

Great Sermon by Stephen

Acts 7



New Testament 7
Part 2: ABCs of Acts 7-12

SUNDAY MORNING

New Testament 7 [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; Acts 8:1-4; Matthew 6:10-12; Revelation 21

MEMORY WORK:

“[T]he Most High does not dwell in temples made with hands” (Acts 7:48a).

Also help the children memorize the ABCs of Acts.

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”](#)
- [“Oh, Be Careful Little Eyes What You See”](#)

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.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under “N.T. 7 Bible Facts”)
- “Acts Chapter Summary” from “[Kids Prep 2](#)” CD by Jeff Miller
- “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 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)
- Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick



PERSONAL APPLICATION:

There will be sad times in my life, but I can get through those sad times by remembering that some day I will go to heaven where there will be no sadness or any problems at all.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Not everyone believed what the Christians taught about Jesus, did they? Sometimes Christians were mistreated because they tried to teach others about Jesus. How do you feel when someone is mean to you? What if they were mean to you because you believe in Jesus? It might be hard to be brave, but God has promise to always be with us, just as He was with the early Christians. Today, we are going to talk about a brave man who suffered a lot because he talked about Jesus. Let's see what happened!

INTRODUCTION: (OLDER CHILDREN)

Review previous lesson.

What does it mean to have courage? Have you ever had to be brave? Have you ever needed courage to tell someone about Jesus? In our lesson today, we will look at a man who was very brave and courageous because he knew that God was with him!

POINTS TO EMPHASIZE:

1. Review ABCs of Acts covered thus far.
2. “G” is for a **Great Sermon** preached by Stephen. [Remind the children that we first learned about Stephen in Acts six, when he was one of the men chosen by the Christians in Jerusalem to be a special helper for the widows in the local church who did not have enough food.] Stephen was a well-educated young man, but more importantly, he was a Christian “full of faith and filled with [led by] the Holy Spirit.” He was also the first Christian who was not an apostle to perform miracles (Acts 6:8).
3. When Stephen was teaching people about Jesus in Jerusalem, a group of Jews from the Synagogue of the **Freedmen**, argued with him about Jesus being the Son of God. But they could not successfully argue with what he said because God was helping him. The Jews were afraid of this new religious group [“the Way,” the followers of Jesus] and wanted to try to discredit and weaken its leadership. They decided to arrest Stephen and accuse him of **blasphemy** against Moses and God. They took him to the Sanhedrin, the special council for settling problems between Jews.

HISTORICAL NOTE: Freedmen or Libertines—“Probably originally captive Jews brought to Rome by Pompey in 63 B.C., who were subsequently liberated, and repatriated to Palestine, where presumably they built a synagogue still occupied by their descendants a century after Pompey’s Palestinian campaign (Acts 6:8)” (*The Living Bible Encyclopedia in Story and Pictures*). Most became Roman citizens. Their descendants started synagogues to study and promote the Law of Moses.





Blasphemy: irreverent, disrespectful, evil, or defamatory speech against God; it includes taking God’s name in vain and swearing against God. [See Matthew 27:40-44,63; Leviticus 19:12; 24:15.]

4. Even though there were men who chose to tell lies about Stephen and treat him hatefully, he did not try to defend himself. Instead, he used the opportunity to teach them about Jesus. He was not afraid. Acts 6:15 tells us that his face looked “like the face of an angel” to the Jewish men who crowded around him.
5. Chapter seven is Stephen’s speech before the court of the Sanhedrin; it is the longest single speech in the book of Acts and the turning point in the history of the Church. Like Peter in chapter two, Stephen wanted the Jews to understand that Jesus, whom they had crucified, was the fulfillment of all Old Testament prophecies about the Messiah (i.e., the Christ, the Savior), the same Messiah for whom the Jews had been waiting for centuries. Stephen reminded them of their long history as God’s chosen people—from Abraham through the building of the Temple in Jerusalem. He told the Jews that they were ignoring the message God had sent to them through Jesus and the apostles, just as their ancestors had refused to hear the messages of the prophets. He called the Jews “betrayers and murderers” (Acts 7:52).



RECOMMENDED READING FOR TEACHERS: See the articles “[How Long Was the Israelites’ Egyptian Sojourn?](#)” “[Was Moses Ineloquent or ‘Mighty in Words’?](#)” and “[Jacob’s Journey to Egypt](#)” on the Apologetics Press Web site for responses to alleged biblical discrepancies in Stephen’s speech.

6. When the crowd heard Stephen call them murderers and accuse them of not obeying God, they became more and more angry, even grinding their teeth. (Grinding their teeth here was a very different response than those on Pentecost in Acts 2!) Stephen looked upward and told them that he could actually see Jesus standing at the right hand of God in heaven! When they heard this, they stopped up their ears, grabbed him, dragged him outside the city gates, and stoned him to death! While the angry mob was stoning Stephen, a man named Saul of Tarsus was standing nearby, holding their coats.
7. As Stephen was dying, he asked God to forgive the people who were killing him, just as Jesus had done as He was dying on the cross. “Devout men” from the Jerusalem church took Stephen’s body, buried it, and “made great lamentation” for this brave Christian man who would not compromise his beliefs (change what he believed just to be comfortable).
8. After Stephen’s death, the Jews attacked other Christians to try to stop them from preaching and teaching about Jesus, too. The Jewish leaders did not want more Jews converted to Christianity. Many Christians left Jerusalem and went to many places throughout the world spreading their faith in Jesus. These Christians, who were understandably staying together in Jerusalem in the early days of the Church, were forced to “go into all the world and preach the Gospel” as Jesus had told the apostles to do. The Church grew rapidly as a direct result of Stephen’s death.
9. Stephen died in great physical pain, but he was at peace because he knew he would go to a far better place. We are going to have many happy times in this life, but there will be sad times, too. During those hard times, we can look forward to heaven, where there will be no more sadness or trouble—only happiness and peace in the presence of God.

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

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

Ages 2-5:

- [“Stephen’s Sermon Coloring Sheet”](#) (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 7 provided in activity sheets)
- Write key words from the lesson on the board, with certain letters missing. Briefly show the children word cards. Then let the children fill in the blanks on the board to complete the spelling of the key words (i.e., tell you what’s missing).
- Bible Bowling: Use plastic milk bottles or plastic bowling pins lined up in a straight line, rather than the traditional triangular shape. Give bottles/pins point values. Let the children knock down bottles/pins and try to answer a review question about this and previous lessons. (You can also play Bible Bowling with toilet tissue rolls. Write review questions on pieces of paper and put them inside the rolls.)
- Leap Frog game: Cut out 10-12 lily pad shapes from green construction paper and tape them randomly onto a blue shower curtain or tablecloth (or onto the floor). Write questions on small fish shapes or small cards, and put one or two of them under each lily pad. Each student takes a turn tossing a beanbag onto one of the lily pads and answering one of the questions under the lily pad. You can keep individual scores or let the kids play in teams. (“[Fish Cutouts](#)” and “[Lily Pad Cutouts](#)” provided in activity sheets)
- “Stephen Sticks to the Truth” game: Draw a gumball machine onto a poster board without the gumballs in it. Stick little pieces of Velcro® inside the “globe” of the gumball machine. Then cut circles out of construction paper to be the gumballs, laminate them, put Velcro® on the back, a number on the front, and put the “gumballs” “in” the machine. Let each child get a “piece of gum” from the machine and read the number. The teacher, prepared with a list of review questions, will read the question that corresponds to that number. If the child answers correctly, give him/her one Skittle® or small treat. (See [N.T. 7 Review Questions](#) for example questions)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 7 provided in activity sheets)
- Bible Bowling: Use plastic milk bottles or plastic bowling pins lined up in a straight line, rather than the traditional triangular shape. Give bottles/pins point values. Let the children knock down bottles/pins and try to answer a review question about this and previous lessons. (You can also play Bible Bowling with toilet tissue rolls. Write review questions on pieces of paper and put them inside the rolls.)
- Leap Frog game: Cut out 10-12 lily pad shapes from green construction paper and tape them randomly onto a blue shower curtain or tablecloth (or onto the floor). Write questions on small fish shapes or small cards, and put one or two of them under each lily pad. Each student takes a turn tossing a beanbag onto one of the lily pads and answering one of the questions under the lily pad. You can keep individual scores or let the kids play in teams. (“[Fish Cutouts](#)” and “[Lily Pad Cutouts](#)” provided in activity sheets)
- “Stoning of Stephen” sequencing game: Cut strips of cardstock. On each strip write

something that happened in this story. Divide the students into groups of two or three, and give each group a set of strips (events) to put in chronological order. (“[Stoning of Stephen Sequencing Game](#)” provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 7 provided in activity sheets)
- “[Great Sermon by Stephen Word Search](#)” (provided in activity sheets)
- “Stoning of Stephen” game: Find 10-12 smooth rocks large enough so you can write one-word answers on them (white rocks work best). On a sheet of cardstock or inside a file folder, print questions or fill-in-the-blank sentences from the story. Write the one-word answers on the rocks, and let children match the correct rock with each question. (Make two or three sets, and divide the class into groups to complete the activity.)
- “Stoning of Stephen” sequencing game: Cut strips of cardstock. On each strip write something that happened in this story. Divide the students into groups of two or three, and give each group a set of strips (events) to put in chronological order. (“[Stoning of Stephen Sequencing Game](#)” provided in activity sheets)
- Have the children read the following:
 - Acts 7 (if they did not do so in NT6)
 - *Discovery* magazine articles: “Heaven,” [April, 2012](#); “Lions and Tigers and Christians,” [August, 2000](#); “Saul the Enemy of Christ,” [May, 2007](#); [May, 2009](#)
 - *Stephen Stands Strong*, by Julie Stiegemeier, Arch books (DISCLAIMERS: p. 2—change “Easter” to “a Sunday”; p. 14—change the second line to “When Him you obey and love.”)

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)

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

Author: Unknown*

(Tune: See Internet)

Oh, be careful little eyes what you see.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little ears what you hear.

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

For the Father up above,

Is looking down in love.

So, be careful little mouth what you say.

Oh, be careful little hands what you do.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little hands what you do.

*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.



Great Sermon by Stephen

Acts 7



New Testament 7
Part 2: ABCs of Acts 7-12

WEDNESDAY EVENING

New Testament 7 [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; Acts 8:1-4; Matthew 6:10-12; Revelation 21

MEMORY WORK:

"[T]he Most High does not dwell in temples made with hands" (Acts 7:48a).

Also help the children memorize the ABCs of Acts.

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"](#)
- ["Oh, Be Careful Little Eyes What You See"](#)

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.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "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 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)
- Songs from "Sing a Story" Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick



PERSONAL APPLICATION:

There will be sad times in my life, but I can get through those sad times by remembering that some day I will go to heaven where there will be no sadness or any problems at all.

INTRODUCTION:

Review [N.T. 7 Bible Fact Flash Cards](#) (provided under “N.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday’s lesson (See [N.T. 7 Review Questions](#) for example questions), as well as other ABCs covered to this point.
2. Talk more about the “false witnesses” and what they did against Stephen (and Jesus). Remember that God never wants us to lie for any reason (Exodus 20:16; Colossians 3:9; Revelation 21:8). We should never lie about someone else to make ourselves look good or make him look bad. The Jews’ lies and jealousy stirred up an angry mob that killed a great man. Lies always hurt people; they hurt the people telling the lies as well as the people against whom they’re directed.
3. Talk to the kids about being a witness in a court trial. What does a witness do? What is the importance of telling the truth?
4. Use the following scriptures as is age-appropriate for your class. Have them answer questions as a class or in teams.

Under the Old Testament, a person could not be convicted of murder without _____(witnesses) (Numbers 35:30).

- How many witnesses is **not** enough? (Numbers 35:30)
- What is the responsibility of the judge? (Deuteronomy 19:18)
- What is a “false witness”? (Proverbs 12:17)
- In Bible times, what happened if someone lied as a witness? (Deuteronomy 19:18-19)
- What part(s) of your body do you use to tell a lie? (Zephaniah 3:13)
- Where do lies come from? (Matthew 15:18-19) Explain.

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.



Horrible Saul; Happy New Christians

Acts 8



New Testament 7
Part 2: ABCs of Acts 7-12

SUNDAY MORNING

New Testament 7 [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

MEMORY WORK:

YOUNGER CHILDREN: “Repent therefore of this your wickedness, and pray” (Acts 8:22a).

OLDER CHILDREN: “Repent therefore of this your wickedness, and pray God if perhaps the thought of your heart may be forgiven you” (Acts 8:22).

Also help the children memorize the ABCs of Acts.

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.

