

Christians are Mistreated; Stephen is Killed

Acts 6:7-7:60



New Testament 6
Part 1: The Apostle Paul

SUNDAY MORNING

New Testament 6 [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 6:7-15; 7:1-60; 8:1-2; Matthew 5:10-12

MEMORY WORK:

YOUNGER CHILDREN: "For 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 for the Greek" (Romans 1:16).

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.

- ["Dying for the Cause of Christ"](#)
- ["Do Not Fear"](#)

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under "N.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Life of Paul (Series 1) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; note that only the apostles received the Holy Spirit baptism in Acts 2—skip card 1.2 or remove girl)



PERSONAL APPLICATION:

If people make fun of me or try to hurt me because I believe in Jesus and God, I can be strong because God is with me.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last year we learned about Stephen. Today, we are going to review the story of that very brave Christian. Stephen was one of the seven men chosen in Jerusalem to be special servants and help take care of the widows. Today we'll talk about something very sad that happened to Stephen because he taught others about Jesus.

INTRODUCTION: (OLDER CHILDREN)

Has anyone ever made fun of you for believing in Jesus and doing what's right? How did that make you feel? People can make you feel like you are really dumb for believing in Jesus and standing for what the Bible teaches. It can be very hard when people make fun of us or isolate us for believing in Jesus. Today we are going to review a story from last year about a man who was teaching others about Jesus even when his life was threatened. He was very brave and is a great example for us!

POINTS TO EMPHASIZE:

1. Jesus was killed during the Feast of the Passover. Fifty days after Passover was another Jewish feast called Pentecost. On the Day of Pentecost, the apostle Peter preached the first Gospel sermon; we can read about this in Acts 2. [Remind the children about Jesus' command to "Go into all the world and preach the gospel..." before His ascension.] After Peter's sermon, 3,000 people were baptized and became Christians!
2. The Church grew quickly—by the thousands. Many of the new Christians stayed in Jerusalem and eventually needed food and other help. Some of those people were widows. Why were there so many widows? Israel (Palestine) was "holy" land to the Jews. Many Jews wanted to spend their final days in Israel and be buried there. That meant that many wives were often left completely alone, far away from family and others who could care for them. Seven men were chosen by the Christians in Jerusalem to be special servants to help those widows. (All seven had Greek names; they may have been converted Grecian Jews themselves.)



NOTE: Many of the widows were Hellenists, meaning they were Jews from outside Palestine who spoke Greek (like Barnabas, from Cyprus) and had been converted to Christianity.

3. Stephen was one of those chosen by the Christians in Jerusalem as a servant to help the needy widows. He was a well-educated young man, a young Christian described as "full of faith and filled with the Holy Spirit" (Acts 6:5). He was also the first Christian who was not an apostle that is mentioned to have performed **miracles** (Acts 6:8).



NOTE: Jesus gave the apostles the ability to perform **miracles**. Also, the apostles could “lay their hands” on others to pass on the ability to perform miracles (Acts 8:18). No one but the apostles had the power to pass on the ability to perform miracles. So after the apostles and those on whom they had laid their hands died, there were no more men who could perform miracles. Remember that the reason for miracles, in both the Old and New Testaments, was to prove that the spoken Word was from God (Mark 16:20; Hebrews 2:3-4). As the Word was written, by inspiration, there was no longer a need to prove its origin (confirm it), and miracles ceased.

4. Large groups of Christians were meeting near the Temple and from house to house every day so they could learn more about Jesus and how to live as His followers (Christians). But Jesus’ enemies, the leaders of the Jews, were becoming more and more concerned about this new religious group, especially when some of their priests were converted (Acts 6:7). When Stephen was teaching in the **synagogue**, a group of Jews from several different places outside Jerusalem argued with Stephen. But they could not successfully prove anything he said was wrong because God was helping him with everything he did and said. The Jews were afraid (and jealous) of this new group (followers of Jesus, Christians) and wanted to discredit and weaken its leadership. They decided to arrest Stephen.



Synagogue: No one is sure when the synagogue originated, but many scholars believe its use began after the Jews returned from Babylonian captivity. Ezra and those who followed him introduced the reading of Scripture and prayers in the synagogue alongside forms of worship that had been common in the Temple. By the time Titus destroyed Jerusalem, it has been estimated that there were at least 394 synagogues in Jerusalem alone. In New Testament times it was a Jewish community house of worship where men would also gather to study and discuss Scripture. Crusaders and Muslims remodeled or destroyed synagogues and built churches on their foundations as they tried to eliminate the Jews.

[For more information, see <http://www.jewishencyclopedia.com/articles/14160-synagogue>]

5. The Jewish leaders took Stephen to a Jewish court where false witnesses were brought in to accuse him of **blasphemy**, to lie about what he had taught and done. But Stephen was not afraid. The Jews treated Stephen just as they had treated Jesus before His crucifixion several weeks before.



Blasphemy: speaking against, and showing disrespect for, God (and, among the Jews, against Moses and the Law)

6. Acts chapter 7 is Stephen’s speech before the Jewish court. It is the longest single speech in the book of Acts and a turning point in the history of the Church. After Stephen’s speech, the Jews made their rejection of Jesus very clear, and persecution of the Church began.



RECOMMENDED READING FOR TEACHERS: See the articles “**Who is Right—Stephen or Moses?**” “**Jacob’s Journey to Egypt,**” “**How Many of Jacob’s Descendants Moved to Egypt?**” and “**Was Moses Ineloquent or ‘Mighty in Words’?**” by Eric Lyons on the Apologetics Press Web site for discussions about alleged biblical discrepancies from this section of Scripture.

7. Stephen spoke to the crowd about some of the most important events and people in their history. His main points were about Abraham, Joseph, and Moses. Throughout their history, the Jews refused to follow those chosen by God to lead them. They rejected God’s promises over and over. At the end of his speech, Stephen told the crowd that they were stubborn people, like their ancestors. He called them murderers; he reminded them that Jews had killed Jesus, the “final prophet” and Savior sent by God, just as their ancestors had killed the prophets whom God sent in times past.
8. When the crowd heard Stephen call them murderers and accuse them of not obeying God, they became very angry! Stephen looked upward and told them that he could see Jesus standing at the right hand of God in Heaven. This made the crowd even angrier. They all rushed toward him and dragged him outside the city, and stoned him to death. (Being under Roman occupation, the Jews were not supposed to carry out capital punishment.)
9. As Stephen was dying, he asked God to forgive the people, just as Jesus had done as He was dying on the cross. It was not uncommon for the person being executed to confess his sin. But Stephen prayed aloud for the sins of those who falsely accused him. (Standing to the side, holding the coats of the Jews, was a young man named Saul of Tarsus.) After Stephen died, there was great sadness and fear among the Christians in Jerusalem. A time of **persecution** against the Christians began in and around Jerusalem. Most of the Christians (except for the apostles) left Jerusalem, but everywhere they went, they taught others about Jesus. So the Church continued to grow and the Gospel was spread to many places all over the world.



Persecution: mistreatment by those who do not share your beliefs and want you to stop sharing your faith



NOTE: “It took persecution—mainly the scattering of the bicultural, foreign Jews—to get the church to begin to do what Jesus had commanded them back in Acts 1:8” (*Bible Background Commentary*, p. 334).

10. At some point, each of us may have to stand up for what is right and not be ashamed that we believe in Jesus. We probably won’t be asked to face death, like Stephen did, but we will often be in situations where people make fun of us or try to get us to do something we know God would not want us to do. No matter what other people say or do to us, we must never be afraid to tell others that we believe in Jesus and try to do what He wants us to do.

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:

- “[Stephen Coloring Sheet](#)” (provided in activity sheets)
- Write key words from the lesson on cards. Write the same words on the board (one at a time), with one or more missing letters. Show the children the word cards and ask them to fill in the missing letters. (“[Key Words Cards](#)” provided in activity sheets)

- “Stephen Sticks to the Truth” game: Draw or find a picture of a gumball machine without the gumballs in it. Cut it out, and glue it on a half-sheet of poster board. Stick little pieces of Velcro® “inside” the “globe” of the gumball machine figure. Then cut circles out of construction paper to be the gumballs, write numbers on the front, laminate them, and put the other side of the Velcro® on the back of the gumballs. Have each child get a “piece of gum” (a circle) from the machine and read the number. Before class, the teacher will prepare a page of review questions that are numbered. The teacher should read aloud the questions that correspond to the numbers the children choose. If the child answers correctly, he can be given a real gumball, a Skittle®, or other small treat. (“[Gumball Machine](#)” and “[Gumballs](#)” cutouts provided in activity sheets)
- Make picture frames for the kids out of four wooden craft sticks glued together in the shape of a square. Write the memory verse on the frames. Let the children decorate their picture frames; take the children’s pictures and add them to the frames on Wednesday night. (Foam or wooden picture frames can be purchased at a craft store or one can be easily made with wooden craft sticks.)

