

Missionary Journeys of Paul Begin

Acts 13:1-12



New Testament 8
Part 1: ABCs of Acts 13-18

SUNDAY MORNING

New Testament 8 [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 13:1-12; Matthew 4:1-11; 1 Peter 2:15

MEMORY WORK:

YOUNGER CHILDREN: "It was necessary that the word of God be spoken to you first; but since you reject it..., we turn to the Gentiles" (Acts 13:46b).

OLDER CHILDREN: "Then Paul and Barnabas grew bold and said, 'It was necessary that the word of God should be spoken to you first; but since you reject it, and judge yourselves unworthy of everlasting life, behold, we turn to the Gentiles'" (Acts 13:46).

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.

- ["Paul and Barnabas"](#)
- ["Wise Kids"](#)
- ["Read Your Bible, Pray Everyday"](#)

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 13-26](#) Bible fact cards (provided under "N.T. 8 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 Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- [Paul's First Missionary Journey Visual \(http://store.bibleclassworkshop.com/shopexd.asp?id=331\)](http://store.bibleclassworkshop.com/shopexd.asp?id=331)

PERSONAL APPLICATION:

The devil does not want us to believe in/trust God and His Word. He uses other people to discourage us, to make fun of us, to tell us that God really isn't important—just like he tricked Eve in the Garden of Eden. The best way to prepare ourselves for these attacks from the devil is to talk to God and to study His Word every day.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

In our story last week, why was Peter arrested and put into prison? How did he get out? What were many Christians doing at Mary's house while Peter was in prison? Is prayer very important? We need to remember we can always pray to God! Today we are going to talk about more great men who taught others about Jesus; sometimes they traveled to faraway places to share the Good News. Today we call them "missionaries" or evangelists.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Tell the children about the missionaries supported by your congregation (who they are, where they are, what they do, etc.). Today we are going to talk about more great men who taught others about Jesus; sometimes they traveled to faraway places to share the Good News. Today we call them "missionaries" or evangelists.

POINTS TO EMPHASIZE:

1. Review ABCs of Acts covered thus far.
2. "M" is for Missionary Journeys of Paul Begin.
3. At the end of Acts 12, Barnabas and Saul of Tarsus (Paul) return from Jerusalem to Antioch. With them was a young man named John Mark; he was a relative of Barnabas (considered by some to be his cousin, by others to be his nephew).



NOTE: The journey from Jerusalem to Antioch of Syria was about 400 miles long. Antioch became the city from which Saul would leave and to which he would return on each of his missionary journeys.

4. Chapter 13 tells us that the Christians in Antioch recognized Barnabas and Saul (Paul) as prophets and teachers from God. This means that they were part of a small group of men who received messages (revelations) from God and shared those messages with other people. One such message directed the church to send Barnabas and Saul on their first "missionary

journey” or “evangelistic trip” (around A.D. 47 or 48, 14 or 15 years after the beginning of the Church). From this point on, Saul of Tarsus (Paul) is portrayed in Acts as the most well known preacher of the Gospel to the Gentiles, even though Peter preached the first sermon of the Church (Acts 2) and converted the first Gentiles (Acts 10).



Missionary: Someone who leaves his/her home and travels to a place where the Church is not strong/does not exist (often a foreign country) to spread the Gospel.

5. The men traveled to Seleucia (15-20 miles from Antioch), and then sailed to the island of Cyprus, where Barnabas was from (Acts 4:36). [Cyprus is about 70 miles west of the coast of Palestine. It is a small island—only 190 miles long from east to west.] They literally traveled the length of the island, from Seleucia to Salamis (about 100 miles), then to the port and provincial capital of Paphos. Everywhere they went, Barnabas and Paul went to the Jewish **synagogues** as Jesus did because they provided a ready-made audience.