- [“Jesus Loves the Little Children”](#)
- [“Philip and the Eunuch”](#)
- [“Preach, Philip, Preach”](#)
- [“P-H-I-L-I-P”](#)

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.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under “N.T. 7 Bible Facts”)
- “Acts Chapter Summary” from [“Kids Prep 2”](#) CD by Jeff Miller
- “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
- John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)



- Pictures or felt figures of people from all over the world
- World map
- [Map of Palestine](#) (provided in activity sheets)
- Scroll of Isaiah 53
- “Chariot” made out of cardboard box, large enough to put a child-size chair inside so that kids can role play the story of the Ethiopian
- Man in a Chariot visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=328>)

PERSONAL APPLICATION:

God wants me to tell others about Jesus, no matter how young I am.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about a brave man named Stephen. What very sad thing happened to Stephen? Stephen was killed because he shared God’s Word with people, and they didn’t want to listen. Why didn’t the people just read their Bibles to see if what Stephen was telling them was what God’s Word said about Jesus? They could study the Old Testament and everything it said about Jesus, but at that time, the New Testament itself had not yet been written down. The apostles and others taught people and performed miracles to prove that what they were saying was from God, and then those people taught more people. Even though today we don’t have the apostles or Jesus to speak to us directly, we do have the Bible to read, and the words in the Bible have been proven to be from God. And it is still very important that we share what the Bible says about Jesus, just like Stephen told others about Jesus. Let’s listen to a story about a man who ran to catch a chariot to tell someone about Jesus!

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

In New Testament times the only Scriptures written down were the Old Testament. The New Testament was being written a little at a time by apostles and other inspired men; it was not in book form yet. So how did people learn about Jesus? They had to learn from the apostles and others whom God inspired to share the Truth without mistake. Just like in New Testament times, there are many people in the world today that have never heard about Jesus Christ, our Lord and Savior. Some live in faraway lands, and some live in our own neighborhoods and go to school with us. Even though we have all the Scriptures written down for us today, it is still very important that we teach others about Jesus. Let’s listen carefully to the lesson today about how a certain man shared the story of Jesus with a complete stranger.

POINTS TO EMPHASIZE:

1. Review ABCs of Acts covered thus far.
2. “H” is for Horrible Saul. Chapter eight of Acts begins by telling us about the man named Saul of Tarsus who, in chapter seven, held the coats of those who stoned Stephen. We will learn more about Saul in chapter nine, but we want to remember that he was a man who was willing to do anything to stop the apostles from teaching about Jesus. He was willing

to kill or imprison Christians. No matter what Saul or others did, however, the apostles and other Christians did not stop telling others about Jesus.

3. “H” is also for Happy New Christians. After Stephen’s death, many Christians left Jerusalem and taught the good news about Jesus wherever they went. One such Christian was Philip, one of the seven men (like Stephen) chosen in Acts six to help the widows. Chapter eight tells us about Philip teaching two different men who decided to become happy new Christians. We will talk about one of these men this morning and the other one on Wednesday night.



NOTE: Philip was either a Greek, or a Jew with a Greek background.

Remind the kids this is **not** the same Philip as the one chosen to be an apostle.

4. God spoke to Philip while he was in Samaria and told him to go to the “desert road” that went from Jerusalem to Gaza. Philip immediately did what God told him to do.



HISTORICAL NOTE: “Two roads led south from near Jerusalem, one through Hebron into Idumea (Edom) and the other joining the coast road before Gaza heading for Egypt... Old Gaza was a deserted town whose ruins lay near the now culturally Greek cities of Askelon and new Gaza. Philip might have no one to preach to on a little-traveled road that would lead by a deserted city” (*Bible Background Commentary*, p. 345).

5. Traveling down the road in a chariot was a man from the African nation of Ethiopia. He was a very important man in the Ethiopian government. He had lots of power and authority over how the Queen of Ethiopia’s money was spent. He was wealthy enough to own an Old Testament scroll. He knew how to read Hebrew, and he had been to Jerusalem to worship during a Jewish feast. We are not told if he was a Jew or a “God-fearing” Gentile, but considering what we do know, it seems likely that he was a Jew (or a Jewish proselyte, i.e., someone who had converted to Judaism). Maybe he heard about Jesus while he was in Jerusalem.



NOTE: Some scholars believe that the meaning of the term “eunuch” had changed by the 1st century; it may not have referred specifically to a castrated man, but to a government official in general. Probably the best explanation of “eunuch” in the classroom setting is to tell younger kids that he was a man specially chosen to work for the queen or king. Older kids will understand that a eunuch was a man who was chosen for an important job and would never marry so that he could concentrate completely on his job.

6. The Ethiopian man was reading aloud from the Old Testament book of Isaiah, in what we know as chapter 53. God told Philip to go up to the man’s chariot and talk to him. Philip ran to the chariot and asked the man, “Do you understand what you are reading?” The man did not understand and asked Philip to join him in the chariot so they could read together. Using Isaiah and other scriptures, Philip taught this man from a distant land that Jesus was the Savior that the prophets wrote about.



RECOMMENDED READING FOR TEACHERS: See the article “[Preaching ‘Jesus’ Includes Preaching Baptism](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about what Philip taught the eunuch prior to his baptism.

7. The Ethiopian understood that he needed to repent and be baptized to be saved from his sins, just like the people to whom Peter preached in Acts 2. The chariot came to a pool of water near the road, and the man asked to be baptized. Philip told him that he should be baptized if he believed in Jesus with all his heart. The man replied, "I believe that Jesus Christ is the Son of God." Then he ordered the chariot to stop, and they both went down into the water so that Philip could baptize him (put him completely under the water).



NOTE: Scholars are nearly unanimous in their conclusion that Acts 8:37 was not part of the original text written by Luke. "By the almost universal consent of recent critics, the whole of [verse 37] is excluded from the original text, and should be from all versions" (J.W. McGarvey, *Original Commentary on Acts*, p. 99). See also: J.W. McGarvey, *New Commentary on Acts of Apostles: Vol. 1*, pp. 158-159; Wayne Jackson, *The Acts of the Apostles from Jerusalem to Rome*, p. 99; H. Leo Boles, *A Commentary on Acts of the Apostles*, pp. 138-139.



RECOMMENDED READING FOR TEACHERS: See the articles "[The Early Church Did Not Affirm A Gay Eunuch](#)" by Kyle Butt, "[Gentiles, Proselytes, and the Gospel](#)" by Eric Lyons, "[The Meaning of Baptism and the Catholic Ritual](#)" by Moises Pinedo, and "[Who Can Baptize Another Person?](#)" by Kyle Butt on the Apologetics Press Web site for discussion about the eunuch, his conversion, immersion, and the logistics of baptism.

8. When Philip and the Ethiopian came up out of the water, the Spirit led Philip away from that place and to a town called Azotus (about 25 miles north of Gaza and 35 miles west of Jerusalem). But the Ethiopian, now a new Christian, continued his long journey home, rejoicing all the way. We can become Christians today just like the Ethiopian did. Most people don't just pick up a Bible and understand what they need to do. They need someone to teach them, like the Ethiopian did.
9. We do not know anything else about this man from Africa, but we do know that he became a Christian/was converted (taught about Jesus and then baptized into Christ) because Philip cared enough to teach him. Philip and other Christians of that time knew how important it was to tell everyone they knew about Jesus. Philip was a **missionary** (evangelist) who was willing to go to many different places to teach. Though most of us won't go to faraway places, we can still teach others about Jesus (our neighbors, friends, relatives, etc.). We can also give of our money to help support missionaries in other places and pray for them. If there were no preachers or teachers, if no one even talked to others about Jesus, how would they find out about Him? God wants all of us to be missionaries, to teach others wherever we go!



Missionary: Someone who travels to a place away from his/her home in order to teach others about Jesus, to try to establish congregations of the Lord's Church, or to strengthen congregations that are weak and struggling.

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:

- “[Horrible Saul Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 8 provided in activity sheets)
- Let the children draw pictures or make cards to be sent to the missionaries your congregation supports.
- Cut 4” x 10” pieces of beige or white paper. Write John 3:16 on the paper, and under that, write “I can share God’s love!” (or help 5-year-olds to write it on their own). Give each child two wide craft sticks or, better yet, 12” dowels of small diameter. Help them tape their papers to each of the sticks/dowels to make scrolls.

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 8 provided in activity sheets)
- Help the children make cards to send to the missionaries your congregation supports.
- Make a chart (on poster board or a bulletin board) of the “steps of salvation” that each convert in Acts took. Examples: Acts 2: 3,000—heard the Gospel, believed, repented, were baptized. Acts 8: Ethiopian—heard, believed, confessed, was baptized; Acts 8: Samaritans (incl. Simon the magician)—heard, believed, were baptized. Continue adding to the chart with each chapter, each conversion. (Dave Miller’s “[Acts Conversions Chart](#)” provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 8 provided in activity sheets)
- Play Hang Man with key words from this and previous lessons. Have each child give the significance of the key word, as it relates to the lessons. (“[Key Word Cards](#)” provided in activity sheets)
- Make a chart (on poster board or a bulletin board) of the “steps of salvation” that each convert in Acts took. Examples: Acts 2: 3,000—heard the Gospel, believed, repented, were baptized. Acts 8: Ethiopian—heard, believed, confessed, was baptized; Acts 8: Samaritans (incl. Simon the magician)—heard, believed, were baptized. Continue adding to the chart with each chapter, each conversion. (Dave Miller’s “[Acts Conversions Chart](#)” provided in activity sheets)
- Have the children read the following:
 - Acts 8 (and 5-7 if they did not do so this quarter or in NT6). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Acts 5-8 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - *Discovery* magazine articles: “Saul the Enemy of Christ,” [May, 2007](#); “The Ethiopian Eunuch,” [December, 2008](#); “Repent and Pray,” [June 2005](#)

SONGS:

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

Author: Traditional

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

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

“PHILIP AND THE EUNUCH” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “There’s a Great Day Coming”)

VERSE 1:

There’s a chariot coming, a chariot coming,
There’s a chariot coming Gaza way.
There’s a man that is reading, but he doesn’t understand,
Philip go and help him today.

CHORUS:

Preach the Gospel; preach the Gospel;
Tell him that Jesus is God’s Son.
Preach the Gospel; preach the Gospel;
Jesus is God’s Son.

VERSE 2:

Down into the water, into the water,
Both Philip and the eunuch went that day.
Then the eunuch was a Christian for he had obeyed the Word;
He was ready for the Judgment Day.

“PREACH, PHILIP, PREACH” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Skip to My Lou”)

Read, read, Eunuch read. (open hands like reading a book)
Read, read, Eunuch read.
Read, read, Eunuch read.
On the road to Gaza.

Whoa, whoa, horsey, whoa. (pull hands back, like stopping a horse)
Whoa, whoa, horsey, whoa.
Whoa, whoa, horsey, whoa.
On the road to Gaza.

Preach, preach, Philip, preach.
Preach, preach, Philip, preach.
Preach, preach, Philip, preach.
On the road to Gaza.

Baptize, bury me. (make “baptizing” motion with hands)
Baptize, bury me.
Baptize, bury me.
On the road to Gaza.

“P-H-I-L-I-P” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mickey Mouse Club March”)

Whose the man who loved the lord and shared it with others?
P-H-I-L-I-P, Philip was his name.

He loved God (He loved God).
He loved God (He loved God).

He told everyone about His love (Yay! Yay! Yay!).
Come along and sing the song and do the very same.
Tell others about God’s Son, Jesus is His name!

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

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



Horrible Saul; Happy New Christians

Acts 8



New Testament 7
Part 2: ABCs of Acts 7-12

WEDNESDAY EVENING

New Testament 7 [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

MEMORY WORK:

YOUNGER CHILDREN: "Repent therefore of this your wickedness, and pray" (Acts 8:22a).

OLDER CHILDREN: "Repent therefore of this your wickedness, and pray God if perhaps the thought of your heart may be forgiven you" (Acts 8:22).

Also help the children memorize the ABCs of Acts.

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.

- ["Jesus Loves the Little Children"](#)
- ["Philip and the Eunuch"](#)
- ["Preach, Philip, Preach"](#)
- ["P-H-I-L-I-P"](#)

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.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "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
- John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Pictures or felt figures of people from all over the world



- World map
- [Map of Palestine](#) (provided in activity sheets)
- Scroll of Isaiah 53
- “Chariot” made out of cardboard box, large enough to put a child-size chair inside so that kids can role play the story of the Ethiopian
- Man in a Chariot visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=328>)

PERSONAL APPLICATION:

God wants me to tell others about Jesus, no matter how young I am.

INTRODUCTION:

Review [N.T. 7 Bible Fact Flash Cards](#) (provided under “N.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday’s lesson (See [N.T. 7 Review Questions](#) for example questions), as well as other ABCs covered to this point.
2. Acts 8 tells us about Happy New Christians. Philip, the same man who taught the Ethiopian how to become a Christian, went to Samaria to teach others about Jesus. This is especially significant, because Jews did not ordinarily go to Samaria. [Remind older children about Jesus’ conversation with the Samaritan woman in John four.] By going to Samaria and teaching the people there, God was showing, through Philip, that the Gospel (the good news about Jesus) was not only for the Jews, but for all people everywhere—even Samaritans.
3. Philip was able to perform miracles there to prove that his message was from God. [Remember that he and the other six men chosen in Acts six were given the ability to do miracles because the apostles laid their hands on them.] The miracles and his message brought great joy to the city of Samaria.
4. But Philip’s message was a problem for a man named Simon who was a sorcerer/magician. He had become famous for his tricks; some even thought he was a man of God because he seemed to have such great powers. But when Simon the magician heard Philip preach about the life, death, and resurrection of Jesus, he, along with many others, wanted to become Christians. After his baptism, he followed Philip throughout the city. He began to wish that he, too, could perform miracles—and not just the tricks he had done before.