1st-2nd Graders:

- “Stoning of Stephen” game: Find 10-12 smooth rocks (white ones work best; big enough to write a word on). On a large file folder or half-sheet of posterboard, print questions or fill-in-the-blank sentences from the story. Write the missing words/answers on the rocks, and ask the children to match the correct rock to each sentence or question. (You can also cut out “rocks” from tan paper and write the answer words on them. Write the sentences, with blanks for the answers on a posterboard. Put magnets or Velcro® on the “rocks” and the spaces where they should go on the posterboard.)
- “[Sequencing Game](#)”: Cut 8-10 strips of cardstock. On each strip, write something that happened in this story. Make two to three sets of the strips. Divide the students into groups of two to three, and give each group a set to put in chronological order. (provided in activity sheets)
- “[Memory Verse Cards](#)”: Write the memory verse on index cards, one word per card. Mix the cards up, and ask the children to put them in the correct order. Make enough sets for children to work in pairs.
- “Stephen Sticks to the Truth” game: Draw or find a picture of a gumball machine without the gumballs in it. Cut it out, and glue it on a half-sheet of poster board. Stick little pieces of Velcro® “inside” the “globe” of the gumball machine figure. Then cut circles out of construction paper to be the gumballs, write numbers on the front, laminate them, and put the other side of the Velcro® on the back of the gumballs. Have each child get a “piece of gum” (a circle) from the machine and read the number. Before class, the teacher will prepare a page of review questions that are numbered. The teacher should read aloud the questions that correspond to the numbers the children choose. If the child answers correctly, he can be given a real gumball, a Skittle®, or other small treat. (“[Gumball Machine](#)” and “[Gumballs](#)” cutouts provided in activity sheets)
- Make picture frames for the kids out of four wooden craft sticks glued together in the shape of a square. Write the memory verse on the frames. Let the children decorate their picture frames; take the children’s pictures and add them to the frames on Wednesday night. (Foam or wooden picture frames can be purchased at a craft store or one can be easily made with wooden craft sticks.)

3rd-4th Graders:

- “Stoning of Stephen” game: Find 10-12 smooth rocks (white ones work best; big enough to write a word on). On a large file folder or half-sheet of posterboard, print questions or fill-in-the-blank sentences from the story. Write the missing words/answers on the rocks, and ask the children to match the correct rock to each sentence or question. (You can also cut out “rocks” from tan paper

and write the answer words on them. Write the sentences, with blanks for the answers on a posterboard. Put magnets or Velcro® on the “rocks” and the spaces where they should go on the posterboard.)

- “[Sequencing Game](#)”: Cut 8-10 strips of cardstock. On each strip, write something that happened in this story. Make two to three sets of the strips. Divide the students into groups of two to three, and give each group a set to put in chronological order. (provided in activity sheets)
- “[Memory Verse Cards](#)”: Write the memory verse on index cards, one word per card. Mix the cards up, and ask the children to put them in the correct order. Make enough sets for children to work in pairs.
- Have the children read the following:
 - Acts 6-7
 - *Stephen Stands Strong*, by Julie Stiegemeyer, Arch books (DISCLAIMERS: p. 2—change “Easter” to “a Sunday”; p. 14—change the second line to “When Him you obey and love.”)
 - *Discovery* magazine articles: “Lions and Tigers and Christians,” [August, 2000](#); “Saul the Enemy of Christ,” [May, 2007](#)

SONGS:

“DYING FOR THE CAUSE OF CHRIST” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Standing on the Promises”)

VERSE 1:

Singing songs of Christians, and Ste-phen was one,
Who was true and faithful to our God’s dear Son;
Dying for the cause of Christ, oh let us sing,
Dying for the cause of Christ, our King.

CHORUS:

Dying, dying,
Dying for the cause of Christ our Lord and Savior,

Dying, dying;
He was dying for the cause of Christ, our King.

VERSE 2:

Stephen then saw Jesus, as he looked above,
Standing on the right hand of our God of love;
Praying to the Father, as to sleep he fell,
Dying for the Lord he loved so well.

(CHORUS)

“DO NOT FEAR” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “What A Friend We Have In Jesus”)

Do not fear for God is near us.
All the twinkling stars do say.
Do not fear for God is near us,
All the night and all the day.

He will ever be our Father,
And He'll care for us, we know;
If we'll do as He commands us,
He'll go with us where we go.

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



Christians are Mistreated; Stephen is Killed

Acts 6:7-7:60



New Testament 6
Part 1: The Apostle Paul

WEDNESDAY EVENING

New Testament 6 [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 6:7-15; 7:1-60; 8:1-2; Matthew 5:10-12

MEMORY WORK:

YOUNGER CHILDREN: "For 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 for the Greek" (Romans 1:16).

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.

- ["Dying for the Cause of Christ"](#)
- ["Do Not Fear"](#)

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under "N.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Life of Paul (Series 1) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; note that only the apostles received the Holy Spirit baptism in Acts 2—skip card 1.2 or remove girl)



PERSONAL APPLICATION:

If people make fun of me or try to hurt me because I believe in Jesus and God, I can be strong because God is with me.

INTRODUCTION:

Review [N.T. 6 Bible Fact Flash Cards](#) (provided under “N.T. 6 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 6 Review Questions](#) for example questions)

Spend more time talking about how some people are mistreated for their faith. Also discuss Bible characters who were persecuted: Daniel; Shadrach, Meshach, and Abednego; Paul; Joseph. What can we do when we face persecution?

Write situations (persecutions, trials, and tribulations) on strips of paper and put them in a can or jar. Let each child draw out a strip of paper and then discuss what might be the best way to handle the problem.

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.



Saul of Tarsus

Persecutes the Church, Then Becomes a Christian

Acts 8:1-3



New Testament 6
Part 1: The Apostle Paul

SUNDAY MORNING

New Testament 6 [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 8:1-3; 9:1-31; 22:1-21

MEMORY WORK:

YOUNGER CHILDREN: “Arise and be baptized, and wash away your sins” (Acts 22:16b).

OLDER CHILDREN: “And now why are you waiting? Arise and be baptized, and wash away your sins, calling on the name of the Lord” (Acts 22:16).

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.

- [“How Long was Saul Blind?”](#)
- [“Saul, Who Was Called Paul”](#)

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.]
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- Pictures of butterfly metamorphosis
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)



PERSONAL APPLICATION:

YOUNGER CHILDREN: When I am old enough, the Lord wants me to become a Christian.

OLDER CHILDREN: Anyone can become a Christian, no matter what he has done, because God loves everyone and will forgive if he is willing to change his life, like Saul (Paul) did.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we studied about a Christian man who preached about Jesus. People got mad at what he said and they threw stones at him and he died. He was very brave and did the right thing even though people were very unkind to him. He wanted to teach others about Jesus so they could become Christians. Do you remember his name? (Stephen) Today, we are going to learn about a man who hurt and mistreated Christians, but then he changed. Even his name was changed. His name is Saul. Do you think someone that has done very bad things can become a Christian? Yes, God loves everyone and will forgive people when they obey Him and stop doing bad!

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson, ending with the man (Saul) who held the coats of those stoning Stephen.

What is the worst thing you can think of for someone to do? If someone does any of those things, do you think God would ever forgive him and let him become a Christian? What if a man was hurting and killing Christians and then wanted to become a Christian himself? Do you think that could happen? Today we're going to learn about a man who truly believed he was doing the right thing by hurting Christians. Then something happened that changed his mind, and his life. Let's see what happened.

POINTS TO EMPHASIZE:

1. When Stephen was killed (stoned to death by an angry mob of Jews), one man in the crowd was specifically named: a young Pharisee from the town of Tarsus called Saul. While Stephen was dying, the men throwing stones at him laid their coats at Saul's feet. In other words, he was showing his support for Stephen's murder by guarding the coats while the other men threw stones. After the stoning of Stephen, Saul of Tarsus became the most zealous (enthusiastic) persecutor of the early Church.
2. Saul was an eager young man (maybe as young as 20 years old; this happened around 36-37 A.D.) who was born in Tarsus, a city in the Roman province of Cilicia. He was educated in Jerusalem under the famous teacher Gamaliel. Saul was one of many Pharisees who believed this new religious group called "the disciples" or "the Way" (Christians) was dangerous; so he wanted to do all he could to stop people from believing in Jesus. He went house to house, dragging Christians to prison. Saul was not content to search for the followers of Jesus in Jerusalem and other places nearby in Palestine. He wanted to travel outside of Palestine and hunt them down. He asked for, and received, letters of introduction from Jewish leaders

in Jerusalem to the synagogue leaders in Damascus. The synagogue leaders there were asked to cooperate completely with Saul.



NOTE: Three times (Acts 8:3; 9:2; 22:4) Saul’s ruthless persecution of women is specifically mentioned. It was unusual for women to be imprisoned by the Jews.

In New Testament times, Damascus (today, the capital of Syria) was the capital of an Arabic kingdom controlled by Rome. It was about 150 miles northeast of Jerusalem.

“Saul” was a Hebrew name, “Paul,” a Roman name.

3. On the way to Damascus, about noon, Saul saw a blinding bright light and heard a voice—the voice of Jesus. The men traveling with Saul saw the light and heard a loud sound, but they did not hear or understand the words of Jesus to Saul. Saul did not know who was speaking to him at first. [God caused him to be blind, as He did other biblical characters when He wanted to get their attention or stop them from something wicked they had planned (Genesis 19:11; 2 Kings 6:18-20).] Saul’s men took him into Damascus, not understanding what had happened.
4. Saul waited to be “told what to do,” going without food and water for three days. God chose a man named Ananias (not the same Ananias as in Acts 5 or 23:2, of course) to go to Saul and tell him what he must do. Saul had a vision about Ananias coming to see him, to give him further instruction. [Describe Ananias’ reluctance, his reaction to God’s orders.]
5. Saul was very sorry for what he had done to so many Christians. His blindness was healed, and he was immediately baptized, becoming a Christian like those he had been killing and putting in prison. [With older children, note that even though Saul had seen Jesus and spent the three days praying, he still had to be obedient to God and be baptized to become a Christian.]
6. God chose Saul of Tarsus to be a great preacher to the Gentiles (non-Jews). He was chosen to be the 13th **apostle**. He immediately began to tell others about the Man Jesus who was the Son of God, the Messiah, the Savior of the world. Saul started preaching in the synagogue in Damascus where he would have a ready-made audience. Soon he would begin preaching to Gentiles all over that part of the world, as God planned for him to do.