Synagogue: a Jewish house of prayer and study

6. At Paphos (a famous city for the worship of Aphrodite, the Greek goddess of love) they met and taught a Roman proconsul named Sergius Paulus. [As the proconsul, he would have been the highest-ranking Roman official on the island. Historical records prove that Sergius Paulus began his term as proconsul in A.D. 45 or 46.] Like Cornelius, Sergius Paulus was a Gentile, but unlike Cornelius, the Bible doesn’t describe him as a God-fearing man (like the centurion). He was, however, amazed by the powerful message that Saul and Barnabas taught.
7. Saul and Barnabas also encountered a Jewish sorcerer/false prophet whose name was Elymas (or Bar-Jesus, which means “son of Jeshua/Jesus/Joshua,” a common name in the first century). It was not uncommon in New Testament times for Jewish men to claim to be sorcerers/astrologers and prophets, though sorcerers were forbidden under the Old Law. Elymas did not want Sergius Paulus to listen to the Gospel message, probably because he was afraid he would lose the financial support (patronage) of an influential official. Saul quickly put the false prophet in his place, calling him a liar, a fraud, and a “son of the devil.” He told Elymas that because of his interference and his lies, he would be struck blind. This immediate miracle caused Sergius Paulus to believe the Gospel message and become a Christian. [Remind the kids that this was the purpose of all miracles in both the Old and New Testaments—to confirm the words spoken by God’s messengers and to demonstrate God’s power (Mark 16:20; Hebrews 2:3-4).] He was undoubtedly not the only person in that city who decided to become a Christian; it is likely that he is singled out because of his position—more evidence that the Good News was/is for everyone.
8. There are people like Elymas today who want to keep us from listening to God’s Word and obeying it. And just like Elymas, they’re working for the devil. The devil tries to get us to forget about God in many ways—through friends, famous people, movies/TV programs, and even some teachers at school. How can we defend/protect ourselves? God created most animals with the ability to protect themselves from danger. We don’t have hard shells like turtles or spines like porcupines, or sharp claws, etc. When we’re in danger, what we have is better; we have God’s Word! We should always be prepared to protect our bodies and our souls from the devil by studying God’s Word and talking to Him all the time. [Discuss this as much as is appropriate for your class. Remind older kids about Jesus’ temptation and how He defended Himself against the devil with “It is written....”]



NOTE: Chapter 13 is the first time that Saul of Tarsus is called Paul. It was not uncommon for people in Bible times to have two or three different names. Using the name Paul instead of Saul does not necessarily indicate a name change, per se; “Paul” was simply his Roman (or Greek) name and “Saul” his Jewish name. Using a Roman or Greek name may have become more appropriate as he worked more and more among the Gentiles. (“Paul” means “small one.”)

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:

- [“Missionary Journey #1 Coloring Sheet”](#) (provided in activity sheets)
- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) page 13 provided in activity sheets)
- [“‘M’ is for Missionary”](#) activity: Draw a large “M” on construction paper, one per child. At the top of the paper, write “M is for Missionary.” Write or type key words from the story on separate sheets of paper; cut the words out ahead of time for younger children. Let the children glue the words onto their Ms. Review with them the significance of each word to the story. [For 2 and 3-year-olds, write the words on their Ms. Then let them match the cutout words you have prepared to the words on their Ms.]
- Help the children make cards to send to missionaries supported by your congregation. [Display pictures of these missionaries; mention them in class prayers.]

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) page 13 provided in activity sheets)
- Put a large map of the New Testament world on a magnetic board ([“Map of Paul’s Evangelistic Trips”](#) provided in activity sheets). Put magnetic tape on the back of a male figure to represent Paul; figure can be from an old flannelgraph, for example. As you ask review questions about the story, let the children move the figure from place to place on the map. **Or** draw the map on a shower curtain (or plastic table cloth); make a 3-D figure of Paul with a toilet paper roll or small plastic bottle.
- “Life of Paul” egg carton game: In each section of an egg carton, write the name of a place important in the life of Paul. Write statements or questions describing what happened to Paul in each place on small scrolls (or small cardboard disks, plastic eggs, or milk carton lids). Ask the children to match each question to its correct answer by putting the scrolls/disks in the correct sections of the carton.
- Give each child a piece of construction paper and ask them to write “Paul and Barnabas were missionaries for God” at the top. Provide each child with an outline map of the New Testament world; make sure the places Paul visited are marked (but not labeled). Have them trace the map on the construction paper (or print off the maps for the children). On a separate piece of paper, write or type the names of places where Paul and Barnabas traveled. Help the children glue the place names to the correct locations on their maps. ([“Paul and Barnabas Were Missionaries for God”](#) provided in activity sheets)
- Have the children make cards to send to missionaries supported by your congregation. Send a

note to the parents, explaining that your class would like to send a “care package” to missionaries; ask the parents to help provide small items their kids can send in the package (along with notes, cards). [Display pictures of missionaries your congregation supports; mention them in class prayers.]