RECOMMENDED READING FOR TEACHERS: See the article “[Exorcism, Demons, Witchcraft, and Astrology](#)” by Dave Miller on the Apologetics Press Web site for a discussion about those practices in the Bible.

5. The apostles in Jerusalem heard about the new Christians in Samaria and sent Peter and John to “lay hands on” these new Christians so that they too could perform miracles as they taught about Jesus. When Simon saw their actions, he begged Peter and John to sell him the ability to pass on miracles to others. Peter strongly rebuked him (verses 20-23), and Simon immediately repented. (Review the meaning of “repent.”) He asked Peter and John to pray that God would forgive him.



RECOMMENDED READING FOR TEACHERS: See the article “[Laying On of Hands](#)” by Dave Miller on the Apologetics Press Web site for a discussion about the ability to do miracles was passed to others in the New Testament.



NOTE: Simon’s desire to buy the ability to give miraculous powers to others, like the apostles, became known as “simony,” i.e., buying and selling important positions in the Church. This corrupt practice was a growing problem in the early Church, especially with the development of a religious hierarchy.

6. People who are new Christians, as well as people who have been Christians for a long time, make mistakes and need forgiveness. Repentance is deciding to turn away from doing wrong to do the right thing. [Remind the kids about the purpose of the invitation song, praying for others, etc. See also 1 John 1:9.]

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.**



Instructed to Change His Life (Saul of Tarsus)

Acts 9



New Testament 7
Part 2: ABCs of Acts 7-12

SUNDAY MORNING

New Testament 7 [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 9:1-31; 22:1-21; 26:9-18

MEMORY WORK:

YOUNGER CHILDREN: "So he, trembling and astonished, said, 'Lord, what do You want me to do?'" (Acts 9:6a).

OLDER CHILDREN: "So he, trembling and astonished, said, 'Lord, what do You want me to do?' Then the Lord said to him, 'Arise and go into the city, and you will be told what you must do'" (Acts 9:6).

Also help the children memorize the ABCs of Acts.

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"](#)
- ["I Will Obey God"](#)
- ["Acts 22:16"](#)

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.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "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 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 Palestine](#) (provided in activity sheets)
- Invite a man to come to class dressed in a Bible times costume as Saul to tell “his” story.
- Saul’s Conversion Blacklight Kit (<http://store.bibleclassworkshop.com/shopexd.asp?id=553>)

PERSONAL APPLICATION:

God loves me and wants me to do what is right. He will forgive me when I do wrong and want to change (do better).

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about Happy New Christians. Can you tell me the names of the new Christians we talked about? Who taught them about Jesus?

Have you ever known someone who did very bad things? Do you think God can forgive someone who does really bad things? The book of Acts tells us about a man who looked for Christians so he could put them in jail. Let’s find out more about this man.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

Have you ever known someone who chose to do bad things—and even laughed about it? It’s hard to be nice to someone who lies, hurts others, uses bad language, etc., isn’t it? Do you think God loves someone who acts that way? Today we are going to talk about a man who did horrible things, but we’re also going to learn how his whole life changed. Let’s see what happens!

POINTS TO EMPHASIZE:

1. Review ABCs of Acts covered thus far.
2. “I” is for Instructed to Change His Life. At the end of Acts seven we read about a man named Saul from the city of Tarsus; Saul was holding the coats of the men who were stoning Stephen to death. In chapter 8:1-3, we are told that Saul was doing everything he could to get rid of the followers of Jesus: even going house to house, arresting them, and putting them in prison. Chapter nine tells us more about what he did, describing him as a very dangerous and powerful enemy of the Church. He went to the high priest in Jerusalem and asked for letters to carry with him to the Jewish leaders in Damascus, Syria. He wanted the Jews in another country to help him hunt down Christians; he was not content to persecute Christians only in Palestine! He wanted to take **disciples** (followers of Christ) in Damascus back to Jerusalem for trial and imprisonment!



HISTORICAL NOTE: Tarsus was about 300 miles north of Jerusalem, only 10 miles from the Mediterranean coast. Along with Athens and Alexandria, Tarsus was considered one of the leading centers of education in New Testament times.



NOTE: At this time in the early history of the Church, the Roman government considered the Church a sect or branch of Judaism, since Jesus was a Jew. The Romans allowed the Jewish court, the Sanhedrin, considerable leeway to oversee Jewish affairs. The Sanhedrin could not, however, sentence someone to death; that was why it was so important for the Romans to kill Jesus, within their legal system. The execution of Stephen was something the Romans ignored or did not know about. **Also note** that Jesus’ followers were called “disciples” and “belonging to the Way.” **“Disciples”** were followers who wanted to learn from and imitate their Master. “The Way” refers to Jesus’ statement in John 14:6.

3. The journey from Jerusalem to Damascus, Syria is about 140 miles. Saul was traveling with a group of men who apparently were eager to help him in his persecution of “dangerous” followers of Jesus. About noon on the last day of their journey, as they drew closer to Damascus, an extremely bright light shined from heaven. The light was so bright that Saul and the men with him fell to the ground. He heard a voice speak to him. Saul was very frightened. Saul asked who was speaking to him, and Jesus said it was He—the One Whom Saul was persecuting. Saul asked, “What do you want me to do?” Jesus told him to go into Damascus and wait for further instructions.



RECOMMENDED READING FOR TEACHERS: See the articles [“What Did Saul’s Companions See and Hear on the Road to Damascus?”](#) and [“One Question, Three Different Answers”](#) by Eric Lyons on the Apologetics Press Web site for a discussion about some of the details in this narrative.

4. Because of the great light, Saul was suddenly blind. His men led him into the city; the men had seen the bright light and heard a loud noise, but did not understand it to be Jesus’ voice. Saul stayed with a man named Judas on Straight Street for three days. He prayed and prayed, refusing to eat or drink anything, waiting to be told what he should do, and remembering all the terrible things he had done to Jesus’ followers. Even though Saul obviously had a repentant heart and prayed fervently, he was still not saved.
5. While Saul prayed, God chose a man named Ananias to go to him and tell him what to do to be saved. Jesus, Himself, could have told Saul what to do on the road into the city, or He could have spoken to Saul at Judas’ house. Instead, He used one of the Christians to convey His message. With Ananias being a witness to Saul’s **conversion**, other Christians surely be more willing to accept Saul. Like Ananias, many were understandably afraid of Saul because of the terrible things he had done.



Conversion: a complete change in one’s beliefs and lifestyle. The New Testament calls it the new birth and regeneration, because being baptized into Christ (being converted) is starting to live a completely new life.

6. At first Ananias was afraid to go to Saul, but God insisted that Saul would become a powerful preacher to the Gentiles (non-Jews). What did Ananias tell Saul of Tarsus? “God sent me to tell you that you are to change your life completely. You are to be devoted to Jesus and His Church. You are to be a special preacher, a messenger to the Gentiles in all the world. Get up and be baptized and wash away your sins!” (Paraphrased from Acts 22:14-16)
7. Ananias had been given the ability to perform miracles, so when he put his hands on Saul’s face, he could immediately see again. In just a few days’ time, Saul experienced some wonderful, scary, life-

changing things. Jesus talked to him, he was completely healed of blindness, and he became a completely new person, a Christian!

8. Saul’s conversion was talked about among all the Christians, and some were very suspicious—even afraid—of him. Most gradually accepted him, however, and he began preaching immediately, trying to bring other people to Jesus. Saul stayed in Damascus for a time with the disciples there.
9. The Jews in Jerusalem and Damascus were very angry (and puzzled) that Saul of Tarsus would no longer help them get rid of Jesus’ disciples, and Saul became their enemy instead of their hero. They plotted and planned to kill Saul while he was still in Damascus. The Jews made an agreement that when Saul came out of the city gates they would kill him. Fortunately, some of the Christians found out about their plans and helped Saul escape the city by letting him down over the city walls in a huge basket.
10. None of us lived 2,000 years ago and stood in the crowd demanding Jesus’ death. None of us stood beneath the cross, made fun of Him, or gambled for His clothing as He was dying. None of us have helped put Christians in prison. But when we make bad choices, we hurt God just as much as if we did those horrible things to Jesus and His followers. The only way to “make it right” with God is to repent and to try to do better every day. Saul of Tarsus was probably from a wealthy family. He was well educated and popular—but he was not doing what was right in God’s sight. He thought he was doing right, but he was blinded by his pride and zeal. Thankfully, even someone like Saul of Tarsus can change. Just as surely as God had the power and the willingness to help Saul become a completely different person, He has the power and willingness to help us be more like Jesus, too, if we are willing to obey.



RECOMMENDED READING FOR TEACHERS: See the article “[The Testimony of the Man from Tarsus](#)” by Kyle Butt on the Apologetics Press Web site for a discussion about the power of Saul’s testimony in arriving at the truth about Jesus.

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:

- “[Saul to Paul Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 9 provided in activity sheets)
- Fun with Foam: Give each child some shaving cream (in a Styrofoam meat tray, aluminum pan, or directly on the table). Ask them to spell out the names of different characters from Acts that you have studied thus far as you pronounce the names (or have them write only the beginning letter of the names).
- When telling the story, have a pair of kids’ sunglasses for each child. (Can be purchased at a party supply store, a dollar store, or from Oriental Trading Company. Use black tempera paint to paint the back of the lenses.) When you get to the part of the story about Saul being

blinded on the road to Damascus, give each child a pair of the glasses. When the children put on their glasses, they won't be able to see much and will be "blind" like Saul. They can take their glasses home and tell their families about Saul of Tarsus.

- Role Play: 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. Make this on poster board and have a picture colored, cutout, and laminated of a Bible city that can 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!

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (["ABCs of Acts Booklet"](#) page 9 provided in activity sheets)
- Fun with Foam: Give each child some shaving cream (in a Styrofoam meat tray, aluminum pan, or directly on the table). Ask them to spell out the names of different characters from Acts that you have studied thus far as you pronounce the names. **Or** ask them review questions about this and previous lessons for which the answers are names of people and places. Ask the children to draw the first letter of the word which answers the question.
- The importance of light: Talk about (and show pictures of) animals, such as bats, that live in darkness most of the time. They need special help (sonar, radar capabilities) to get around in the dark and can't function well in bright light. Saul had been living "in the dark" for a long time because he was sure Jesus was **not** the Son of God. He chose to do terrible things to Christians because he believed he was doing right.
- "Who Am I?" review game: Write clues about main characters studied so far in this unit. Divide the class into teams. Read one clue at a time, taking turns between teams. The team that can correctly name the person on the first clue earns four points. If it takes two clues, give that team three points, and so on. **Or** write clues and names on separate index cards. Put mixed up cards face down on the floor or board, and let students take turns choosing two cards at a time until they find a matching pair.
- "How to Become a Christian" matching game: On wide craft sticks, write the scriptures related to each "step" of salvation [HEAR = Romans 10:17; BELIEVE = John 8:24, Hebrews 11:6; REPENT = Luke 13:3, Acts 2:38; CONFESS = Romans 10:9-10; BE BAPTIZED = Mark 16:16, Acts 2:38, 1 Peter 3:21; BE FAITHFUL = Revelation 2:10]. Write the "steps" on library pockets, mounted on file folder or cardboard. Ask the children to look up the verses and match them to the correct action. It would be a good idea to make enough sets for the children to be able to work in pairs.
- "A Special Time for Saul" game: Print out or draw clocks and cut them out. Cut the clocks in half. On one half write questions about the lesson. On the other half, write the answers. Put pieces of magnetic tape on the backs of both halves, and use on a magnetic board. **Or** glue the question halves onto a file folder or project board. Put magnetic tape above the question halves, and another piece on the answer halves. Kids can work alone or in pairs to match the questions and answers.
- What Happened First?: Write events from today's lesson (begin with the stoning of Stephen) on strips of paper. Have the children put them in chronological order. (Make several sets and let the children work in pairs or small groups to complete the activity.) (["Saul to Paul Sequencing Game"](#) provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (["ABCs of Acts Booklet"](#) page 9 provided in activity

sheets)

- The importance of light: Talk about (and show pictures of) animals, such as bats, that live in darkness most of the time. They need special help (sonar, radar capabilities) to get around in the dark and can't function well in bright light. Saul had been living "in the dark" for a long time because he was sure Jesus was **not** the Son of God. He chose to do terrible things to Christians because he believed he was doing right.
- "Who Am I?" review game: Write clues about main characters studied so far in this unit. Divide the class into teams. Read one clue at a time, taking turns between teams. The team that can correctly name the person on the first clue earns four points. If it takes two clues, give that team three points, and so on. **Or** write clues and names on separate index cards. Put mixed up cards face down on the floor or board, and let students take turns choosing two cards at a time until they find a matching pair.
- "How to Become a Christian" matching game: On wide craft sticks, write the scriptures related to each "step" of salvation [HEAR = Romans 10:17; BELIEVE = John 8:24, Hebrews 11:6; REPENT = Luke 13:3, Acts 2:38; CONFESS = Romans 10:9-10; BE BAPTIZED = Mark 16:16, Acts 2:38, 1 Peter 3:21; BE FAITHFUL = Revelation 2:10]. Write the "steps" on library pockets, mounted on file folder or cardboard. Ask the children to look up the verses and match them to the correct action. It would be a good idea to make enough sets for the children to be able to work in pairs.
- "A Special Time for Saul" game: Print out or draw clocks and cut them out. Cut the clocks in half. On one half write questions about the lesson. On the other half, write the answers. Put pieces of magnetic tape on the backs of both halves, and use on a magnetic board. **Or** glue the question halves onto a file folder or project board. Put magnetic tape above the question halves, and another piece on the answer halves. Kids can work alone or in pairs to match the questions and answers.
- What Happened First?: Write events from today's lesson (begin with the stoning of Stephen) on strips of paper. Have the children put them in chronological order. (Make several sets and let the children work in pairs or small groups to complete the activity.) ("[Saul to Paul Sequencing Game](#)" provided in activity sheets)
- Have the children read the following:
 - Acts 9 and 22 (if they did not do so in NT6)
 - *Discovery* magazine articles: "Saul the Enemy of Christ" and "Paul The Friend of Jesus," [May, 2007](#); "The Conversion of Saul," [December, 2008](#)
 - *Paul's Great Basket Caper*, by Larry Burgdorf, Arch books
 - *Paul at Damascus*, by Penny Frank, Lion Publishing

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)

“I WILL GOD OBEY” ([Click to Hear](#))

Author: Lora Laycook (Revisions by Jeff Miller)
(Tune: Chorus of “Sunlight, Sunlight”)

I will, I will, I will God obey!
I will, I will, obey Him ev’ry day.
Every day, every way, I will God obey!
If I will obey Him, He’ll be pleased always.