Apostle: a specially chosen messenger sent to speak the words of God; an apostle had to have seen the Lord and been an eyewitness of Christ’s resurrection (Acts 1:22; 22:14; 2 Corinthians 9:1), been selected by the Lord or the Holy Spirit (Matthew 10:5; Mark 3:13-14; Luke 6:13; Acts 1:26; 9:15; 22:14-15,21; 26:16), and was given the power both to perform miracles and give others the ability to perform miracles through the laying on of hands (Mark 3:15; Acts 2:43; 8:14-18; 2 Timothy 1:6).

7. Saul of Tarsus completely changed his life after Jesus spoke to him and he became a Christian. Today God speaks to us through His Word, the Bible, so that we can know how to become Christians, too, just like Saul: hear, believe, repent, confess, and be baptized, then live faithfully to remain saved Christians.

8. Before he became a Christian, Saul was a very wicked man, but his faith in Jesus changed him. Jesus can help anyone change, no matter how bad he may be. Everyone makes mistakes (sins) (Romans 3:23), but everyone can change if we are willing to live like the Bible tells us to.
9. A major change of lifestyle is like the change of a caterpillar into a beautiful butterfly. This is called “transformation” or “metamorphosis,” i.e., completely changing who we are and how we live (Romans 12:1-2). [Elaborate on the metamorphosis of the butterfly and the comparison to becoming a Christian as much as your class of school-aged children can understand. (Refer to the [August, 2007](#) issue of *Discovery*.) Keep in mind that preschoolers do not understand symbolism!]



RECOMMENDED READING FOR TEACHERS: See the articles “[The Testimony of the Man from Tarsus](#)” by Kyle Butt, and “[Is Baptism a Symbol?](#)” and “[Objections to Baptism](#)” by Dave Miller and on the Apologetics Press Web site for discussion about the details of Saul’s conversion.

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:

- “[Saul of Tarsus Coloring Sheet](#)” (provided in activity sheets)
- When telling the story, have a pair of kids’ sunglasses for each child. (Can be purchased at a party supply store. Can use temptra paint to paint the back of the lenses.) When you get to the part about Saul being blinded on the road to Damascus, pass out the sunglasses. When the children put on their glasses, they will be in the dark, like Saul. They can take their sunglasses home and tell their families about Saul being blind.
- Help the children act out the story. Use a bright flashlight to shine on “Saul.”
- Review game: Color and cut out a Bible character that can be Saul, and then laminate it. Make a road out of construction paper. On poster board, have a picture colored, cutout, and laminated of a Bible city that could be Damascus. Give each child a turn to hold “Saul” as the teacher asks a question from the story. If they answer correctly, they move Saul closer to Damascus. When everyone has had a turn, see if Saul made it to Damascus! (“[Saul Cutout](#)” and “[Damascus Cutout](#)” provided in activity sheets)

1st-2nd Graders:

- “How to Become a Christian” matching game: Write the scriptures related to each “step” of salvation on craft sticks. Write the “steps” on library pockets, mounted on a file folder or poster board. Have the children look up verses to match with the correct step. Make enough sets of sticks for the children to be able to work in groups of two to three to complete the activity.
- “A Special Time for Saul” game: Using a Carson-Delosa clock notepad or clock cutouts, cut clocks in half. On one half of the clocks write questions about the lesson. On the other halves, write the answers. Let the children match the clock halves. Use on a magnetic board

or file folder. (“[Clock Cutout](#)” provided in activity sheets)

- “[Chronological Events Activity](#)”: Write events from today’s lesson on strips of cardstock; begin with the fact that Saul was at the stoning of Stephen. Have the children put them in chronological order. Make several sets, and let the children work in groups to complete the activity. (provided in activity sheets)

3rd-4th Graders:

- “How to Become a Christian” matching game: Write the scriptures related to each “step” of salvation on craft sticks. Write the “steps” on library pockets, mounted on a file folder or poster board. Have the children look up verses to match with the correct step. Make enough sets of sticks for the children to be able to work in groups of two to three to complete the activity.
- “A Special Time for Saul” game: Using a Carson-Delosa clock notepad or clock cutouts, cut clocks in half. On one half of the clocks write questions about the lesson. On the other halves, write the answers. Let the children match the clock halves. Use on a magnetic board or file folder. (“[Clock Cutout](#)” provided in activity sheets)
- “[Chronological Events Activity](#)”: Write events from today’s lesson on strips of cardstock; begin with the fact that Saul was at the stoning of Stephen. Have the children put them in chronological order. Make several sets, and let the children work in groups to complete the activity. (provided in activity sheets)
- Have the children read the following:
 - Acts 9; 22
 - *Discovery* magazine articles: “Saul the Enemy of Christ” and “Paul The Friend of Jesus,” [May 2007](#); “The Conversion of Saul,” [December, 2008](#); [August, 2007](#)
 - *The Very Hungry Caterpillar*, by Eric Carle

FINGERPLAYS:

“HOW LONG WAS SAUL BLIND?”

One day, two days, three days went by, *(hold up fingers as you count)*
Saul was blind as could be! *(cover eyes)*
Then Ananias came, *(walk in place)*
With a message from God, *(point upward)*
And Saul could see again! *(cover, then quickly uncover eyes)*

SONGS:

“SAUL, WHO WAS CALLED PAUL” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “O Why Not Tonight”)

VERSE 1:

There was a man whose name was Saul.
He was born in Tarsus, as you know.
He hated all who followed Christ.
He was their foe.

CHORUS:

O why did he hate? O why did he hate?

The one who died for you and me,
He hated so!

VERSE 2:

One day a light shone very bright,
And Saul saw Jesus up above;
He said, "What will you have me do?"
Hate turned to love.

2nd CHORUS:

O how he did love! O how he did love!
The one who died for you and me,
He loved Him so!

Ananias baptized him into Christ,
And Paul preached Jesus far and near.
He worked for God both night and day,
He had no fear.

(2nd CHORUS)

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



Saul of Tarsus

Persecutes the Church, Then Becomes a Christian

Acts 8:1-3



New Testament 6
Part 1: The Apostle Paul

WEDNESDAY EVENING

New Testament 6 [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 8:1-3; 9:1-31; 22:1-21

MEMORY WORK:

YOUNGER CHILDREN: "Arise and be baptized, and wash away your sins" (Acts 22:16b).

OLDER CHILDREN: "And now why are you waiting? Arise and be baptized, and wash away your sins, calling on the name of the Lord" (Acts 22:16).

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.

- ["How Long was Saul Blind?"](#)
- ["Saul, Who Was Called Paul"](#)

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under "N.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Life of Paul (Series 1) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; note that only the apostles received the Holy Spirit baptism in Acts 2—skip card 1.2 or remove girl)
- Pictures of butterfly metamorphosis
- ["Map of New Testament World"](#) (provided in map section of curriculum Web site)



PERSONAL APPLICATION:

YOUNGER CHILDREN: When I am old enough, the Lord wants me to become a Christian.

OLDER CHILDREN: Anyone can become a Christian, no matter what he has done, because God loves everyone and will forgive if he is willing to change his life, like Saul (Paul) did.

INTRODUCTION:

Review [N.T. 6 Bible Fact Flash Cards](#) (provided under “N.T. 6 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 6 Review Questions](#) for example questions)

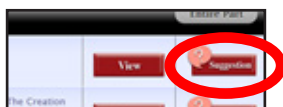
Review how to become a Christian. You might list several examples of conversions in Acts on the board, ask them to look up the scriptures, and find out what those people did to become Christians.

OR you might want to talk about God’s plan for butterflies and how they change from somewhat ugly caterpillars into beautiful creatures, just like we can be completely changed.

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.



Paul Escapes Over a City Wall in a Basket

Acts 9:20-31



New Testament 6
Part 1: The Apostle Paul

SUNDAY MORNING

New Testament 6 [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 9:20-31; 2 Corinthians 11:32-33; Galatians 1:11-24

MEMORY WORK:

“Go into all the world and preach the Gospel to every creature” (Mark 16:15b).

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.

- [“How Did Paul Escape?”](#)
- [“I Tell Everyone about Jesus”](#)
- [“I Can be a Missionary”](#)
- [“Into Our Hands”](#)

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under “N.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Life of Paul (Series 1) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; note that only the apostles received the Holy Spirit baptism in Acts 2—skip card 1.2 or remove girl)
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)

PERSONAL APPLICATION:

I can tell others about Jesus, like Saul (Paul) did.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week's lesson.

