. What did Dorcas do for a living? (She made clothes for the widows and children.)
8. What happened to Dorcas? (She suddenly became sick and died.)
9. How did Peter find out about Dorcas? (Her friends sent two men to find Peter and to bring him to her house.)
10. Why did they want to bring Peter to her house? (They had heard of the wonderful healing the apostles had done, and they knew he could raise Dorcas from the dead.)
11. Where did Peter find Dorcas when he arrived at her house? (An upper room)
12. What did he tell the people to do? (To clear out except for himself and Dorcas)
13. What did Peter do to Dorcas? (He called her name and told her to get up, and she did!)

LESSON 9—PETER TEACHES CORNELIUS**Scripture References:**

- Acts 10:1-48; 11:1-18

Memory Work:

- YOUNGER CHILDREN: “God shows no partiality” (Acts 10:34b).
- OLDER CHILDREN: “Then Peter opened his mouth and said: ‘In truth I perceive that God shows no partiality’” (Acts 10:34).

Personal Application:

- God loves everyone—no matter who they are, what they look like, or where they live—and wants everyone to know that Jesus died for them. He wants me to love everyone, too.

Review Questions:

1. Who did Peter stay with when he was in Joppa? (Simon)
2. What did Simon do for a living? (He was a tanner, who worked with leather.)

3. Name the Roman soldier, who was a centurion from Caesarea? (Cornelius)
4. Was Cornelius a Jew? (No, but he believed in God.)
5. Who appeared to Cornelius in a special dream? (An angel)
6. What did this angel tell Cornelius? (He was to send for Peter.)
7. While Peter was on the rooftop waiting on a meal to be prepared, what happened to him? (He went into a trance and had a vision.)
8. What was the vision? (In the vision he was told to eat unclean meat—meat he had never eaten before.)
9. Who came to get Peter? (Messengers from Cornelius' house)
10. How long did it take to get to Cornelius' house? (four days)
11. What did Peter find when he got there? (All of Cornelius' family and household were there.)
12. What happened after Peter arrived? (Cornelius bowed down to Peter, but Peter told him to get up; that they were all just humans.)
13. Did Peter then understand the vision? (Yes, he knew he was supposed to spread the Gospel to the Gentiles as well as to the Jews.)
14. What did Peter do next? (He preached to Cornelius' household about Jesus.)
15. What happened next? (Cornelius and all of his household were baptized.)

LESSON 10—PETER IN PRISON AGAIN

Scripture References:

- Acts 12:1-19

Memory Work:

- YOUNGER CHILDREN: “Pray without ceasing” (1 Thessalonians 5:17).
- OLDER CHILDREN: “Call to Me, and I will answer you, and show you great and mighty things, which you do not know” (Jeremiah 33:3).

Personal Application:

- God will always answer my prayers, but it will not always be in the way that I expect. I have to trust Him to answer them, because He knows what is best for me.

Review Questions:

1. Who was the person in charge at Jerusalem? (Herod)
2. Were all of the Jews happy with the apostles' teaching about Jesus? (No, some wanted to stop them.)
3. What did Herod decide to do to the Christians to stop them from teaching? (He had them persecuted and killed.)
4. What did he do to James the brother of John? (He had him beheaded.)

5. What did he do to Peter? (He had him arrested and chained between two guards so he would not escape.)
6. How many times had Peter been arrested? (Three)
7. What happened the night Peter was arrested? (God sent an angel to Peter.)
8. What did the angel do to Peter? (The angel hit Peter on the side to wake him up and told him to get up quickly.)
9. What happened to the chains on Peter's hands and feet? (They fell away.)
10. What did the angel do next? (The angel lead Peter out of the prison, past the guards, and outside the gates.)
11. What did Peter think? (He thought he was dreaming.)
12. Where did Peter go after he was free? (To John Mark's house)
13. Who answered the door when Peter knocked? (A young girl named Rhoda)
14. Did she let Peter in at first? (No, he had to knock a second time for someone to let him in.)
15. What had the Christians at John Mark's house been doing? (They had been praying for Peter.)

LESSON 11—FOLLOWING JESUS THROUGH GODLY LIVING

Scripture References:

- 2 Peter 1:5-9; 1 Peter 1-5; Exodus 23:2

Memory Work:

- YOUNGER CHILDREN: “[I]t is written, ‘Be holy, for I am holy’” (1 Peter 1:16).
- OLDER CHILDREN: “[Y]ou also be holy in all your conduct, because it is written, ‘Be holy, for I am holy’” (1 Peter 1:15b-16).

Personal Application:

- Jesus wants me to try to be more like Him every day, no matter what other people choose to do.

Review Questions:

1. How are we to live our lives? (We are to remain faithful, godly, and righteous, and to try and live like Jesus did.)
2. What does it mean to be holy? (To be set apart from the world for God's service)
3. Peter gives us several characteristics that we must have as part of our lives if we are to live like Jesus. Can you list them and tell what they mean?

Faith: Strong belief/trust in God that results in obedience

Virtue: Strong moral character

Knowledge: Knowing what is right in God's sight through studying His word

Self-Control: Controlling your emotions and physical desires instead of

letting them control what you do and think

Perseverance: Trying again and again when we fail to behave as we should

Godliness: Behaving and talking like God wants you to

Brotherly kindness: Showing affection, kindness, and consideration for brethren

Love for God and for others: To behave unselfishly towards others—even enemies—even if we have to sacrifice to do it.

4. How are we to act? (We are to act differently than those “in the world.” We are God’s chosen people, and we shouldn’t follow people who are not Christians.)
5. What has God prepared for the faithful? (A place in heaven for anyone who believes in Him and obeys His Word.)

LESSON 12—FOLLOWING JESUS IN TIMES OF PERSECUTION

Scripture References:

- 1 Peter 1:3-12; 2:21; 3:8-18; 4:12-19; 5:7-9; Matthew 13:1-9,18-23; John 16:1-3

Memory Work:

- “Christ also suffered for us, leaving us an example, that you should follow His steps” (1 Peter 2:21b).

Personal Application:

- If others mistreat me because I believe in Jesus, I can answer them with God’s Word, and I can gain strength from God through prayer and from the help of others.

Review Questions:

1. What does tribulation mean? (Pain or suffering)
2. What does persecution mean? (To mistreat someone because of their race, religion, etc.)
3. The first century Christians were persecuted for their beliefs. Can you name some of those Christians? (Stephen—Stoned to death; Paul and Silas—Thrown in jail; Paul—Stoned, left for dead, shipwrecked, put in prison many times; John the Baptist—Beheaded; James the Apostle—Killed by Herod; Peter—Thrown in prison)
4. What are some reasons for why suffering happens, even to good people? (Satan; Free will; Testing; Vindication; Punishment; Improvement)
5. Why does the Bible say that suffering can be a good thing—even worth rejoicing about? (Suffering helps mold us into better people so that we can go to heaven)

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Review

New Testament 4



New Testament 4
Part 2: Lessons from the Apostle Peter

WEDNESDAY EVENING

New Testament 4 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

POINTS TO EMPHASIZE:

1. Review [N.T. 4 Bible Fact Cards](#) (provided under "N.T. 4 Bible Facts" on curriculum Website)—N.T. Disciples & Peter
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