“ACTS 22:16” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Stand Up, Stand Up for Jesus”)

“Arise, arise, be baptized,
And wash away your sins,
Calling upon the Lord’s name,”
A new life then begins;

For God is ever waiting.
His Son is waiting, too.
“Arise, arise, be baptized,”
Begin your life anew.

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



Important Woman Raised from the Dead

Acts 9



New Testament 7
Part 2: ABCs of Acts 7-12

WEDNESDAY EVENING

New Testament 7 [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 9:36-43

MEMORY WORK:

YOUNGER CHILDREN: "So he, trembling and astonished, said, 'Lord, what do You want me to do?'" (Acts 9:6a).

OLDER CHILDREN: "So he, trembling and astonished, said, 'Lord, what do You want me to do?' Then the Lord said to him, 'Arise and go into the city, and you will be told what you must do'" (Acts 9:6).

Also help the children memorize the ABCs of Acts.

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.

- ["Dorcas and Peter Action Rhyme"](#)
- ["Dorcas was Raised"](#)

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.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "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 Palestine](#) (provided in activity sheets)



- **John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)**
- **Dorcas (<http://store.bibleclassworkshop.com/shopexd.asp?id=314>)**

PERSONAL APPLICATION:

God has given each of us different talents and abilities. He wants us to use them to help others and to do good.

INTRODUCTION:

Review [N.T. 7 Bible Fact Flash Cards](#) (provided under “N.T. 7 Bible Facts” on curriculum Web site)

Discuss with children things they are good at. Help them see how they can use those talents to work for God.

POINTS TO EMPHASIZE:

1. Briefly review Sunday’s lesson (See [N.T. 7 Review Questions](#) for example questions), as well as other ABCs covered to this point.
2. In Acts nine we learn that “I” is for “Instructed to Change His Life,” referring to Saul. “I” is also for “Important Woman Raised from the Dead.” Peter was traveling throughout the country at this time preaching and teaching. He went to the city of Lydda and spent some time with the Christians there. He healed a crippled man named Aeneas, and many people believed in Jesus because of that miracle.
3. Not too far away, in the city of Joppa, a very special woman named Dorcas (or Tabitha) died, and all the Christians were very sad. She was a generous and kind woman who made clothing for the poor and the widows. When her friends heard about the crippled man being healed in nearby Lydda, they sent for Peter and asked for him to come. They were hoping for a miracle. With God’s help, Peter brought the dead woman back to life! Because of this miracle, many more believed in Jesus and became Christians. [Remind the children about the purpose of miracles throughout the Bible: to prove that the message of the apostles and others sent by God was the Truth—to confirm the Word (Mark 16:20).]
4. Each of us is just as important to God as Dorcas was. God gave her special talents, and she used her talents every day. God also gives you and me talents that we should use to do good and to help others, just as Dorcas did.
5. [See New Testament 4, Lesson 8 for more information.]

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.
- **YOUNGER CHILDREN:** Make sewing cards out of cardboard or cardstock in the shape of a coat/robe out of cardstock or poster board. Punch holes around the outside. Have a length of yarn cut for each child; the yarn needs to be long enough to “sew” around the card. Let the children decorate and then “sew” their cards.
- Cut out several “robes” from cardstock, at least the size of half a sheet. (The size of a whole

sheet of cardstock would be better!) On each “robe,” write one or two words from one or more verses of the story (especially Acts 9:40-42), making sure that all of the words from each memory verse are split up on robes. Mix up the “robes”/words, and put the pieces in a plastic bag. Then let the children put the pieces in order. As soon as a child finishes one verse, ask him/her to put the pieces back in the bag and hand it to another child who has finished his verse.

- Have the children read *Dorcas Sews for Others*, by Alberta Poth Miller, One in Christ Bible Story Book, Concordia Publishing House (DISCLAIMER: Some believe we should only pray to the Father, not Jesus. “Jesus” can be changed to “God” on pp. 22,27.)

FINGERPLAYS:

“DORCAS AND PETER ACTION RHYME”

A lady called Dorcas helped many people. (stretch out hands)
She loved the Lord so much! (cross arms over chest like a hug)
So, when she fell ill and suddenly died, (very sad face)
People cried, for they missed her kind touch. (pretend to cry)
The apostle Peter was asked to come to Joppa. (walk in place)
Many there had heard about Peter’s work for the Lord. (finger to ear, then upward toward heaven)
Peter went to the room where Dorcas was. (march as if climbing stairs)
He asked all the people to leave. (“shoo” motion with hands)
“Get up,” he told Dorcas, and she opened her eyes. (crouch, then get up)

SONGS:

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

Author: Lora Laycook
(Tune: “Trust and Obey”)

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

CHORUS:

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

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



Journey from Joppa to Teach Cornelius

Acts 10



New Testament 7
Part 2: ABCs of Acts 7-12

SUNDAY MORNING

New Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 10

MEMORY WORK:

YOUNGER CHILDREN: "Can anyone forbid water, that these should not be baptized...?" (Acts 10:47a).

OLDER CHILDREN: "Then Peter opened his mouth and said: 'In truth I perceive that God shows no partiality. But in every nation whoever fears Him and works righteousness is accepted by Him.'" (Acts 10:34-35).

Also help the children memorize the ABCs of Acts.

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

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

- ["Cornelius, the Gentile"](#)
- ["Jesus Loves Me"](#)
- ["Jesus Loves the Little Children"](#)
- ["Jesus Loves Everybody"](#)
- ["God Loves People"](#)

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.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "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



- **John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)**
- **[Map of Palestine](#) (provided in activity sheets)**
- **Large, white dish towel filled with “all kinds” (Acts 10:12) of toy or felt animals (clean: locust, cricket, grasshopper, cow, ox, sheep, goat, deer. Unclean: pig, camel, rabbit, eel, eagle, buzzard, vulture, raven, ostrich, owl, sea gull, gecko, mouse, lizard, snake. See for more information: Leviticus 11 and Deuteronomy 14)**
- **Model of Bible times house with Bible character dolls to tell the story on tabletop or in sandbox**
- **See *Expository Dictionary of Bible Words* on “clean and unclean” animals**

PERSONAL APPLICATION:

I must treat everyone with love and respect, just as Jesus did, and understand that He died to save all people.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about two special people: Saul of Tarsus and a woman named Dorcas (or Tabitha). What do you remember about Saul of Tarsus? What happened to him after he saw a bright light? Who was Dorcas? What happened to her?

In Acts 10, we will learn more about the apostle Peter. Remember that in Acts chapter two he preached the very first sermon about Jesus after His death, and 3,000 people were baptized. In our lesson today, Peter learns a lesson about how much God loves everyone, and He wants us to do the same. Let’s find out how Peter learns this lesson about God’s great love.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

God planned before He had even created the Universe and before Adam and Eve sinned to send a Savior. He chose Abraham (and his descendants, the Jews) to be the earthly family of Jesus. And He gave them the Law (often called the Law of Moses/the Old Law/the Old Testament). The purpose of the Law of Moses/the Old Testament was to prepare the Jews for the Savior who would come one day. Do we still live by the Old Testament today? No, not as a binding law code, though we can learn from its principles. Our binding law code, however, is the New Testament. The New Testament is for **everyone**, not just the Jews, or any other group. Peter and the other apostles had to learn that the Good News about Jesus is for everyone. Let’s find out how Peter learned this lesson.

POINTS TO EMPHASIZE:

1. Review the ABCs of Acts covered thus far.
2. “J” is for Journey from Joppa to Teach Cornelius. At the end of chapter nine, we read about Peter being asked to go to Joppa, a city on the Mediterranean coast, because a very special woman named Dorcas had died there. He stayed for “many days” with a man named Simon, who was a **tanner**.



HISTORICAL NOTE: If Simon the tanner was a Jew (which is very likely), he had to work with the bodies of dead animals on a daily basis. According to Jewish ceremonial law, that would have made him “unclean.” Simon’s very nasty, smelly business was more than likely very close to the Mediterranean Sea because tanners needed access to large amounts of water for washing hides. Then, as now, the waterfront was a very ungodly environment in which to live. The fact that Peter lived with a tanner may indicate that he was willing to set aside at least some of his religious and cultural prejudices against other people, which probably helped to prepare him to change his way of thinking about the Gentiles.



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



RECOMMENDED READING FOR TEACHERS: See the article “[The Bible and a Little Detail](#)” by Kyle Butt on the Apologetics Press Web site for a discussion about the inspiration of the Bible as it relates to the account of Cornelius’ conversion.

3. About 30 miles from Joppa, in the city of Caesarea (not to be confused with Caesarea Philippi), lived a very good man named Cornelius. He was a Roman soldier in command of many soldiers (a centurion). Cornelius was not a Jew, nor was he a follower of Jesus, but he was very religious and believed in and prayed to God. He was also well known in the community for his kindness and generosity.



HISTORICAL NOTE: Caesarea had been named in honor of Caesar, the Emperor of the Roman Empire, by Herod the Great. It was the home of the Roman governor of Judea. As a centurion, Cornelius would have been in charge of 100 soldiers (although it is thought that it might have actually been 80 soldiers) who were part of a larger regiment, or cohort (480 to 600 men). There were 10 cohorts in each legion. So, a legion was made up of around 5,000 men. Today Cornelius’ rank would have been something like a sergeant in the U.S. Army. He was probably one who worked his way up the ranks, rather than someone who bought his position or was appointed because of his social status.



NOTE: See Wayne Jackson’s article, “[Does the Case of Cornelius Prove the ‘Sinner’s Prayer’ Doctrine?](#)” on the Christian Courier Web site if the children have questions about God hearing the prayer of Cornelius, a non-Christian.

4. One day, at about **3:00 in the afternoon**, an angel suddenly appeared to Cornelius and told him that he should send for the apostle Peter in Joppa to find out what he should do to be pleasing to God. Cornelius immediately sent two servants and a soldier whom he trusted to Joppa to find Peter and bring him back. Cornelius showed his willingness and eagerness to obey God by obeying the angel’s message without questions or hesitation.



NOTE: It appears that Cornelius was observing the Jewish evening worship/sacrifice hour, which was 3:00 P.M. (cf. *Barnes Notes On the New Testament*, Acts 10:3; *Jamieson, Fausset, and Brown Commentary*, Acts 10:3).

5. The next day, about noon, Peter was praying on the flat rooftop of Simon the tanner’s house. He was hungry and waiting for food to be prepared. Meanwhile, he “fell into a trance” and had a **vision**. The vision was unlike anything he had ever seen before: three times a large sheet was let down from heaven full of “all kinds” of animals, apparently both “clean” and “unclean” under the Old Law. A voice from heaven told him to “kill and eat,” but he refused, saying that as a faithful Jew, he had never eaten anything unclean [see Leviticus 11]. “What God has cleansed you must not call common [unclean],” the voice from heaven said.



Vision: something seen in a dream or trance, sent by God to share a special message or revelation. Peter and Cornelius were given visions that went together, like those Saul of Tarsus and Ananias received in chapter nine.