After Saul became a Christian, he wanted to tell others about Jesus so they could become Christians, too. He traveled to different cities preaching about Jesus. Some Jews wanted to kill Saul, but he was very brave, and he kept on preaching.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

What does it mean to truly repent? (Stop doing the wrong behavior and start doing the right one; turn completely away from sin; make right the things you have done wrong; etc.) When Saul repented and became a Christian, he completely changed his life. Instead of trying to hurt Christians, he tried to bring people to Christ. Many people didn't believe he could change, and many people became angry that he was preaching about Christ. Some became so angry they wanted to hurt him.

POINTS TO EMPHASIZE:

1. After Saul of Tarsus became a Christian, his life was completely changed. He chose to use his energy and enthusiasm to tell others about Jesus, instead of trying to kill them for believing in Him. He spent some time in Damascus preaching and then went to Arabia (Galatians 1:15-18). He returned to Damascus "after many days" (Acts 9:23) to continue preaching.



RECOMMENDED READING FOR TEACHERS: See the article "[When Did Paul Go To Jerusalem?](#)" by Eric Lyons on the Apologetics Press Web site for a response to an alleged biblical discrepancy regarding the sequence of events surrounding Saul's conversion.

2. Some of the Christians there were still afraid of Saul; they were not sure if he had really changed or was just trying to trick them so he could put them in prison. His fame spread because of the powerful way he presented the Gospel (the good news about Jesus). He "**proved** that this Jesus is the Christ" (Acts 9:22). Because of his education and training, he was an expert in the Old Testament and knew how to use it to show that Jesus was the long-awaited Messiah (Philippians 3:5,6).



The Greek word for "**proved/proving**" means "to put all the pieces together to draw a conclusion."

3. Saul immediately began teaching in the synagogues and "increased all the more in strength" (Acts 9:22). He taught the same message, in much the same way as Stephen whom he watched being stoned. The Jews in Damascus who wanted to get rid of Christians now wanted to get rid of Saul. They began to plot a way to kill him (assassinate—not a legal execution); they

watched the city gates of Damascus night and day. Saul’s followers found out about the plan and lowered him over the city wall in a huge basket one night so that he could escape to Jerusalem.



NOTE: The practice of building homes into the city walls was common in both Old and New Testament times. Recall the spies that escaped from Jericho from Rahab’s house, which built into the city walls.

4. Saul went to Jerusalem, but the Christians there were afraid of him and did not trust him. So Barnabas (whose name means “Son of Encouragement”—Acts 4:36) took Saul to the apostles and described how Saul became a Christian. Saul gained their acceptance and began to teach boldly without fear throughout Jerusalem. He stayed with the apostle Peter for two weeks (Galatians 1:18).
5. The Jews in Jerusalem were afraid of Saul and wanted to kill him, but “the brethren” (the Christians) found out about the plot and sent him to Caesarea. God also warned Saul about the danger in a dream (Acts 22:17-21). From Caesarea, Saul went on to his hometown of Tarsus. He probably stayed there for four or five years, until Barnabas went after him to help with the work in Antioch, a Gentile city (Acts 11:19-26). Sometime later, **Saul** became known as **Paul** (Acts 13:9).

NOTE: “Saul” was a Hebrew name, and “Paul” was a Roman name.



Persecution against Christians subsided some, no doubt because Saul, the Great Persecutor himself, had been converted to Christ! In addition, the Jews had other problems. In A.D. 39, Emperor Caligula tried to put up an image of himself in the Temple for the Jews to worship.

6. Jesus wants us to teach others about Him, just as Saul (Paul) did. We can invite friends to come to Bible class and to worship with us. We can tell others the Good News about Jesus. We can help buy Bibles for people who don’t have them. We can pray for our missionaries. We can be good examples, too.

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](#).

Ages 2-5:

- “[Paul Escapes in a Basket Coloring Sheet](#)” (provided in activity sheets)
- Help the children write/draw cards to invite family members and/or friends and neighbors to worship services/Bible class.
- Help the children to write/draw cards of thanks to your preachers, elders, deacons, and/or missionaries.
- Bring a large laundry basket to class. Let the children get into the basket and pretend to be Paul, being lowered down over the city wall. If the children aren’t frightened of the dark, turn the lights off, giving flashlights to the child in the basket and one to the teacher. The teacher with the flashlight can stand at the other end of the room at “Jerusalem,” encouraging “Paul” to get out of the basket and run to safety.
- “Paul Escapes” review game: Write “Paul Escapes” on top of a sheet of posterboard. Make or

find six to eight basket cutouts, and write review questions on them. Glue them to the poster board. Laminate the posterboard; then cut a slit in the top of each basket so you can slide a Paul cutout into each basket. Make or find a Bible character cutout that can be Paul. Make several copies (color them or copy them on colored paper), and write the answers on the backs or fronts of each “Paul.” Laminate these figures and cut them out. Give each child a Paul cutout; then read each question and help the children place the correct Paul figure (answer) into the matching basket. ([“Paul Cutouts”](#) and [“Basket Cutouts”](#) provided in activity sheets)

- Craft: On cardstock or construction paper, write or type the memory verse. Provide a line drawing of the world that the children can color. Provide enough girl and boy cutouts for each child to have the appropriate one. Let each child decorate his or her cutout to look like him/her. Help the children glue their “worlds” onto their papers and the cutout boy or girl onto the world. ([“World Cutout,”](#) [“Boy Cutouts,”](#) and [“Girl Cutouts”](#) provided in activity sheets)

1st-2nd Graders:

- Provide cardstock or construction paper and other materials so that the children can make cards to invite family, friends, and neighbors to Bible class/worship.
- Provide cardstock or construction paper and other materials so that the children can make cards of thanks for the preachers, elders, deacons, and/or missionaries.
- Play Hangman with key words/phrases from this and previous lessons.
- “Bible Alphabet Soup”: Divide the class into small groups. Provide a set of plastic letters for each group. Ask the children a question about this or previous lessons in this unit. They must spell the answers with their letters.

Sample questions:

Who was the first Christian martyr (the first person killed for being a Christian)?

Who killed him?

Who was holding the coats of those who killed Stephen?

In what New Testament book do we read about the work of some of the apostles?

Who went to Damascus to arrest Christians?

Who tried to kill Saul in Damascus?

At first, the other Christians were ___ of Saul.

- “Life of Paul” egg carton game: In each cradle of an egg carton, put places where important events happened in Paul’s life. Write statements or questions describing what happened to Paul in each place on small scrolls or small cardboard disks. Students match each question to its correct answer by putting the scroll/disk in the correct cradle of the carton.
- “Paul Escapes” review game: Write “Paul Escapes” on top of a sheet of posterboard. Make or find six to eight basket cutouts, and write review questions on them. Glue them to the poster board. Laminate the posterboard; then cut a slit in the top of each basket so you can slide a Paul cutout into each basket. Make or find a Bible character cutout that can be Paul. Make several copies (color them or copy them on colored paper), and write the answers on the backs or fronts of each “Paul.” Laminate these figures and cut them out. Give each child a Paul cutout; then read each question and help the children place the correct Paul figure (answer) into the matching basket. ([“Paul Cutouts”](#) and [“Basket Cutouts”](#) provided in activity sheets)

3rd-4th Graders:

- Play Hangman with key words/phrases from this and previous lessons.
- “Bible Alphabet Soup”: Divide the class into small groups. Provide a set of plastic letters for each group. Ask the children a question about this or previous lessons in this unit. They must spell the answers with their letters.

Sample questions:

Who was the first Christian martyr (the first person killed for being a Christian)?

Who killed him?

Who was holding the coats of those who killed Stephen?

In what New Testament book do we read about the work of some of the apostles?

Who went to Damascus to arrest Christians?

Who tried to kill Saul in Damascus?

At first, the other Christians were ___ of Saul.

- “Life of Paul” egg carton game: In each cradle of an egg carton, put places where important events happened in Paul’s life. Write statements or questions describing what happened to Paul in each place on small scrolls or small cardboard disks. Students match each question to its correct answer by putting the scroll/disk in the correct cradle of the carton.
- “Paul Escapes” review game: Write “Paul Escapes” on top of a sheet of posterboard. Make or find six to eight basket cutouts, and write review questions on them. Glue them to the poster board. Laminate the posterboard; then cut a slit in the top of each basket so you can slide a Paul cutout into each basket. Make or find a Bible character cutout that can be Paul. Make several copies (color them or copy them on colored paper), and write the answers on the backs or fronts of each “Paul.” Laminate these figures and cut them out. Give each child a Paul cutout; then read each question and help the children place the correct Paul figure (answer) into the matching basket. (“[Paul Cutouts](#)” and “[Basket Cutouts](#)” provided in activity sheets)
- Have the children read the following:
 - Galatians 1
 - *Paul’s Great Basket Caper*, by Larry Burgdorf, Arch books

FINGERPLAYS:

“HOW DID PAUL ESCAPE?”

The walls of Damascus were very high, *(hold arms high)*

And very wide. *(spread arms wide)*

Paul’s friends let a big basket, *(make big circle with arms in front of you)*

Down, down, down, *(pretend to lower rope)*

With him inside! *(put fingers on one hand inside the other hand)*

SONGS:

“I TELL EVERYONE ABOUT JESUS” ([Click to Hear](#))

Author: Unknown*

(Tune: “Jesus Loves Me”)

Teach God's love to everyone.
Tell them of His only Son.
Tell them how He loves us so.
For the Bible tells us so.