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 13 provided in activity sheets)
- Put a large map of the New Testament world on a magnetic board (“[Map of Paul’s Evangelistic Trips](#)” provided in activity sheets). Put magnetic tape on the back of a male figure to represent Paul; figure can be from an old flannelgraph, for example. As you ask review questions about the story, let the children move the figure from place to place on the map. **Or** draw the map on a shower curtain (or plastic table cloth); make a 3-D figure of Paul with a toilet paper roll or small plastic bottle.
- “Life of Paul” egg carton game: In each section of an egg carton, write the name of a place important in the life of Paul. Write statements or questions describing what happened to Paul in each place on small scrolls (or small cardboard disks, plastic eggs, or milk carton lids). Ask the children to match each question to its correct answer by putting the scrolls/disks in the correct sections of the carton.
- Have the children make cards to send to missionaries supported by your congregation. Send a note to the parents, explaining that your class would like to send a “care package” to missionaries; ask the parents to help provide small items their kids can send in the package (along with notes, cards). [Display pictures of missionaries your congregation supports; mention them in class prayers.]
- Have the children read the following:
 - Acts 13
 - *Paul’s Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with “He felt the Spirit…” on p. 6)

SONGS:

“PAUL AND BARNABAS” ([Click to Hear](#))

Author: Bannie Burt

(Tune: “Are You Sleeping?”)

Paul and Barnabas, Paul and Barnabas,
Were chosen to work, chosen to work,
By our Heavenly Father, by our Heavenly Father,
And they worked, and they worked.

“WISE KIDS” ([Click to Hear](#))

Author: Unknown*

(Tune: The Wise Man Built His House Upon the Rock)

Wise kids read their Bibles every day.
(open hands like book)
Wise kids read their Bibles every day.
Wise kids read their Bibles every day,
And we trust upon the Lord! (point to heaven)

Wise kids learn to pray every day.
(fold hands in prayer)
Wise kids learn to pray every day.
Wise kids learn to pray every day,
And they wait upon the Lord! (point to heaven)

So read your Bible, pray, and you'll be wise. (open hands like book, then fold in prayer)
So read your Bible, pray and you'll be wise.
So read your Bible, pray and you'll be wise,
No matter what your size!

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

Author: Unknown*
(Tune: See Internet)

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

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

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

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

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

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

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

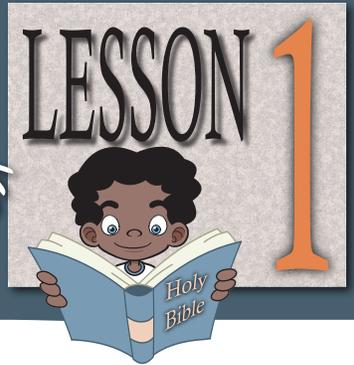
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



Missionary Journeys of Paul Begin

Acts 13:13-52



New Testament 8
Part 1: ABCs of Acts 13-18

WEDNESDAY EVENING

New Testament 8 [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 13:13-52

MEMORY WORK:

YOUNGER CHILDREN: "It was necessary that the word of God be spoken to you first; but since you reject it..., we turn to the Gentiles" (Acts 13:46b).

OLDER CHILDREN: "Then Paul and Barnabas grew bold and said, 'It was necessary that the word of God should be spoken to you first; but since you reject it, and judge yourselves unworthy of everlasting life, behold, we turn to the Gentiles'" (Acts 13:46).

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.

- ["Paul and Barnabas"](#)
- ["Wise Kids"](#)
- ["Read Your Bible, Pray Everyday"](#)

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 13-26](#) Bible fact cards (provided under "N.T. 8 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 Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- [Paul's First Missionary Journey Visual \(http://store.bibleclassworkshop.com/shopexd.asp?id=331\)](http://store.bibleclassworkshop.com/shopexd.asp?id=331)

PERSONAL APPLICATION:

The devil does not want us to believe in/trust God and His Word. He uses other people to discourage us, to make fun of us, to tell us that God really isn't important—just like he tricked Eve in the Garden of Eden. The best way to prepare ourselves for these attacks from the devil is to talk to God and to study His Word every day.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under “N.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday's lesson (See N.T. 8 Review Questions for example questions), as well as other ABCs covered to this point.
2. (OLDER CHILDREN) From Paphos, Paul, Barnabas, and John Mark sailed to Perga in Pamphylia; there Mark decided to return home to Jerusalem.
3. From Perga, Paul and Barnabas traveled to another city called Antioch (Antioch in Pisidia) where they again went to the synagogue to preach to the Jews first. This was Paul's first recorded sermon (13:16-41); it is a recounting of Jewish history and the evidence that Jesus was the Messiah.
4. The message was so powerful that the following Sabbath almost the entire city came to hear another sermon about Jesus. The huge crowd made some of the Jews very jealous, and they began to persecute Paul and Barnabas. [Remind the kids what “persecute” means. These Jews were obviously not the same people described in Acts 13:43 who urged Paul and Barnabas “to continue in the grace of God.” Many **did** want to know about Jesus, along with many Gentiles.] The Jews ran Paul and Barnabas out of town! Acting according to a custom of the day, as well as according to Jesus' words to His disciples in Matthew 10:14, Paul and Barnabas left that area and shook the dust off their feet to symbolize the fact that the people had been given an opportunity to hear the truth, but they remained unreceptive. Then they went to the next city in their journey; they were determined to continue on, however, preaching the Gospel wherever they went.