NOTE: Peter saw a sheet with “all kinds” of creatures in it, descending from heaven (Acts 10:12), signifying a change in God’s definition of what constitutes “clean”/“unclean.” Though under the Old Law, the sheet would have contained only **certain kinds** of animals, now the sheet contained “all kinds.” According to commentators, the sheet of animals that Peter saw apparently contained animals that would have been considered both clean and unclean animals under the Old Law (*A Commentary on Acts of Apostles*, J.W. McGarvey; *Jamieson, Fausset, and Brown Commentary*, Acts 10:12; *Adam Clarke’s Commentary*, Acts 10:12). Under the Old Law, the Jews had specific instructions from God as to what they could eat (clean) and what they could not eat (unclean). According to Deuteronomy 14 and Leviticus 11, clean animals included oxen, sheep, goats, deer, gazelles, fish with both fins and scales, locusts, crickets, and grasshoppers. Unclean animals included camels, pigs, hares, eagles, buzzards, vultures, ravens, ostrich, owls, geckos, lizards, mice, moles, snakes, etc. God gave the Israelites these instructions because they were “a holy people to the Lord your God, and the Lord has chosen you to be a people for Himself...” (Deuteronomy 14:2). Everything they did—even what they ate—would show the world that they were a different, set apart people.

6. While Peter was trying to understand this strange vision, the messengers from Cornelius arrived at Simon’s house. When he heard that a Roman soldier named Cornelius had sent for him, Peter went with them, taking six other disciples of Jesus with him to be witnesses. [Remember that Jews did not normally talk to Gentiles, do business with them, nor go into their houses. Disciples of Jesus were no longer Jews, but many tried to hold on to the Old Law and traditions. See note below.] Peter then understood what his strange vision had meant:

God expected him to preach to Gentiles as well as to Jews. The people who weren't Jews before becoming Christians could and should hear the Good News about Jesus.

7. Four days after the angel spoke to Cornelius, Peter arrived at Cornelius' house in Caesarea. The Roman soldier told Peter about the angel's message, and Peter responded with the key words of this chapter: "In truth I perceive that God shows no partiality. But in every nation, whoever fears Him and works righteousness is accepted by Him" (vss. 34-35). Peter had preached the first Gospel sermon on the Day of Pentecost when the Church began with the 3,000 who were baptized into Christ. By chapter 10 (a few years later), Peter was learning exactly what Jesus said in Matthew 28:19-20: "Go into all the world and preach the Gospel to **every** creature"—not just the Jews.
8. When Cornelius heard the Gospel (good news) about Jesus, he and his household were immediately baptized into Christ. They were the first Gentiles to become Christians.



HISTORICAL NOTE: Roman military personnel were discouraged, or even forbidden, to marry (*Bible Background Commentary*, p. 350). The conversion of Cornelius' "household" (Acts 10:2; 11:14) would likely have included servants and/or freed-persons, siblings, as well as relatives (and possibly close friends—Acts 10:24).



RECOMMENDED READING FOR TEACHERS: See the article "[Do the 'Household Baptisms' Justify Infant Baptism?](#)" by Caleb Colley on the Apologetics Press Web site for a discussion about that subject as it relates to the conversion of Cornelius' household. See the article "[Dying Before Baptism?](#)" by Kyle Butt on the Apologetics Press Web site for a response to the argument that baptism must not be essential for salvation since God would not condemn someone who died on the way to be baptized.

9. God gave them the ability to speak in foreign languages ("tongues") that they had never studied—just like the apostles had done on Pentecost. This was a sign to all the Jewish Christians that Cornelius and his household, as well as all other Gentiles, were to be welcomed into the Church without any prejudice.



RECOMMENDED READING FOR TEACHERS: See the article "[Modern-Day Miracles, Tongue-Speaking, and Holy Spirit Baptism: A Refutation](#)" by Dave Miller on the Apologetics Press Web site for a discussion of the Holy Spirit baptism that occurred on this occasion.

10. Cornelius was a very good man, but he was not part of the Church (not a Christian) until he was baptized. This is an important lesson for our kids—and for us—because this is not the message we are getting from many inside and outside the Church today. Cornelius, like Paul, was searching for the Truth—searching for how to obey God. God provided a teacher, just as He did for the Ethiopian in Acts eight. Cornelius listened to Peter, and then he had to decide what he would do; he had to decide whether or not he would be baptized and be saved. Not only Cornelius, but also "all his household" decided to become followers of Jesus and were baptized.



RECOMMENDED READING FOR TEACHERS: See the article “[If Cornelius Had the Holy Spirit, Doesn’t That Mean He Was Saved?](#)” by Kyle Butt on the Apologetics Press Web site for a response to the argument that baptism must not be essential if Cornelius had the Holy Spirit before being baptized.

11. This was a time of great rejoicing for Cornelius and those with him. It was a very happy time for Peter, too. He had learned a very special lesson: every soul is important to God, and everyone needs to know about Jesus. Help the children to understand the significance of this, explaining that most of the world had rejected God until this point. The Law of Moses was given to the Jews, alone. The Gentiles were still living under the Patriarchal Law, like those who lived prior to Moses, but most of the Gentiles had rejected God. So the Jews were expected to be set apart from them so that they would not be made unclean. The Gospel being for everyone meant that the Jews alone were no longer “God’s chosen people.” Now, the Church is God’s chosen people, and we have the same responsibility to share the Gospel with everyone that Peter did.

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:

- “[Cornelius’ Family is Baptized](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 10 provided in activity sheets)
- Write “Peter teaches Cornelius” on a piece of construction paper (one for each child). Then glue a piece of white fabric on each paper (around the edges to form a pocket). Have cutouts of various “unclean” animals for the children to color and glue inside their fabric pockets. (“[Peter Teaches Cornelius Activity Sheet](#)” provided in activity sheets)
- Show the children pictures of different kinds of plants in their native environment (roses in a garden, cacti in the desert, tropical flowers in the rain forest, etc.). Talk about the beauty and uniqueness of each plant. Each one looks different (color, shape) and grows in a different environment, but each one was created by God, and each one is special to Him. Have a box or basket of things from nature that are different colors and shapes. As you show the children each item, ask them, “Who made this? Who gave it this special color and special shape?” Make the point that each living thing in nature, though different, is special to God—and specially created by God. [Bags of snakes or frogs of varying sizes and colors are often available at dollar stores. These are excellent visuals for this illustration.]
- Let the children look in a mirror and tell what they see; not only should they realize that each one is different—each one is special to God, no matter what he/she looks like. Show them pictures of children around the world, discussing how they’re different and how they’re the same.
- “Journey to Find Cornelius” review game: In the top right-hand corner of a piece of poster board, draw a house with a male figure (“Cornelius”) standing in front. In the bottom left-hand corner, draw some buildings and write “Joppa.” Draw a road from Joppa to Cornelius’ house. Put Velcro® dots or pieces of magnetic tape in at least 10 places along the road. Make a cutout of Peter, and put a corresponding Velcro® dot or piece of magnetic tape on the back. Ask each child a question about the story. As each child answers his question correctly, he can move Peter

along the road, one dot or magnet per question, until Peter arrives at Cornelius' house. (The children can make the return trip to Joppa as well.)

- Write “God’s Word is for everyone!” on pieces of construction paper, one for each child. Let the children color pictures of people from different countries and glue them onto the papers.

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 10 provided in activity sheets)
- Play Tic-Tac-Toe with review questions from this and previous lessons. (“[Tic-Tac-Toe Instructions](#),” board, and [N.T. 7 Review Questions](#) available on curriculum Web site)
- Show the children pictures of different kinds of plants in their native environment (roses in a garden, cacti in the desert, tropical flowers in the rain forest, etc.). Talk about the beauty and uniqueness of each plant. Each one looks different (color, shape) and grows in a different environment, but each one was created by God, and each one is special to Him. Have a box or basket of things from nature that are different colors and shapes. As you show the children each item, ask them, “Who made this? Who gave it this special color and special shape?” Make the point that each living thing in nature, though different, is special to God—and specially created by God. [Bags of snakes or frogs of varying sizes and colors are often available at dollar stores. These are excellent visuals for this illustration.]
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3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 10 provided in activity sheets)
- Show the children pictures of different kinds of plants in their native environment (roses in a garden, cacti in the desert, tropical flowers in the rain forest, etc.). Talk about the beauty and uniqueness of each plant. Each one looks different (color, shape) and grows in a different environment, but each one was created by God, and each one is special to Him. Have a box or basket of things from nature that are different colors and shapes. As you show the children each item, ask them, “Who made this? Who gave it this special color and special shape?” Make the point that each living thing in nature, though different, is special to God—and specially created by God. [Bags of snakes or frogs of varying sizes and colors are often available at dollar stores. These are excellent visuals for this illustration.]
- Bible Jeopardy: Make categories corresponding to all the lessons in this and the previous quarters. Examples of categories: Apostles, Who Said...?, The Cripple Cured, Taught in a Chariot (the Ethiopian), etc.
- Write events from this story (not in order) on the board. Let the kids take turns writing a number

beside each event to indicate the order in which each one took place. **Or** write events on index cards, shuffle the cards, and let the kids put the cards in chronological order.

- Have the children read the following:
 - Acts 10
 - *Discovery* magazine articles: “Cornelius Becomes a Christian,” [December, 2008](#)
 - *We’re Different, We’re the Same*, by Bobbie Jane Kates (Random House)

SONGS:

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

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

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

CHORUS:

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

“JESUS LOVES ME” ([Click to Hear](#))

Author: Anna B. Warner

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

CHORUS:

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

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

(CHORUS)

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

Author: Traditional

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

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

“JESUS LOVES EVERYBODY” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Give Me That Old Time Religion”)

CHORUS:

Jesus loves everybody,
Jesus loves everybody,
Jesus loves everybody,
And Jesus loves ME too!

VERSE 1:

He wants us to live for Him,
He wants us to live for Him,
He wants us to live for Him,
While we're here on Earth.

(CHORUS)

VERSE 2:

He will take us home to heaven,
He will take us home to heaven,
He will take us home to heaven,
If we obey His word.

(CHORUS)

“GOD LIKES PEOPLE”

Author: Joel Hemphill

(Tune: See Internet)

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



Journey from Joppa to Teach Cornelius

Acts 10



New Testament 7
Part 2: ABCs of Acts 7-12

WEDNESDAY EVENING

New Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 10

MEMORY WORK:

YOUNGER CHILDREN: "Can anyone forbid water, that these should not be baptized...?" (Acts 10:47a).

OLDER CHILDREN: "Then Peter opened his mouth and said: 'In truth I perceive that God shows no partiality. But in every nation whoever fears Him and works righteousness is accepted by Him.'" (Acts 10:34-35).

Also help the children memorize the ABCs of Acts.

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

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

- ["Cornelius, the Gentile"](#)
- ["Jesus Loves Me"](#)
- ["Jesus Loves the Little Children"](#)
- ["Jesus Loves Everybody"](#)
- ["God Loves People"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "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
- John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards,

not the lesson book)

- [Map of Palestine](#) (provided in activity sheets)
- Large, white dish towel filled with “all kinds” (Acts 10:12) of toy or felt animals (clean: locust, cricket, grasshopper, cow, ox, sheep, goat, deer. Unclean: pig, camel, rabbit, eel, eagle, buzzard, vulture, raven, ostrich, owl, sea gull, gecko, mouse, lizard, snake. See for more information: Leviticus 11 and Deuteronomy 14)
- Model of Bible times house with Bible character dolls to tell the story on tabletop or in sandbox
- See *Expository Dictionary of Bible Words* on “clean and unclean” animals

PERSONAL APPLICATION:

I must treat everyone with love and respect, just as Jesus did, and understand that He died to save all people.

INTRODUCTION:

Review [N.T. 7 Bible Fact Flash Cards](#) (provided under “N.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Briefly review Sunday’s lesson (See [N.T. 7 Review Questions](#) for example questions), as well as other ABCs covered to this point.

Talk more about what prejudice is and how Jesus wants us to see others as **He** sees them. (Remember that Jesus was not a “Southern white man”!)

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.



Kingdom also for Gentiles

Acts 11



New Testament 7
Part 2: ABCs of Acts 7-12

SUNDAY MORNING

New Testament 7 [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 11

MEMORY WORK:

YOUNGER CHILDREN: "And the disciples were first called Christians in Antioch" (Acts 11:26b).

OLDER CHILDREN: "So it was for a whole year they assembled with the church and taught a great many people. And the disciples were first called Christians in Antioch" (Acts 11:26b).

Also help the children memorize the ABCs of Acts.

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 Family of God"](#)
- ["Called Christians"](#)

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.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "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 1) A Beka picture set (DISCLAIMERS: 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)
- "The Church at Antioch" illustration (adapted from "The Church at Antioch," from



***Creative Bible Teaching: Volume 2*, by Sarah Richey): Make seven copies of a church building outline. On the front side write the letters A-N-T-I-O-C-H and on the back side, the main points of the story (specifically from verses 19-30). Begin the story with the front side of the buildings showing on a magnetic board. As you tell the story, turn each letter over, presenting the next point in the lesson. Study the eleventh chapter of Acts, verses 19-30, for details. (Example main points: The Church at Antioch; Disciples were called Christians, Acts 11:26; Told everyone about Jesus, Acts 11:20; Jews and Gentiles Obeyed, Acts 11:21; Worshipped God, Acts 11:23; Antioch Church Grew!, Acts 11:21,24; They sent help to Jerusalem, Acts 11:28-30)**

- [Map of Palestine](#) (provided in activity sheets)

PERSONAL APPLICATION:

I can be an encourager (help others feel better about themselves, etc.).