“I CAN BE A MISSIONARY” ([Click to Hear](#))

Author: Unknown*

(Tune: “Battle Hymn of the Republic”)

I can go to North Dakota, I can go to Timbuktu,
I can climb the highest mountain, I can cross the ocean blue.
I can teach the Chinese people, I can teach the Indians, too.
And save the souls of men.

CHORUS:

I can be a missionary. (3X)
And save the souls of men.

“INTO OUR HANDS” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “I Must Tell Jesus”)

Into our hands the gospel is given,
We must be stewards of the great King.
For all we have belongs to our Father,
Of His great love we now want to sing.

CHORUS:

We must tell others, we must tell others,
Of the great news of Jesus, our King;
We must tell others, we must tell others,
Jesus has died, salvation to bring.

*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.



Paul Escapes Over a City Wall

Acts 9:20-31



New Testament 6
Part 1: The Apostle Paul

WEDNESDAY EVENING

New Testament 6 [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 9:20-31; 2 Corinthians 11:32-33; Galatians 1:11-24

MEMORY WORK:

YOUNGER CHILDREN: "Go into all the world and preach the Gospel to every creature" (Mark 16:15b).

OLDER CHILDREN: "Go into all the world and preach the Gospel to every creature" (Mark 16:15b).

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.

- ["I Tell Everyone about Jesus"](#)
- ["I Can be a Missionary"](#)
- ["How Did Paul Escape?"](#)
- ["Into Our Hands"](#)

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under "N.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Life of Paul (Series 1) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; note that only the apostles received the Holy Spirit baptism in Acts 2—skip card 1.2 or remove girl)
- ["Map of New Testament World"](#) (provided in map section of curriculum Web site)



PERSONAL APPLICATION:

I can tell others about Jesus, like Saul (Paul) did.

INTRODUCTION:

Review [N.T. 6 Bible Fact Flash Cards](#) (provided under “N.T. 6 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 6 Review Questions](#) for example questions)

AS AGE APPROPRIATE: Role-play talking with someone about Jesus and inviting them to worship service/Bible class. Challenge the students to tell someone about Jesus and/or invite someone to worship service/Bible class the next Sunday.

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.



Lydia Becomes a Christian

Acts 16:1-15,40



New Testament 6
Part 1: The Apostle Paul

SUNDAY MORNING

New Testament 6 [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 16:1-15,40

MEMORY WORK:

YOUNGER CHILDREN: "But seek first the kingdom of God and His righteousness" (Matthew 6:33a).

OLDER CHILDREN: "But seek first the kingdom of God and His righteousness, and all these things shall be added to you" (Matthew 6:33).

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.

- ["Matthew 6:33"](#)
- ["What Must I Do To Be Saved?"](#)
- ["Lydia"](#)

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under "N.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- ["Map of Paul's Evangelistic Trips"](#) (provided in map section of curriculum Web site)



PERSONAL APPLICATION:

When I grow up, no matter what job I choose to do, I will be a Christian.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

We have been learning about how when Saul became a Christian, he got very busy teaching others about Jesus. Last week, we talked about how some Jews were trying to hurt Paul because they didn't like his preaching. Does anyone remember how Paul escaped from a city? (Review last week's lesson.) Today, we are going to learn about a woman who became a Christian and how the Church started in a town called Philippi.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Paul was an evangelist. What do evangelists do? Paul went to several different cities trying to teach others about Christ. One place he went was a city called Philippi. Let's see who he was able to teach and how the Lord's Church was planted there.

POINTS TO EMPHASIZE:

1. Paul made three long trips throughout much of the Roman Empire; we call these journeys his "evangelistic trips." On his second trip, he traveled with Silas (called a prophet in Acts 15:32), Timothy (the young man to whom Paul wrote two epistles), and Luke (a medical doctor and the author of Luke and Acts).
2. In a **vision**, God told Paul to go into the Roman province of **Macedonia**. Paul and his friends went to Philippi, one of the Roman colonies in Macedonia, to spread the Gospel.



Vision: something seen in a dream or trance; God used visions to convey messages to the apostles during New Testament times.



NOTE: Controlled by Rome since 146 B.C., **Macedonia** was very important to the Romans, even more important than Achaia (the rest of modern Greece) because it linked Rome and the entire eastern part of the Empire.

3. As usual, they used the Sabbath Day as an opportunity to teach the Gospel, since so many Jews would gather in one place on the Sabbath. One Sabbath Day in Philippi, they went to a river outside of town. Rivers were known to be places Jews would gather to pray on the Sabbath. Paul and his friends hoped to find some Jews who would listen to the Gospel.



NOTE: “the riverside, where we supposed there was a place of prayer” (Acts 16:13, ESV): near the riverside (possibly the River Gangites, about a mile outside Philippi). Jewish tradition (not Mosaic Law) required that there be 10 Jewish men in a community in order to have a synagogue. Since there was no synagogue, and since most of the worshippers were women, apparently there were not 10 Jewish men in Philippi. It is not surprising that some “worshippers of God” gathered near the river to pray. Being near the river would have been away from the distractions of pagan worship in the city. It would also provide a place for traditional ceremonial washings before worship/prayer.

- Lydia is called a “worshipper of God” (the same phrase used to describe Cornelius). She may have been a Gentile converted to Judaism, since her name was common among the Greeks and Romans. In any case, she was willing to listen and learn from Paul.



NOTE: Lydia and her household were from Thyatira (another city in Macedonia, about 200 miles from Philippi). It was known for its fabric dyes and beautiful fabrics; Lydia was a “seller of purple.” “Purple” was a generic term used to describe several colors. There are different opinions about the source of the dye. One is that it came from a root grown in that area of the world. The other is that the dye came from a shellfish from the Mediterranean. Clothing made from the purple dye was very expensive, worn mainly by royalty and priests.

- Lydia believed his message about Jesus and was baptized, she and all her household. She graciously and kindly offered her home to Paul, Silas, Timothy, and Luke. From this small beginning, the church at Philippi grew into a wonderful church family that became very special to Paul. He wrote a beautiful letter to them; we call it Philippians (Philippians 1:3-5; 4:14-18).



RECOMMENDED READING FOR TEACHERS: See the article “[Do the ‘Household Baptisms’ Justify Infant Baptism?](#)” by Caleb Colley on the Apologetics Press Web site for an examination of the claim that Acts 16:15 justifies infant baptism.

- It was Lydia’s job to sell purple fabric and dyes. However, for Lydia, it was more important to be a Christian than anything else. When I grow up, no matter what job I choose to do, I will be a Christian. Lydia is a great example to us, because she listened to Paul preach about Jesus and then she believed and obeyed. We want to have a heart like that so that when we study the Bible, we will always want to listen to God’s Word and obey—and put God first no matter what job we have.

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:

- “[Lydia Becomes a Christian Coloring Sheet](#)” (provided in activity sheets)
- Bring strips of white cloth and purple food coloring/egg dye. Let the children dye the strips of

cloth and (after they dry) attach them to a take-home picture or card that reads: “When I grow up, I will be a Christian like Lydia.”

- Bring seashells and purple fabrics to class. Explain to the children that shells are the “houses” for sea animals with soft bodies (no bones). God planned the shells to protect these animals. Some of these animals are able to squirt dye into the water to hide from their enemies. The murex lives in a shell and has a dark purple, inky dye to color the water around him when he wants to hide. In Bible times, divers went into the sea to gather these small creatures so that their little bags of purple dye could be used to dye cloth.
- Make a Lydia doll out of a toilet paper or paper towel roll. [Examples of toilet paper roll Bible characters are on-line.] Write “Lydia: Acts 16” on the back.
- Give each child a piece of white construction paper, and let the children paint a river on it (or draw one with a blue marker). Give each child a picture of Lydia (or find a Bible lady cutout) to color and glue by the river. Make a basket out of construction paper to put by her and glue small pieces of purple fabric in it. The children can decorate trees, flowers, etc. around Lydia. Review the story. Write “Lydia obeyed and became a Christian—Acts 16.” (“[Lydia Cutouts](#)” provided in activity sheets)

1st-2nd Graders:

- Bring strips of white cloth and purple food coloring/egg dye. Let the children dye the strips of cloth and (after they dry) attach them to a take-home picture or card that reads: “When I grow up, I will be a Christian like Lydia.”
- “[Lydia Becomes a Christian Word Search](#)” (provided in activity sheets)
- Bring seashells and purple fabrics to class. Explain to the children that shells are the “houses” for sea animals with soft bodies (no bones). God planned the shells to protect these animals. Some of these animals are able to squirt dye into the water to hide from their enemies. The murex lives in a shell and has a dark purple, inky dye to color the water around him when he wants to hide. In Bible times, divers went into the sea to gather these small creatures so that their little bags of purple dye could be used to dye cloth.
- “[Word Scramble Activity](#)” (provided in activity sheets)

3rd-4th Graders:

- “[Lydia Becomes a Christian Word Search](#)” (provided in activity sheets)
- Bring seashells and purple fabrics to class. Explain to the children that shells are the “houses” for sea animals with soft bodies (no bones). God planned the shells to protect these animals. Some of these animals are able to squirt dye into the water to hide from their enemies. The murex lives in a shell and has a dark purple, inky dye to color the water around him when he wants to hide. In Bible times, divers went into the sea to gather these small creatures so that their little bags of purple dye could be used to dye cloth.
- “[Word Scramble Activity](#)” (provided in activity sheets)
- Have the children read *Lydia Believes*, by Stephenie Hovland, Arch books

SONGS:

“MATTHEW 6:33”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart 2](#)” CD)

“WHAT MUST I DO TO BE SAVED” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Wonderful Story of Love”)

(This song works best if half of class asks questions and the other half responds.)

“What must I do to be saved?”
The question comes today.
“What must I do to be saved?”
O answer me, I pray.”

The gospel of Christ, you must hear;
Believing, you then must repent.
Confess the name of our Savior,
Who down from Heaven was sent.

CHORUS:

Be bap-tized, be bap-tized,
Be baptized, from your past sins you’ll be saved.

“LYDIA” ([Click to Hear](#))

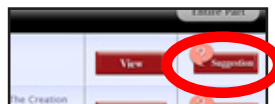
Author: Jeff Miller

(Tune: “Grandma Got Run Over By a Reindeer”)

Ly-di-a sold fabric that was purple.
She loved the Lord and at the river prayed.
One Sabbath at the river she heard Paul preach,
And decided to be baptized on that day.

She and her household, they all became Christians,
And begged Paul and his friends with her to stay.
They stayed with Ly-di-a, their newest sister,
So happy she’d decided to obey.

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



Lydia Becomes a Christian

Acts 16:1-15,40



New Testament 6
Part 1: The Apostle Paul

WEDNESDAY EVENING

New Testament 6 [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 16:1-15,40

MEMORY WORK:

YOUNGER CHILDREN: "But seek first the kingdom of God and His righteousness" (Matthew 6:33a).

OLDER CHILDREN: "But seek first the kingdom of God and His righteousness, and all these things shall be added to you" (Matthew 6:33).

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.

- ["Matthew 6:33"](#)
- ["What Must I Do To Be Saved?"](#)
- ["Lydia"](#)

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under "N.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- ["Map of Paul's Evangelistic Trips"](#) (provided in map section of curriculum Web site)



PERSONAL APPLICATION:

When I grow up, no matter what job I choose to do, I will be a Christian.

INTRODUCTION:

Review [N.T. 6 Bible Fact Flash Cards](#) (provided under “N.T. 6 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 6 Review Questions](#) for example questions)

Remind the children that Lydia was eager to listen, to learn, and to obey, and she was eager to help Paul and his friends by giving them food and a place to stay. There are many ways women, both in Bible times and now, help the Church. Women are special parts of the Church family, but they are not to lead in worship services or in the organization of the Church. God planned for men to be preachers, elders, and deacons. And God planned for women to be teachers of children and other women, and to serve in many other ways. [Discuss with the children seeing women “preachers” on TV or other such current trends. Emphasize how important women are to Jesus and to the Church because of all the things they do, etc., but that God did not plan for women to be elders, deacons, or preachers.]

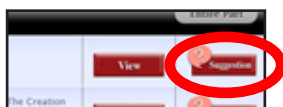


RECOMMENDED READING FOR TEACHERS: See the articles “[Male and Female Roles: Gender in the Bible](#)” and “[The Bible and Female Leadership](#)” by Dave Miller, and “[The Biblical View of Women](#)” by Kyle Butt on the Apologetics Press Web site for a discussion of gender roles in the Bible, the value of women, and a response to the charge that God is sexist.

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.



Paul and Silas in Prison; Philippian Jailer Converted Acts 16:16-40



New Testament 6
Part 1: The Apostle Paul

SUNDAY MORNING

New Testament 6 [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 16:16-40; 2 Corinthians 11:25; Romans 8:28

MEMORY WORK:

YOUNGER CHILDREN: “[A]t midnight Paul and Silas were praying and singing” (Acts 16:25a).

OLDER CHILDREN: “But at midnight Paul and Silas were praying and singing hymns to God, and the prisoners were listening to them” (Acts 16:25).

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.

- [“The Philippian Jailer”](#)

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under “N.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- [“Map of Paul's Evangelistic Trips”](#) (provided in map section of curriculum Web site)
- Puppets of Paul, Silas, and Philippian Jailer (Let the puppets describe their experiences firsthand.)



- Ask a man from the congregation to dress up as the jailer, and interview him about this eventful night in his life.

PERSONAL APPLICATION:

When bad things happen to me, I can pray and trust in God just as Paul and Silas did, because I know that He will work everything out for my good.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we learned about a woman who was baptized (became a Christian). She sold expensive purple cloth, and she wanted to obey God. Who can tell me her name? (Lydia) Good! We want to be like Lydia and obey God’s Word. Today, we are going to talk about some more people who became Christians because Paul and Silas taught them about Jesus.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

Have you ever been accused of something you didn’t do? Have you ever been punished for doing the right thing? How do you think you would feel if you were put in prison for doing what God wanted you to do? Paul and Silas were not only beaten, but they were thrown in prison for teaching about Jesus! Let’s see what we can learn from their courage.

POINTS TO EMPHASIZE:

1. At some point after Paul, Silas, Luke, and Timothy taught Lydia the Gospel, they were returning to “the place of prayer” outside of Philippi (probably where they first met Lydia and others). On their way there, a young slave girl possessed by a demon followed them. The Jewish men who owned the girl used her to make money as a fortuneteller. The girl kept calling out to the people around them: “These men [Paul, Silas, Luke, and Timothy] are the servants of the Most High God, who proclaim to us the way of salvation” (Acts 16:17). [See Acts 19:11-20 for a similar encounter between Paul and a **demon-possessed** man, an encounter with very different results.] She continued to follow them around, annoying Paul. He was angry at the demon that controlled her—not at the young girl. He turned to the girl and told the demon, in the name of Jesus Christ (i.e., by His authority), to come out of the girl. Suddenly, she was in her right mind and able to control what she said and did. When the slave girl’s owners saw that their source of income was gone, they took Paul and Silas to the local authorities [magistrates] to have them punished. The girl’s owners encouraged a mob of people to be angry with Paul and Silas, telling lies about what they did (Acts 16:20-21).

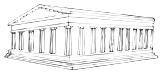
RECOMMENDED READING FOR TEACHERS: See the articles “[Exorcism, Demons, Witchcraft, and Astrology](#)” by Dave Miller and “[Demons: Ancient Superstition or Historical Reality?](#)” and “[Demon Theology](#)” by Wayne Jackson on the Apologetics Press Web site for a discussion about demons, the Bible, and modern times.





Demon possession: When an evil/unclean spirit went into a person’s body, it could cause blindness, speaking, or the inability to speak, convulsions, etc. Demon possession only occurred during New Testament times.

2. Under Roman law, any Roman citizen accused of a crime (even slaves) had the right to defend themselves in a hearing or trial. But Paul and Silas were not even given the opportunity to defend themselves. Their robes were torn off, and they were beaten with rods. After this severe beating, Paul and Silas were thrown into the “inner prison”—the very darkest, coldest dungeon of the prison. There was (supposedly) no escape. To add to their humiliation and pain, both men were locked into stocks.

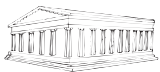


HISTORICAL NOTE: Romans did not particularly like Jews, just as Jews did not like Christians, but for different reasons. Judaism was a legal religion in the Roman Empire, but Roman law said that Jews could not make converts, or “proselytize.” At this point in history, the Romans considered the Church to be a branch of Judaism (a sect). The Jews hoped to convince the Romans that Christians were a separate entity (not just a part of Judaism) and a danger to the Empire. If successful, the government would help Jewish extremists to eradicate the Church. The slave girl’s owners were appealing to the Romans’ pride and their prejudices (Acts 16:20).

3. In spite of their physical pain and terrible surroundings, Paul and Silas decided to sing praises to God and pray. At about midnight, a powerful earthquake shook the prison, broke their **stocks**, and opened all the doors to the prison. All the other prisoners were freed from their chains as well. The jailer woke up and saw what had happened. Frightened and knowing that he would pay with his life if his prisoners escaped, he attempted to kill himself by falling on his sword. But Paul shouted at him not to harm himself; not one of the prisoners had escaped. The jailer asked, “What must I do to be saved?” Paul told him to “believe in the Lord Jesus.”



Stocks: Two thick boards, with hole(s) cut for a prisoner’s head or feet, were clamped together, making it impossible for a prisoner to move very much, much less escape. Some stocks were constructed to lock both feet, both hands, and the head all at once.



HISTORICAL NOTE: Roman “lictors” were men whose job it was to publicly beat people as punishment. This beating—usually in the marketplace in the center of the city—was designed to make people admit their guilt, to humiliate people accused of crimes, and to discourage others from following them. According to Jewish tradition, a beating was limited to “39 stripes” (lashes with a whip made of three leather thongs), lest the Law’s limit of 40 be broken (Deuteronomy 25:3); if the man doing the beating gave more than 39, he would be punished himself. But Roman law had no limit on the number of lashes.



RECOMMENDED READING FOR TEACHERS: See the articles “[Baptism and the Philippian Jailer](#)” by Dave Miller and “[One Question, Three Different Answers](#)” by Eric Lyons on the Apologetics Press Web site for discussion about the specifics and implications of the jailer’s conversion.