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

In last week's lesson, we learned that Peter was chosen to teach Cornelius and his family about Jesus, and they became Christians. Peter learned that Jesus came to save everyone—that the Church should be a family of many different people.

Today we're going to talk about how important it is to help each other with kind words and actions. When someone says nice things to you, sends you a card, or does something to help you feel better, they are encouraging you. In today's lesson, we are going to learn how two men encouraged new Christians. Let's see if we can learn from them how to be encouragers, too.

INTRODUCTION: (OLDER CHILDREN)

Review the story of Cornelius from last Sunday. Remind the children that Peter learned an important lesson: God does not love some groups of people more than others. He loves everyone the same and wants everyone to hear and obey the Gospel.

What does it mean to “encourage” someone? The dictionary says it means “to inspire with hope, courage, confidence.” It can also mean to lift someone's spirits, to build him up. It feels good when someone gives you encouragement: when someone builds, you up, doesn't it? When someone is a new Christian, is sick, or is having problems, it is very important to encourage him/her. In today's lesson, we are going to learn how two men really encouraged the Christians in Antioch to be strong and faithful. We can learn how to be encouragers, too.

POINTS TO EMPHASIZE:

1. Review the ABCs of Acts covered thus far.
2. “K” is for the Kingdom (the Church) is also for Gentiles.
3. As the Kingdom of God (the Church) grew, it spread from Jerusalem and the surrounding areas to the cosmopolitan area of Antioch, the third largest urban center of the ancient world (after Rome and Alexandria, Egypt). It has been estimated that as many as 500,000 people lived in Antioch. It was a city known for its many pagan cults and shrines.

4. Because many people were becoming Christians in Antioch, Barnabas was sent by the leaders of the church in Jerusalem to see how they were doing in a hostile environment, and to encourage them to be strong. Antioch was the first place that the followers of Jesus were called “Christians.” The disciples first called themselves “the Way.”



RECOMMENDED READING FOR TEACHERS: See the article “[The Name ‘Christian’](#)” by Dave Miller on the Apologetics Press Web site for a discussion about the origin and importance of the word.

5. Barnabas decided to go to Tarsus to get Saul (Paul). He encouraged Paul to use his experiences and his faith to teach and strengthen others. Paul was a perfect example of someone who had become a Christian and had to endure great struggles and hardships to be faithful. For a year, the two friends, Barnabas and Paul, lived in Antioch, teaching “a great many people” (NKJV). Barnabas encouraged Paul, and he encouraged the believers in Antioch. Barnabas truly was a “son of encouragement,” which is what his name means.
6. In this chapter, two great encouragers are mentioned: Peter, who encouraged the Gentiles to become Christians and encouraged his other brethren to accept them as God did, and Barnabas, who encouraged the Christians in Antioch and in other places as well.
7. We can learn to encourage others in many ways. Like Barnabas, we can be known as “sons of encouragement.”

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 Barnabas Preach Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 11 provided in activity sheets)
- Help children make notes of encouragement to give their parents, teachers, friends, etc. On smiley faces (or some other “happy” pattern) write, “I like you/love you because...” and let the children tell you something to fill in the blanks.
- Talk with the children about ways other people make them feel better when they’re sick or sad. That’s what “encourage” means—something we do to help others feel better and/or be happy. On a half sheet of card stock or construction paper, print “I can encourage others by...” and let each child tell you something he/she can do to make others happy. Let them color/decorate their papers.

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 11 provided in activity sheets)
- Let the children make notes of encouragement for their parents, teachers, friends, someone who’s sick, etc. Fold half sheets of construction paper in half. Let them draw pictures on the outside and write something encouraging on the inside. (For example, “I am thankful for you because...” “I like the way you...” etc.)

- Challenge students to say something encouraging to five different people during the week.
- Common Word: Write Acts 11:26; 26:28; and 1 Peter 4:16 on the board, and let the children race to see who can discover the word that is common to all three of those verses.

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 11 provided in activity sheets)
- Let the children make notes of encouragement for their parents, teachers, friends, someone who’s sick, etc. Fold half sheets of construction paper in half. Let them draw pictures on the outside and write something encouraging on the inside. (For example, “I am thankful for you because....” “I like the way you....” etc.)
- Challenge students to say something encouraging to five different people during the week.
- Common Word: Write Acts 11:26; 26:28; and 1 Peter 4:16 on the board, and let the children race to see who can discover the word that is common to all three of those verses.
- Have the children read the following:
 - Acts 11
 - *Have You Filled a Bucket Today?* by Carol McCloud, Ferne Press

SONGS:

“THE FAMILY OF GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: “The Farmer in the Dell”)

The family of God, the family of God,
We grow in Jesus day by day,
The family of God.

The family of God, the family of God,
We learn God’s Word and pray each day,
The family of God.

“CALLED CHRISTIANS” ([Click to Hear](#))

Author: Bannie Burt

(Tune: “Mulberry Bush”)

Disciples were called Christians at Antioch, at Antioch, at Antioch.
Disciples were called Christians at Antioch,
Where they shared the Gospel with others.

*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.



Kingdom also for Gentiles

Acts 11



New Testament 7
Part 2: ABCs of Acts 7-12

WEDNESDAY EVENING

New Testament 7 [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 11

MEMORY WORK:

YOUNGER CHILDREN: "And the disciples were first called Christians in Antioch" (Acts 11:26b).

OLDER CHILDREN: "So it was for a whole year they assembled with the church and taught a great many people. And the disciples were first called Christians in Antioch" (Acts 11:26b).

Also help the children memorize the ABCs of Acts.

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 Family of God"](#)
- ["Called Christians"](#)

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.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "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 1) A Beka picture set (DISCLAIMERS: 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)
- "The Church at Antioch" illustration (adapted from "The Church at Antioch," from



Creative Bible Teaching: Volume 2, by Sarah Richey): Make seven copies of a church building outline. On the front side write the letters A-N-T-I-O-C-H and on the back side, the main points of the story (specifically from verses 19-30). Begin the story with the front side of the buildings showing on a magnetic board. As you tell the story, turn each letter over, presenting the next point in the lesson. Study the eleventh chapter of Acts, verses 19-30, for details. (Example main points: The Church at Antioch; Disciples were called Christians, Acts 11:26; Told everyone about Jesus, Acts 11:20; Jews and Gentiles Obeyed, Acts 11:21; Worshipped God, Acts 11:23; Antioch Church Grew!, Acts 11:21,24; They sent help to Jerusalem, Acts 11:28-30)

- [Map of Palestine](#) (provided in activity sheets)

PERSONAL APPLICATION:

I can be an encourager (help others feel better about themselves, etc.).

INTRODUCTION:

Review [N.T. 7 Bible Fact Flash Cards](#) (provided under “N.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Briefly review Sunday’s lesson (See [N.T. 7 Review Questions](#) for example questions), as well as other ABCs covered to this point.

Empasize the relationship of Barnabas and Paul. Barnabas supported Paul when others were afraid to have anything to do with him after his conversion. They traveled together teaching others about Jesus, etc.

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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Leader Beheaded;

Liberated from Prison

Acts 12



New Testament 7
Part 2: ABCs of Acts 7-12

SUNDAY MORNING

New Testament 7 [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 12

MEMORY WORK:

YOUNGER CHILDREN: “[C]onstant prayer was offered to God for him by the church” (Acts 12:5b).

OLDER CHILDREN: “Peter was therefore kept in prison, but constant prayer was offered to God for him by the church” (Acts 12:5).

Also help the children memorize the ABCs of Acts.

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

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

- [“Peter and the Angel”](#)
- [“Why Did Peter Stay Out?”](#)
- [“Whisper a Prayer”](#)
- [“I Can Talk to God”](#)
- [“I Will Pray”](#)
- [“God is Listening”](#)
- [“An Angel Helped Peter”](#)

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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- “Acts Chapter Summary” from [“Kids Prep 2”](#) CD by Jeff Miller
- “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



- **John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)**
- **Map of Palestine (provided in activity sheets)**

PERSONAL APPLICATION:

I can talk to God in prayer any time, anywhere, and about anything.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about encouraging other people. What does it mean to encourage someone? What two men in last week’s lesson encouraged new Christians?

People who pray are also encouragers. What are some things you pray for? Today we will talk about an apostle who was put in prison, but many people were praying for him. Let’s see what happened!

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

Last week we talked about the importance of encouraging other people. People who pray are also encouragers. In our lesson today, we will talk about how powerful prayer is.

POINTS TO EMPHASIZE:

1. Review the ABCs of Acts covered thus far.
2. “L” is for Leader Beheaded and Liberated from Prison.
3. As the Church continued to grow, Christians were increasingly persecuted (mistreated) because of their faith. So they continued to move to many places throughout the world, looking for safety. They also taught the Gospel wherever they went. Peter had been to Joppa, Caesarea, Lydda, and other places, teaching and preaching about Jesus. But when Peter returned to Jerusalem where the other apostles were, he was also in danger.

HISTORICAL NOTE: The Romans appointed a governor over each of the provinces (territories) of Palestine. The governor (called “king” in Acts 12:1) of Judea at this time was Herod Agrippa I, the grandson of Herod the Great who slaughtered the babies in Bethlehem (Luke 2), and the nephew of Herod Antipas who killed John the Baptist. Herod Agrippa I was appointed by the Roman emperor Caligula and given more power and greater legal latitude than his predecessors.

4. Governor (“King”) Herod was very cruel and corrupt. But he was popular with many of the Jewish people, especially the group called Pharisees. Because the Jews disliked Christians, Herod decided that one way to keep the Jews on his side would be to kill as many Christians as he could find. He arrested the apostle James (brother of John) and had him killed (beheaded, like his uncle Herod Antipas beheaded John the Baptist). James was the first apostle to die.



When Herod realized that killing James “pleased the Jews,” he arrested Peter (Peter’s third arrest), promising that Peter also would be killed.



NOTE: James is the only apostle whose death is recorded in the New Testament.

5. Peter was arrested during the Feast of Passover (or the Feast of Unleavened Bread). Remember that this was the same time of year that Jesus had been arrested and crucified several years before. Agrippa promised the Jews that Peter would be killed a week later, after the Feast was over. He wanted to make sure Peter could not escape like he did another time he was in prison (Acts 5). So he ordered that Peter be chained between two guards. Then he posted pairs of guards at each door leading out of the prison.



NOTE: The King James Version incorrectly translates “Passover” as “Easter” in Acts 12:4..

6. That same night, God sent an angel to Peter. A bright light appeared in Peter’s cell, and the angel struck Peter on the side to wake him up. He told Peter to get up quickly, and immediately the chains fell off his hands. He told Peter to put on his sandals and wrap his cloak around him. Peter obeyed and then followed the angel out of the prison, without any of the soldiers knowing he was leaving. Peter thought he was having a dream until he walked out of the prison’s outer gates. The gates opened by themselves, and Peter and the angel continued down the city street. Suddenly the angel disappeared, leaving Peter alone. Peter then realized that he really had been freed from prison by an angel of God. (It is interesting to note that once outside the prison, the angel did not do anything for Peter that the apostle could not do for himself.)



RECOMMENDED READING FOR TEACHERS: See the article “[Did Peter’s Chains Fall Off His Hands or His Wrists?](#)” on the Apologetics Press Web site for a response to the allegation that Luke made a mistake in his report of this event.

7. Peter’s first thought was to go to the home of John Mark’s mother, whose name was Mary. Apparently, Mary’s house was a common gathering place for the church, since Peter went there first. John Mark’s family was undoubtedly wealthy, because there was a servant to answer the door, the house had an outer gate, and the large gathering was in another part of the house.
8. Many Christians from Jerusalem had gathered there, praying fervently for Peter. (ASV/ESV says they prayed “earnestly”—Acts 12:5.) Maybe they had gathered to pray just like this before James was beheaded, just a few days earlier. Even though God allowed James to die, they still believed in the power of prayer—and in God’s will to do what was right for the entire Church. They believed that prayer was important and powerful, and they needed to be together during those scary times for support and encouragement.
9. When Peter arrived at Mary’s house, he knocked on the door, and a servant girl named Rhoda came to the door. When she heard Peter’s voice, she was so excited that she forgot to open the door. She ran back into the house to tell the others that Peter was outside the gate, but they thought she was mistaken, thinking she was “out of her mind” (Acts 12:15, ESV) or that Peter had an angel that she

had seen (vs. 15). Peter continued to knock until they opened the door and saw for themselves that he was there. (It is interesting that those who were praying so hard were so incredulous!)



NOTE: After this incident, Peter is no longer the central figure of the book of Acts. Beginning with Acts 12:25, the remainder of this historical record of the early Church focuses on the work of Paul.

The “James” mentioned in Acts 12:17 is the brother of Jesus, not the apostle who was beheaded. See also Acts 15:13; 21:18-20; 1 Corinthians 15:7; and Galatians 2:9.



RECOMMENDED READING FOR TEACHERS: See the article “[Answering the Allegations](#)” on the Apologetics Press Web site for a response to the allegation that Luke made a mistake regarding the account of the death of James in Acts 12.