4. The jailer took Paul and Silas—but none of the other prisoners—to his home, which may have been above the prison. They taught the jailer and his household about Jesus Christ while the jailer kindly gave them food and medical attention. He and his household believed in Jesus and were baptized that night. Then he returned them to their cells.
5. The next morning, the Roman officials wanted to let Paul and Silas go quietly; maybe the earthquake had frightened them, too. But Paul refused to leave the prison. He accused them of allowing “uncondemned” Roman citizens to be beaten, which was against the law, and said he would not leave the prison until the officials came to the prison and apologized in person. The officials finally went to the prison and pleaded with Paul and Silas to leave their town. They had neither legal authority nor right to force other Roman citizens to leave a city without a trial. But if these authorities held a trial, their mistake in beating Paul and Silas would have become known to the Roman government.
6. Paul and Silas did finally leave the prison, but they did not leave town right away. They went to the house of Lydia. They could share their story about the earthquake with her and her household, encouraging and being encouraged.
7. Paul and Silas trusted God even in hard times, even when they were enduring terrible physical suffering. They were willing to trust God because He would work everything out for their good (and for the benefit of the Church as a whole). What can I do when bad things happen to me? I can pray, praise God, study His Word, and trust Him.

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](#).

Ages 2-5:

- [“Paul and Silas in Prison Coloring Sheet”](#) (provided in activity sheets)
- Help the children make sack puppets of Paul and the jailer. ([“Man Face Cutouts”](#) provided in activity sheets)
- The same face patterns can be used to make masks for the main characters of the story. Color and cut out masks and glue them to large craft sticks to use to retell the story. ([“Man Face Cutouts”](#) provided in activity sheets)
- Make “go and preach” sandals. Trace the children’s feet onto brown poster board and cut it out (or make a basic pattern for everyone’s feet). Cut strips of brown construction paper eight inches long and one inch wide. Staple one end of a strip to the bottom of the “sandal” and loop it over the top of the sandal, leaving space so that children can slide their feet in. Staple the other end of the strip to the bottom of the sandal. Write on the straps, “We will go and tell others about Jesus, like Paul and Silas did.”
- Memory verse chain: Cut out strips of different colored construction paper with one word from the memory verse written on each strip. Make enough so that each child can make a chain. Then help the children put them in the correct order and staple them together to make a chain by looping the strips together. (While making chains, tell the children that Paul and Silas were in prison and their chains fell off.) ([“Memory Verse Chain Activity”](#) provided in activity sheets)

1st-2nd Graders:

- “Life of Paul” egg carton game: In each section of an egg carton, put places where important events in Paul’s life happened. Write statements or questions describing what happened to Paul in each place on small scrolls or small cardboard disks. Students should match each question to its correct answer by putting the scroll/disk in the correct section of the carton.
- “Who Am I” game: Divide the class into two teams. Give one clue at a time about a person in this unit, and let the students try to guess the person you are describing. (Examples: Saul, Barnabas, Stephen, Ananias, Lydia, Philippian Jailer, Silas, etc.) The team that guesses correctly first, gets a point.
- Memory verse chain: Cut out strips of different colored construction paper with one word from the memory verse written on each strip. Make enough so that each child can make a chain. Then help the children put them in the correct order and staple them together to make a chain by looping the strips together. (While making chains, tell the children that Paul and Silas were in prison and their chains fell off.) (“[Memory Verse Chain Activity](#)” provided in activity sheets)

3rd-4th Graders:

- “Life of Paul” egg carton game: In each section of an egg carton, put places where important events in Paul’s life happened. Write statements or questions describing what happened to Paul in each place on small scrolls or small cardboard disks. Students should match each question to its correct answer by putting the scroll/disk in the correct section of the carton.
- “Who Am I” game: Divide the class into two teams. Give one clue at a time about a person in this unit, and let the students try to guess the person you are describing. (Examples: Saul, Barnabas, Stephen, Ananias, Lydia, Philippian Jailer, Silas, etc.) The team that guesses correctly first, gets a point.
- Memory Verse Scramble: Write memory verses from this unit on index cards, one word per card. Scramble the words and have students unscramble the verses. You can divide the class into groups to work together; have the groups trade verses until all the groups have unscrambled each verse. (“[Memory Verse Scramble Activity](#)” provided in activity sheets)
- Have the children read the following:
 - *Discovery* magazine articles: “The Conversion of a Philippian Jailer,” ([December, 2008](#)); “A Man Name Legion!” and “Demons!” ([December, 2002](#))
 - *Jailhouse Rock Arch* book, by Glynis Belec

SONGS:

“THE PHILIPPIAN JAILER” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Pass Me Not, O Gentle Savior”)

VERSE 1:

Paul and Silas were in prison,
They were not afraid.
They sang praises there at midnight,
And they also prayed.

CHORUS:

Our God, our God, heard their prayer that night;
All the prison doors were opened,

By His power and might.

VERSE 2:

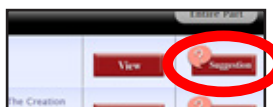
The trembling jailer cried unto them,
“What must I do to be saved?”
When they preached Christ unto him,
He was not afraid.

(CHORUS)

Now the jailer was so happy,
The same hour of the night,
He and those he loved so dearly,
Were baptized into Christ!

(CHORUS)

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
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CURRICULUM WEB SITE.



Paul and Silas in Prison; Philippian Jailer Converted Acts 16:16-40



New Testament 6
Part 1: The Apostle Paul

WEDNESDAY EVENING

New Testament 6 [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 16:16-40; 2 Corinthians 11:25; Romans 8:28

MEMORY WORK:

YOUNGER CHILDREN: “[A]t midnight Paul and Silas were praying and singing” (Acts 16:25a).

OLDER CHILDREN: “But at midnight Paul and Silas were praying and singing hymns to God, and the prisoners were listening to them” (Acts 16:25).

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.

- [“The Philippian Jailer”](#)

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under “N.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- [“Map of Paul's Evangelistic Trips”](#) (provided in map section of curriculum Web site)
- Puppets of Paul, Silas, and Philippian Jailer (Let the puppets describe their experiences firsthand.)



- Ask a man from the congregation to dress up as the jailer, and interview him about this eventful night in his life.

PERSONAL APPLICATION:

When bad things happen to me, I can pray and trust in God just as Paul and Silas did, because I know that He will work everything out for my good.

INTRODUCTION:

Review [N.T. 6 Bible Fact Flash Cards](#) (provided under “N.T. 6 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 6 Review Questions](#) for example questions).

Let the younger children use sack puppets to tell the story. With older children, discuss the fact that Paul wrote Philippians while he was in prison several years later, and that letter is full of references to **joy**. Read those passages together.

Sing children’s songs about joy (“I’ve Got the Joy, Joy, Joy, Joy”; “If You’re Happy and You Know It”; etc.)

Review in depth how the Philippian jailer and his family became Christians (see the articles below).

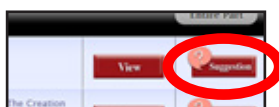


RECOMMENDED READING FOR TEACHERS: See the articles “[Baptism and the Philippian Jailer](#)” by Dave Miller and “[One Question, Three Different Answers](#)” by Eric Lyons on the Apologetics Press Web site for discussion about the specifics and implications of the jailer’s conversion.

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.



Paul Preaches in Athens on Mars Hill

Acts 17:16-34



New Testament 6
Part 1: The Apostle Paul

SUNDAY MORNING

New Testament 6 [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 17:16-34

MEMORY WORK:

“Set your mind on things above, not on things on the Earth” (Colossians 3:2).

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.

“[Saul of Tarsus](#)”

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under “N.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- “[Map of Paul's Evangelistic Trips](#)” (provided in map section of curriculum Web site)
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures or examples of idols

PERSONAL APPLICATION:

I must never let anything or anyone become more important to me than God.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Who can tell me what we studied about last week? What happened to Paul and Silas? (Review) Even though Paul sometimes got into trouble for preaching and doing the Lord's work, he kept on preaching and teaching about Jesus. Today we are going to talk about Paul preaching at a place called Mars Hill. This was a place where people worshipped idols. Idols were statues of things or gods that the people worshipped. (Briefly explain idols or show pictures in an age appropriate way.) There is only one true God in heaven and that's Whom we should worship. Paul wanted to teach the people about the one true God!

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Discuss what idols are, showing pictures of ancient and modern idols (from Internet or *National Geographic* magazine, etc.). The Bible is full of examples of people worshipping idols and of God's reaction to this. Today we are going to talk about Paul visiting a place called Mars Hill in Athens. In Athens he was shocked at how many idols he saw. Paul wanted to teach the people about the one true God. Let's see what happened.

POINTS TO EMPHASIZE:

1. When Paul left Philippi (about A.D. 50), he continued his travels preaching about Jesus. There was more danger and mistreatment for him everywhere he went. Jews from other cities would even follow him from one city to another to stir up trouble against Paul and his friends. Sometimes he was lonely (1 Thessalonians 3:1). Even though Timothy and Silas later joined Paul, sometimes they left him to preach in other places (Acts 3:1; Acts 6; Acts 18:5; 2 Corinthians 11:8ff). So Paul went to Athens by himself.
2. At this point in history, Athens was no longer the great center of education and philosophy that it had been (during the days of Plato and Socrates, etc.—300-400 B.C.), but it was still important because of its art and architecture. The great monuments (like the Parthenon) did not impress Paul as he walked through the great city. The streets were probably lined with statues of men and Greek gods. Paul, being very well educated, knew about the Greek idols, but he was most concerned about how to turn the peoples' attention away from idols and toward the one true God. [You may want to describe some of the Greek gods, as age appropriate.]
3. Paul tried to teach the Jews and the "God-fearing Gentiles" in the synagogue and in the marketplace. He became involved in a public debate with different **philosophers** (Acts 17:21). He spoke to a crowd at a place called Mars Hill. They accused him of being a "**babbler**" when he told them about Jesus and His resurrection; the idea of a man coming back to life was ridiculous to them.