10. Peter explained to his brothers and sisters in Christ how he was released from prison and then he “went to another place.” It is likely that the Roman authorities also knew the Christians often gathered at Mary’s house and would come there first to look for Peter. No doubt Peter didn’t want to endanger the lives of anyone else by his presence there.
11. The early Christians believed prayer was important and powerful. They believed God would answer their prayers. God wants us to pray, just as the early Christians did. Prayer is talking to God, and He wants to hear from us all the time. How does God answer our prayers? Because He is our Heavenly Father and loves us very much, He sometimes tells us “no,” because we don’t need what we pray for or because it wouldn’t be good for us. Sometimes we have to wait for answers. And sometimes God says “yes,” giving us what we pray for—but at a time that He knows is best for us.

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

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

Ages 2-5:

- “[Praying for Peter Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 12 provided in activity sheets)
- Print “Pray Without Ceasing” in large letters on cardstock or construction paper (one for each child). Laminate the sheets, and cut them into five or six puzzle pieces. Put the pieces in Zip-loc® bags. Let children put the puzzles together in class and take them home. (Provide a baggie for children to carry their puzzle in.)
- Print “I Can Pray Anywhere!” on half sheets of cardstock. Provide pictures (from magazines or old curricula) of children eating, playing with friends, sleeping, doing chores, riding bikes, etc.). Let the children glue the pictures onto their pieces of card stock.
- “Leap Frog” game: Write review questions from this and previous lessons on lily pad cutouts. Turn them upside down, and tape them on the floor or a blue plastic tablecloth. Let the children take turns tossing a beanbag frog (use a regular beanbag if you can’t find a frog) onto a lily pad. Read the questions to them when their frog lands on a lily pad.

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 12 provided in activity sheets)
- “[Math Activity](#)” (provided in activity sheets)
- “Bible Bingo”: Create review questions over this and previous lessons in this unit—questions with one or two word answers. Make a Bingo card for each of your students. Write the answers randomly on each card; laminate all the cards. Give students small pieces of paper to cover the spaces on their cards. To play, read the review questions; the students should cover the answers on their cards. The first to get four or five in a row wins (depending on your card design). ([Bingo sheets and rules](#) and [N.T. 7 Review Questions](#) provided on curriculum Web site)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 12 provided in activity sheets)
- “[Math Activity](#)” (provided in activity sheets)
- “Bible Bingo”: Create review questions over this and previous lessons in this unit—questions with one or two word answers. Make a Bingo card for each of your students. Write the answers randomly on each card; laminate all the cards. Give students small pieces of paper to cover the spaces on their cards. To play, read the review questions; the students should cover the answers on their cards. The first to get four or five in a row wins (depending on your card design). ([Bingo sheets and rules](#) and [N.T. 7 Review Questions](#) provided on curriculum Web site)
- Have the children read the following:
 - Acts 12 (as well as 9-11 if they did not do so this quarter or in NT6) [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Acts 9-12 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - *Peter Set Free*, by Gloria Truitt, Arch books (Concordia Publishing House)
 - *Discovery* magazine articles: “To God Be the Glory,” [March, 2004](#)

FINGERPLAYS:

“PETER AND THE ANGEL”

One, two, what did the angel do?
Three, four, woke Peter on the floor; (count off fingers)
Five, six, then his sandals did fix.
Seven, eight, angel opened up the gate,
Nine, ten, Peter was free again! (hold out open palms)

“WHY DID PETER STAY OUT?”

Now here is the gate outside Mary’s house (draw a big square in the air)
Peter knocked and knocked! (knock three times)
Why did he stay out?
Rhoda ran inside (run with two fingers)
In her hurry, she left the gate locked! (motion like locking the door)

SONGS:

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

Author: Unknown*

(Tune: See Internet)

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

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

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

Author: Unknown*

(Tune: “The Farmer in the Dell”)

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

“I WILL PRAY” ([Click to Hear](#))

Author: Lora Laycook

(Tune: chorus of “Sunlight, Sunlight”)

I will, I will, I will stop and pray.
I will, I will, pray to Him each day.
For He always loves me, and He loves you, too;
If you will obey Him, He will answer you.

“GOD IS LISTENING” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Are You Sleeping?”)

God is listening, God is listening, (put your hand to your ear)
While we pray, while we pray, (put hands together as if to pray)
Bow your head so lightly, (bow your head)
Close your eyes so tightly, (close your eyes)
Let us pray, let us pray.

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

Author: Lora Laycook

(Tune: chorus of “Sunlight, Sunlight”)

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

*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.



Leader Beheaded;

Liberated from Prison

Acts 12



New Testament 7
Part 2: ABCs of Acts 7-12

WEDNESDAY EVENING

New Testament 7 [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 12

MEMORY WORK:

YOUNGER CHILDREN: “[C]onstant prayer was offered to God for him by the church” (Acts 12:5b).

OLDER CHILDREN: “Peter was therefore kept in prison, but constant prayer was offered to God for him by the church” (Acts 12:5).

Also help the children memorize the ABCs of Acts.

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

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

- [“Peter and the Angel”](#)
- [“Why Did Peter Stay Out?”](#)
- [“Whisper a Prayer”](#)
- [“I Can Talk to God”](#)
- [“I Will Pray”](#)
- [“God is Listening”](#)
- [“An Angel Helped Peter”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- “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
- John the Baptist/Peter A Beka Flash-A-Card Series (**DISCLAIMER: use the cards, not the lesson book**)
- [Map of Palestine](#) (provided in activity sheets)

PERSONAL APPLICATION:

I can talk to God in prayer any time, anywhere, and about anything.

INTRODUCTION:

Review [N.T. 7 Bible Fact Flash Cards](#) (provided under “N.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Briefly review Sunday’s lesson (See [N.T. 7 Review Questions](#) for example questions), as well as other ABCs covered to this point.

Talk with the kids about the importance of prayer, reading passages on prayer (e.g., 1 Thessalonians 5:16; Luke 18; James 5:13-18; Acts 8:22; Philippians 4:6-7; 1 John 1:9).

Make a prayer list with their suggestions.

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

- See Sunday morning’s lesson.

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



Review

New Testament 7



New Testament 7
Part 2: ABCs of Acts 7-12

POINTS TO EMPHASIZE:

1. Review [N.T. 7 Bible Fact Flash Cards](#) (provided under “N.T. 7 Bible Facts” on curriculum Web site)
2. Use learning center/activities to help review.
3. Utilize the following questions to review each lesson:

LESSON 1—ASCENSION OF JESUS; A NEW APOSTLE CHOSEN

Scripture Reference:

- Acts 1; Luke 24:46-53

Memory Work:

- YOUNGER CHILDREN: “He was taken up, and a cloud received Him out of their sight” (Acts 1:9b).
- OLDER CHILDREN: “Now when He had spoken these things, while they watched, He was taken up, and a cloud received Him out of their sight” (Acts 1:9).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I can invite my friends to Bible class, give them Bibles, and pray for them so they will learn about Jesus.

Review Questions:

1. What is the meaning of the word “ascend”? (To go up)
2. For how many years did Jesus teach the people about God and how God wanted them to live before going to heaven? (About three years)
3. While Jesus traveled, what did He do to prove that He was the Son of God? (He performed miracles to confirm His claims.)
4. Who did the Jews convince to betray Jesus so that they could arrest Him? (The apostle Judas)
5. On what day of the week was Jesus crucified? (Friday)
6. How many hours did Jesus suffer on the cross? (Six hours)



7. What happened on the third day after the crucifixion? (Jesus was resurrected.)
8. For how many days did Jesus stay on Earth before ascending? (40 days)
9. Before Jesus went back to heaven, what did He command the apostles to do? (To spread the Gospel to the world and baptize)
10. In Jerusalem, what would be given to the apostles to help them carry out the command that Jesus had given them? (Miraculous gifts of the Holy Spirit)
11. After they watched Jesus ascend into the clouds, what did the angels tell the apostles? (They told the apostles that Jesus had gone to heaven and would someday return in the same way He left.)

LESSON 2—BEGINNING OF THE CHURCH; BAPTISM OF 3,000

Scripture Reference:

- Acts 2

Memory Work:

- YOUNGER CHILDREN: “Repent, and let every one of you be baptized” (Acts 2:38b).
- OLDER CHILDREN: “Then Peter said to them, ‘Repent, and let every one of you be baptized in the name of Jesus Christ for the remission of sins; and you shall receive the gift of the Holy Spirit’ (Acts 2:38).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- When I am old enough, God wants me to be baptized to become a Christian and to be added to His Church.

Review Questions:

1. What feast was being celebrated during Jesus’ crucifixion? (The Feast of the Passover)
2. Why did the Jews celebrate the Feast of the Passover? (It was a time for the Jews to remember how God let them escape the effects of the tenth plague.)
3. What were the apostles doing on the Day of Pentecost? (They were waiting in an upper room for the miraculous power that the Holy Spirit would give them.)
4. What was the strange noise that the apostles heard while waiting in the upper room? (A sound like a great, rushing wind)
5. After hearing the noise, what appeared on the apostles? (“Tongues of fire” that “sat” on each of the apostles)
6. What happened when the apostles were filled with the Holy Spirit? (The apostles miraculously started to speak in languages that they had never before learned.)
7. When they left the upper room, where did the apostles go next? (To the Temple courts)
8. What was the reason for these miracles that the apostles were allowed to perform? (To prove that the apostles were speaking for God; i.e., to confirm the Word)

9. Were the apostles babbling in a way that no one could understand? (No. They were speaking in different languages than their own, but known languages that were intelligible.)
10. Of what did some of the people that had witnessed these miracles accuse the apostles? (Being drunk)
11. Whose sermon is recorded in Acts 2? (Peter)

LESSON 3—CRIPPLE CURED; CROWD TAUGHT ABOUT CHRIST

Scripture Reference:

- Acts 3

Memory Work:

- YOUNGER CHILDREN: “In the name of Jesus Christ of Nazareth, rise up and walk” (Acts 3:6b).
- OLDER CHILDREN: “Then Peter said, ‘Silver and gold I do not have, but what I do have I give you: in the name of Jesus Christ of Nazareth, rise up and walk’” (Acts 3:6).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I must remember to be kind to those who have any kind of physical problem, treating them as I would want to be treated if I had the same problem.

Review Questions:

1. What time was it when Peter and John went to the Temple? (The ninth hour, or three o’clock in the afternoon)
2. For how long had the man begging beside the Temple been crippled? (His entire life, more than 40 years)
3. What did Peter do when the crippled man asked him for money? (He “fixed his eyes” on him. He told him that he did not have money, but he could give him something much more valuable. Peter then took the crippled man’s hand and helped him up, miraculously helping him stand for the first time in his life.)
4. Did Peter do this miracle to make himself and the apostle John famous? (No. It was done to confirm their message as being from God.)
5. Where did the man who was no longer crippled go first? (Into the Temple)
6. How did other people react to the man who was no longer crippled? (When they recognized him, they were filled with wonder and were amazed.)
7. Where did the people gather around Peter and John? (At Solomon’s Porch, a covered walkway on the eastern side of the Temple)
8. Of what did Peter accuse the people that had gathered around to hear him speak? (Murder; They had delivered Jesus to Pilate.)
9. What did Peter tell them had happened to Jesus? (He had been raised from the dead and was

with God until the time of judgment.)

10. What did Peter tell the people they must do? (Repent from their wicked ways and be converted so their sins could be blotted out)

LESSON 4—DISCIPLES IN JAIL; DISCIPLES SHARE

Scripture Reference:

- Acts 4

Memory Work:

- YOUNGER CHILDREN: “For we cannot but speak the things which we have seen and heard” (Acts 4:20).
- OLDER CHILDREN: “Whether it is right in the sight of God to listen to you more than to God, you judge. For we cannot but speak the things which we have seen and heard” (Acts 4:19b-20).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I show that I love Jesus by the way I talk and act.

Review Questions:

1. Because of the teachings of the apostles, how many people repented and were baptized into Christ by the time of the events recorded in Acts 4? (5,000 men)
2. How did the Jewish leaders feel about Jesus’ followers continuing to tell people about Jesus? (They were angry. They wanted Jesus’ followers to go away.)
3. What is the name of the group of people that did not want anyone to say that Jesus had been resurrected? Why did that teaching bother them? (The Sadducees; They taught that the resurrection from the dead was impossible.)
4. What did the Jewish leaders do to Peter and John? (Had them arrested)
5. After Peter and John spent the night in jail, where did the Jewish leaders bring them? (To a meeting, demanding to know how they were able to heal the crippled man, and who had given them the authority and power to do such a thing)
6. Who else was in the meeting with the Jewish leaders, Peter, and John? (The crippled man that they had healed)
7. What did Peter tell the Jewish leaders? (That God had given them power and authority to help the man walk, and that it was the same power that had raised Jesus from the dead)
8. What did the Jewish leaders order Peter and John not to do? (Preach about Jesus)
9. How did the apostles respond to the Jewish leaders’ order? (They said that they would not stop teaching and preaching about Jesus.)
10. What did the Jewish leaders do to Peter and John after questioning them about the crippled

man? (They let them go because they did not know what else they could do to them due to the response of the people in Jerusalem to what had happened.)

LESSON 5—ESCAPE FROM PRISON; NO ESCAPE FROM LYING

Scripture Reference:

- Acts 5

Memory Work:

- YOUNGER CHILDREN: “We ought to obey God rather than men” (Acts 5:29b).
- OLDER CHILDREN: “But Peter and the other apostles answered and said: ‘We ought to obey God rather than men’” (Acts 5:29).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- People may make fun of me or dislike me because I go to church, won’t use bad language, etc., but I will do what God wants me to do anyway.

Review Questions:

1. How did the Christians react after the imprisonment of Peter and John? (They continued worshipping at the Temple and trying to teach the Jews who came to worship there.)
2. When the Christians continued to preach and teach Jesus, how did the Jewish leaders react? (They became more and more angry, and they were jealous because the crowds were listening to the apostles.)
3. What was the order of the high priest? (That the apostles be arrested and put in jail again)
4. While the apostles were in prison, what happened during the night? (An angel of the Lord opened the prison gates and helped them escape.)
5. What did the angel of the Lord tell the apostles? (To go back to the Temple and to continue to tell people about the living Jesus)
6. What did the Jewish leaders do when they found out that the apostles were missing from the jail? (They sent soldiers to arrest them and bring them before the Council.)
7. What did Peter say to the Jewish Council? (He again told them that they were responsible for killing God’s Son and that they needed to repent.)
8. Who persuaded the Jews not to kill the apostles? (A wise teacher of the law named Gamaliel)
9. Before letting them go, what did the Jewish leaders do to the apostles? (They had them severely beaten and ordered them not to teach any more about Jesus.)
10. After leaving the Jewish Council and being severely beaten, did the apostles stop preaching and teaching about Jesus? (No)
11. Why did the apostles rejoice? (Because they were “counted worthy to suffer shame for His name”)

LESSON 6—FAITHFUL MEN CHOSEN; FALSE WITNESSES AGAINST STEPHEN

Scripture Reference:

- Acts 6

Memory Work:

- YOUNGER CHILDREN: “Therefore, brethren, seek out from among you seven men of good reputation” (Acts 6:3a).
- OLDER CHILDREN: “Therefore, brethren, seek out from among you seven men of good reputation, full of the Holy Spirit and wisdom, whom we may appoint over this business” (Acts 6:3).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- God wants me to respect the Deacons and Elders of our congregation because they are special servants who are trying to help me get to heaven.

Review Questions:

1. By Acts chapter 6, how many Christians were in Jerusalem and where were they from? (Thousands of Christians from all parts of the world)
2. How did the Christians feel about sharing with one another? (They were happy to share.)
3. As food was being given to those in need, who was left out? (The “Grecian” or “Hellenistic” widows)
4. Who did the apostles ask to help the widows? (“The congregation of disciples”)
5. What did the apostles tell the congregation? (To choose seven men to handle the matter)
6. What qualities did the apostles specify for these seven men that would be chosen? (Good reputations, “full of the Holy Spirit,” and wise)
7. Who were the seven men that the congregation chose? (Stephen, Philip, Prochorus, Nicanor, Timon, Parmenas, and Nicolas)
8. Why did the apostles “lay their hands” on the chosen men? (So that the church would know they were specially chosen, and, also, to give them the ability to perform miracles)
9. In his letter to Titus and Timothy, who did Paul say should serve the Church? (Deacons and Elders)
10. How should we treat the Elders of the church? (With respect as we follow their leadership)

LESSON 7—GREAT SERMON BY STEPHEN

Scripture Reference:

- Acts 6:7-15; 7:1-60; Acts 8:1-4; Matthew 6:10-12; Revelation 21

Memory Work:

- “[T]he Most High does not dwell in temples made with hands” (Acts 7:48a).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- There will be sad times in my life, but I can get through those sad times by remembering that some day I will go to heaven where there will be no sadness or any problems at all.

Review Questions:

1. In the book of Acts, how is Stephen described? (As being “full of faith and filled with the Holy Spirit”)
2. About what did a group of Jews from the synagogue argue with Stephen? (About Jesus being the Son of God)
3. Why could they not successfully argue with Stephen? (Because God was helping Stephen)
4. Of what did the Jewish leaders accuse Stephen when they had him arrested? (Blasphemy against Moses and God)
5. Where did they take Stephen after he was arrested? (The Sanhedrin)
6. How did Stephen’s face look to the Jewish men who crowded around him in the Sanhedrin? (Like the face of an angel)
7. What is significant about the speech that Stephen made in Acts chapter 7? (It is the longest single speech in the book of Acts and the turning point in the history of the Church.)
8. What did Stephen want the Jews to understand about Jesus? (That He is the fulfillment of all Old Testament prophecies about the Messiah)
9. What did Stephen call the Jews? (“Betrayers and murderers”)
10. What did Stephen say as he looked upward? (That he could actually see Jesus standing at the right hand of God)
11. What did the crowd do after they heard these words from Stephen? (They stopped up their ears, grabbed him, dragged him outside of the city gates, and stoned him to death.)
12. Who was the man standing nearby holding the coats of the angry mob that killed Stephen? (Saul of Tarsus)

LESSON 8—HORRIBLE SAUL; HAPPY NEW CHRISTIANS**Scripture Reference:**

- Acts 8

Memory Work:

- YOUNGER CHILDREN: “Repent therefore of this your wickedness, and pray” (Acts 8:22a).
- OLDER CHILDREN: “Repent therefore of this your wickedness, and pray God if perhaps the thought of your heart may be forgiven you” (Acts 8:22).

- Also help the children memorize the ABCs of Acts.

Personal Application:

- God wants me to tell others about Jesus, no matter how young I am

Review Questions:

1. Who was Saul of Tarsus? (A man who was willing to kill or imprison Christians)
2. Where did God tell Philip to travel? (To the “desert road” that went from Jerusalem to Gaza)
3. Who was traveling in a chariot down this same road? (A man from the African nation of Ethiopia)
4. What was the Ethiopian man reading? (The Old Testament book of Isaiah)
5. What did Philip ask the Ethiopian man? (“Do you understand what you are reading?”)
6. What did Philip teach this Ethiopian man? (He taught him that Jesus is the Savior that the prophets wrote about.)
7. What did the Ethiopian man want to do when his chariot came to a pool of water? (He wanted to be baptized.)
8. What did Philip say the Ethiopian must do before he was baptized? (Believe in Jesus with all of his heart)
9. When did Philip baptize the Ethiopian man? (They immediately stopped the chariot, and they both went into the water right then, so that Philip could baptize him.)

LESSON 9—INSTRUCTED TO CHANGE HIS LIFE (SAUL OF TARSUS); IMPORTANT WOMAN RAISED FROM THE DEAD

Scripture Reference:

- Acts 9: 36-43

Memory Work:

- YOUNGER CHILDREN: “So he, trembling and astonished, said, ‘Lord, what do You want me to do?’” (Acts 9:6a).
- OLDER CHILDREN: “So he, trembling and astonished, said, ‘Lord, what do You want me to do?’ Then the Lord said to him, ‘Arise and go into the city, and you will be told what you must do’” (Acts 8:22).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- God loves me and wants me to do what is right. He will forgive me when I do wrong and want to change (do better).

Review Questions:

1. How does Acts 9 describe Saul of Tarsus? (A very dangerous and powerful enemy of the Church)
2. What did Saul of Tarsus ask the high priest in Jerusalem? (He asked him for letters to carry with him to the Jewish leaders in Damascus, Syria because he wanted the Jews in another country to help him hunt down Christians.)
3. How long is the journey from Jerusalem to Damascus? (About 140 miles)
4. What happened as Saul and the men that were with him traveled the road to Damascus? (A bright light shone from heaven, and Saul heard a voice speak to him.)
5. What did the voice of Jesus tell Saul to do next? (To go into Damascus and wait for further instructions)
6. While Saul was blind because of the bright light, where did he stay, and for how long? (He stayed with a man named Judas on Straight Street for three days.)
7. Even though Saul obviously had a repentant heart and prayed fervently, had he yet been saved? (No)
8. Who did God choose to go and speak with Saul? (Ananias)
9. What did Ananias tell Saul of Tarsus? (That God had sent him to tell Saul that he was to change his life completely. He was to devote himself to Jesus and His Church and become a special messenger to the Gentiles in the world.)
10. What did Ananias tell Saul to do next to be saved? (“Arise and be baptized and wash away your sins.”)
11. What miracle did Ananias perform on Saul? (When he put his hands on Saul’s face, his sight returned.)

LESSON 10—JOURNEY FROM JOPPA TO TEACH CORNELIUS

Scripture Reference:

- Acts 10

Memory Work:

- YOUNGER CHILDREN: “Can anyone forbid water, that these should not be baptized...?” (Acts 10:47a).
- OLDER CHILDREN: “Then Peter opened his mouth and said: ‘In truth I perceive that God shows no partiality. But in every nation whoever fears Him and works righteousness is accepted by Him.’” (Acts 10:34-35).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I must treat everyone with love and respect, just as Jesus did, and understand that He died to save all people.

Review Questions:

1. Why had Peter been asked to go to Joppa? (Because a very special woman named Dorcas had died there)
2. Who did Peter stay with while in Joppa? (A man named Simon, who was a tanner)
3. Who was Cornelius? (He was a Roman soldier in command of dozens of soldiers. He was a very religious man, but not a follower of Christ.)
4. What happened to Cornelius one day at about three in the afternoon? (An angel suddenly appeared and told him that he should send for the apostle Peter in Joppa to find out what he should do to be pleasing to God.)
5. What happened to Peter when he was on the rooftop of Simon the tanner's house? (He had a vision.)
6. What was Peter's vision? (Three times, a large sheet was let down from heaven, full of animals that were "unclean" under the Old Law. A voice told him to "kill and eat," but he refused saying he was a Jew and would not eat anything unclean.)
7. In Peter's vision, what did the voice from heaven say? ("What God has cleansed you must not call common.")
8. When Cornelius' men came to get Peter, what did he realize? (He realized that his vision meant that God expected him to preach to Gentiles as well as Jews.)
9. When Peter arrived at Cornelius' house, how many days had passed since the angel had spoken to Cornelius? (Four days)
10. What happened immediately after Cornelius heard the Gospel? (His entire household and he were baptized.)

LESSON 11—KINGDOM ALSO FOR GENTILES

Scripture Reference:

- Acts 11

Memory Work:

- YOUNGER CHILDREN: "And the disciples were first called Christians in Antioch" (Acts 11:26b).
- OLDER CHILDREN: "So it was for a whole year they assembled with the church and taught a great many people. And the disciples were first called Christians in Antioch" (Acts 11:26b).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I can be an encourager (help others feel better about themselves, etc.).

Review Questions:

1. What is being referred to when Acts mentions the "Kingdom of God"? (The Church)

2. How far had the Kingdom of God spread? (Antioch)
3. How many people were living in Antioch at the time? (Around 500,000 people)
4. Who was sent to Antioch by the leaders of the church in Jerusalem? (Barnabas)
5. Why was Barnabas sent to Antioch? (To see how they were doing in a hostile environment, and to encourage them to be strong)
6. What name was used to describe the followers of Christ in Antioch? (Christians)
7. Where did Barnabas decide to go next? (To Tarsus to get Paul)
8. How long did Paul and Barnabas stay in Antioch? (One year)
9. What were Paul and Barnabas doing in Antioch? (Teaching “a great many people”)
10. How is Barnabas remembered? (As a great encourager)

LESSON 12—LEADER BEHEADED; LIBERATED FROM PRISON

Scripture Reference:

- Acts 12

Memory Work:

- YOUNGER CHILDREN: “[C]onstant prayer was offered to God for him by the church” (Acts 12:5b).
- OLDER CHILDREN: “Peter was therefore kept in prison, but constant prayer was offered to God for him by the church” (Acts 12:5).
- Also help the children memorize the ABCs of Acts.

Personal Application:

- I can talk to God in prayer any time, anywhere, and about anything.

Review Questions:

1. In this chapter, who is the leader that was very cruel and corrupt? (Herod)
2. What did Herod do to the apostle James? (He arrested him and had him beheaded.)
3. When Herod realized that killing the apostle had pleased the Jews, what did he do next? (He had Peter arrested with the intent to kill him as well.)
4. What Feast was happening when Peter was arrested? (The Feast of the Passover)
5. What did they do to Peter to make sure that he would not escape? (They chained Peter between two guards. Then, they posted pairs of guards at each door leading out of the prison.)
6. What happened to Peter that night? (A bright light appeared in his cell, and an angel of the Lord struck Peter on the side to wake him up.)
7. What happened immediately after the angel spoke to Peter? (His chains fell off.)
8. How did Peter leave the prison? (He walked out with the angel, and the guards did not notice. The outer gate opened on its own.)

9. Where did Peter go when he left the prison? (To John Mark's mother's house)
10. What was the name of the servant girl that opened the door, and what did she do? (Rhoda; She was so excited to hear Peter's voice that she forgot to open the door.)
11. What had the people in John Mark's house been doing all night? (Praying for Peter)