NOTE: The Greek word for "**babbler**" literally meant "a seed-picker," like a bird hopping about looking for seeds, i.e., "one who makes his living picking up scraps." It came to mean something like "bird brain."



Philosopher: well-educated man who was known for his "deep," logical thinking

- Paul was taken to a place called the **Areopagus** to explain what he was teaching. He spoke to them about the one true God who created the Universe and everything in it—the One who designed and ordered the whole Universe, of which they were a part. Paul said the Creator is the Source of all things—not a god who has to be given food, not a god that had been shaped with man’s hands. He is the Creator of all the world. Paul told them that God revealed Himself through what He has made, has been active in human history, and is not far from each one of us.



NOTE: The “Areopagus” was also called Mars Hill or the Hill of Ares, the god of war.

- Paul ended his lesson by telling the Athenians that the one true God (whom they called “the unknown god”) expects us to obey Him. He told them that they needed to repent (change their ways of thinking which would then cause them to change the way they lived) because a day of judgment, and a final resurrection, is coming for all men everywhere. Some of those listening to Paul made fun of him, some believed his message, and some wanted to hear more.



HISTORICAL NOTE: Greeks believed different things about the soul and afterlife, but none of them believed in a resurrection. They believed that time and earth would have no end and that men would not face a final judgment.

- The Greeks and Romans were not the first to worship idols, of course. Throughout the Bible we can read about people who worshipped idols. The Egyptians worshipped the Sun, the Moon, the Nile River, crocodiles, and many other things. Even today, there are people who worship animals, plants, angels, and even other men. God has never approved of idol worship, and many scriptures teach against it (e.g., Exodus 20:3; Matthew 4:10; Revelation 19:10).
- Even if we don’t worship statues or things in nature, if we aren’t careful, we can worship things instead of God. If anything becomes more important to us than God (TV, video games, sports, friends, etc.), we make God just as unhappy as if we were to worship a statue.

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](#).

Ages 2-5:

- “[Paul and the Philosophers Coloring Sheet](#)” (provided in activity sheets)
- “Get the Scoop on Paul” review game: On a poster board, glue ice cream cones on which you have questions about Paul from this unit. Write the answers on ice cream scoops of different colors. Stick Velcro® to the poster board where the scoops should go and then put Velcro® on back of scoops so they can be matched to the right cones. Help the children match the correct answers with the review questions. (“Ice Cream Scoop Cutouts” and “Ice Cream Cone Cutouts” [provided in activity sheets](#))
- Make sight word cards using key words from this and previous lessons in this unit (Paul, Saul, Lydia, Silas, jailer, Stephen, etc.). Hide the words around the classroom before class. After you have gone over each word with the children, let them go on a “scavenger hunt” to find the words in your classroom. For each card a child finds, he must tell something about that word/person. (“[Sight](#)

[Word Cards Activity](#)” provided in activity sheets)

- Make a hop-scotch grid on the floor with masking tape. Let the children take turns tossing a beanbag onto a square on the grid, jumping to that square, and then answering a question about this and previous lessons in this unit. He/she can continue until a question is missed.

1st-2nd Graders:

- “Life of Paul” egg carton game: In each section of an egg carton, write places where important events happened in Paul’s life. Write statements or questions describing what happened to Paul in each place on small scrolls or small cardboard disks. Have the students match each question to its correct answer by putting the scroll/disk in the correct section of the carton.
- “Paul’s Journey” game: Use a quarter sheet of poster board, a file folder, or to make it bigger, use a shower curtain or plastic tablecloth. Draw spaces (with a start and finish) on which to move game pieces. Game pieces can be juice carton lids, small cars, colored cardboard discs, etc. Each child spins a spinner or rolls a die to determine how many spaces to move. He/she then must answer a review question about Paul and his “adventures” (questions over the unit) before moving his/her game piece from space to space.
- “Ants in Your Pants” game: Make two copies of a blue jeans pattern (or any other pants). Label one “Paul” and the other “Peter.” Glue pants onto poster board or the inside of a file folder. Cut out 10-12 “ants” on red cardstock or construction paper. Write clues about Paul on five or six ants and clues about Peter on the rest. Students read the clues and decide which apostle is being described. Velcro® (or glue/tape) the ants to the correct pants. (“[Blue Jean Cutout](#)” and “[Ant Cutouts](#)” provided in activity sheets)
- Make a hop-scotch grid on the floor with masking tape. Let the children take turns tossing a beanbag onto a square on the grid, jumping to that square, and then answering a question about this and previous lessons in this unit. He/she can continue until a question is missed.

3rd-4th Graders:

- “Life of Paul” egg carton game: In each section of an egg carton, write places where important events happened in Paul’s life. Write statements or questions describing what happened to Paul in each place on small scrolls or small cardboard disks. Have the students match each question to its correct answer by putting the scroll/disk in the correct section of the carton.
- “Paul’s Journey” game: Use a quarter sheet of poster board, a file folder, or to make it bigger, use a shower curtain or plastic tablecloth. Draw spaces (with a start and finish) on which to move game pieces. Game pieces can be juice carton lids, small cars, colored cardboard discs, etc. Each child spins a spinner or rolls a die to determine how many spaces to move. He/she then must answer a review question about Paul and his “adventures” (questions over the unit) before moving his/her game piece from space to space.
- “Ants in Your Pants” game: Make two copies of a blue jeans pattern (or any other pants). Label one “Paul” and the other “Peter.” Glue pants onto poster board or the inside of a file folder. Cut out 10-12 “ants” on red cardstock or construction paper. Write clues about Paul on five or six ants and clues about Peter on the rest. Students read the clues and decide which apostle is being described. Velcro® (or glue/tape) the ants to the correct pants. (“[Blue Jean Cutout](#)” and “[Ant Cutouts](#)” provided in activity sheets)

- Divide the class into groups. Give each group a Bible concordance and have the children look up “idol” and “idolaters.” Let groups take turns reading verses they find and discuss how God feels about worshipping idols.
- Have the children read *Discovery* magazine: [February, 2001](#); [May, 2007](#)

SONGS:

“SAUL OF TARSUS” ([Click to Hear](#))

Author: Unknown*

(Tune: “Billy Boy”)

Oh, what did you do, Saul of Tarsus, Saul of Tarsus?
 Oh, what did you do, Saul of Tarsus?
 Near Damascus saw a light, Jesus took away my sight.
 He said, “Saul, why do you persecute me?”

And what happened then, Saul of Tarsus, Saul of Tarsus?
 And what happened then, Saul of Tarsus?
 Ananias helped me see, and then he baptized me.
 I became an apostle to the Gentiles.

And where did you go, Saul of Tarsus, Saul of Tarsus?
 And where did you go, Saul of Tarsus?
 To Iconium and Derbe, Athens, Cyprus, and Berea,
 I made three great missionary journeys.

And what did you say, Saul of Tarsus, Saul of Tarsus?
 And what did you say, Saul of Tarsus?
 To the Gentile world I said, “God raised Jesus from the dead,
 And through baptism, we have our sins forgiven.”

Did you have a hard time, Saul of Tarsus, Saul of Tarsus?
 Did you have a hard time, Saul of Tarsus?
 My Lord Jesus did not fail, when I was whipped and thrown in jail.
 And I wrote 14 books of the Bible.

And who went with you, Saul of Tarsus, Saul of Tarsus?
 And who went with you, Saul of Tarsus?
 Silas, Timothy, Aristarchus, John Mark, Luke, and Barnabas.
 I preached to the common and to kings.

What did God do for you, Saul of Tarsus, Saul of Tarsus?
 What did God do for you, Saul of Tarsus?
 He forgave me for my sin, so the heavenly prize I’ll win.
 And my name was changed to Paul.

*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.



Paul Preaches in Athens on Mars Hill

Acts 17:16-34



New Testament 6
Part 1: The Apostle Paul

WEDNESDAY EVENING

New Testament 6 [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 17:16-34

MEMORY WORK:

“Set your mind on things above, not on things on the Earth” (Colossians 3:2).

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.

“[Saul of Tarsus](#)”

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.]
- [Paul & the Fruit of the Spirit](#) Bible fact cards (provided under “N.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- “[Map of Paul's Evangelistic Trips](#)” (provided in map section of curriculum Web site)
- Life of Paul (Series 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures or examples of idols

PERSONAL APPLICATION:

I must never let anything or anyone become more important to me than God.



INTRODUCTION:

Review [N.T. 6 Bible Fact Flash Cards](#) (provided under “N.T. 6 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 6 Review Questions](#) for example questions)

Using Paul’s words about the design of nature being evidence of the order of the Universe (Acts 17:24-26; Romans 1:18-23), discuss further the special design behind everything in our world. Emphasize that if there is design, there must be a designer behind it, just as a poem demands a poet, a painting demands a painter, and a fingerprint demands a finger. Paul and other biblical writers confirm that the evidence for God’s existence is all around us. The people who made and worshipped idols had no excuse not to believe in the one true God any more than people do today. (Refer to the following *Discovery* issues: [September, 2001](#); Digger Doug article: [May, 2007](#))

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

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