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.

Not Gods, Just Men



Acts 14



New Testament 8
Part 1: ABCs OF ACTS 13-18

SUNDAY MORNING

New Testament 8 [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 14

MEMORY WORK:

“Nevertheless He did not leave Himself without witness, in that He did good, gave us rain from heaven and fruitful seasons, filling our hearts with food and gladness” (Acts 14:17).

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.

- [“Acts 14:17”](#)
- [“Paul and Barnabas”](#)
- [“To Be Like Jesus”](#)

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 13-26](#) Bible fact cards (provided under “N.T. 8 Bible Facts”)
- “Acts Chapter Summary” from “[Kids Prep 2](#)” CD by Jeff Miller
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- 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 Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Pictures of celebrities (sports figures, singers, etc.)



- Pictures of Greek and/or Roman idols
- Lessons From Lystra Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=325>)
- Elders in Every Church Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=317>)

PERSONAL APPLICATION:

We should be careful who we set up as our examples and be careful in the example we set for others. Jesus was the best example. We should try to be like Him.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last time we talked about Paul and Barnabas being missionaries. What do missionaries do?

Do you know what an “example” is? Let’s say you want to learn to whistle [or throw a baseball, or anything else relevant to this age group] but you don’t know how. Your mom/dad/big brother, etc., can show you how to whistle. He is being your example for how to whistle. If Mom and Dad want you to behave in worship, they will show you how to do that—you can follow their example. But people make mistakes. Sometimes we hear about people who are famous just because they did something wrong. They aren’t the kind of example we should follow. People are not perfect. The only perfect example is Jesus, and He’s the one we should try hard to follow every day.

Today we’re going to talk about what happened to Paul and Barnabas when some people wanted to treat Paul and Barnabas as if they were more important than God. Let’s see what happened to Paul and Barnabas!

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

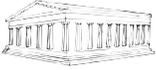
Is there a sports figure or an actor/actress or a singer that you admire and pay a lot of attention to? Every day we hear music, watch TV shows and movies, and hear news about people who are famous—sports stars, actors, etc. Sometimes, if we’re not careful, we can pay more attention to famous people than to God. Sadly, sometimes what we see them do and hear them say is not anything like what God expects us to do and say. It’s a great blessing to have good examples, like teachers and our parents, etc. But people make mistakes. So I must be careful to follow the perfect example of Jesus every day. No matter what the world says, no one on this Earth should be as important to us as God.

Some people wanted to make Paul and Barnabas more important than God, but they knew that they were not. They just wanted to teach others about Jesus. Let’s see what happened to these two great men.

POINTS TO EMPHASIZE:

1. Review ABCs of Acts covered thus far.
2. Acts 14, “N” in our ABCs of Acts, stands for Not Gods, Just Men. Paul and Barnabas continued to travel to different places to teach many people about Jesus.

3. One of those places was **Iconium**, a wealthy town about 80 miles from Antioch of Pisidia (where they had “shaken the dust from their feet against them”—Acts 13:51). As was their custom, Paul and Barnabas went first to the synagogue to teach others about Jesus, and many—both Jews and Gentiles—believed in Jesus because of their message. But angry, “unbelieving” Jews again forced them to leave town.



HISTORICAL NOTE: Iconium was a center of idol worship and “mystery cults.” In spite of that environment, inscriptions have been found by archaeologists proving that Iconium became one of the most important centers of Christianity in Asia Minor in the first century A.D.

4. Paul and Barnabas left Iconium and went to Lystra (the home of Timothy). After healing a man who had been crippled all of his life, the people assumed that Paul and Barnabas must be two of the gods they worshipped who had become men. The two preachers were so upset by this that they tore their clothes (a sign of grief or extreme emotional distress and a Jew’s response to blasphemy). Paul and Barnabas wanted the people to know that they were just men—ordinary men with an extraordinary message. They used the opportunity to teach the people about Jesus and the one true God.



HISTORICAL NOTE: An ancient legend may explain why the people treated Paul and Barnabas as gods. In Lystra, there was a beautiful temple to Jupiter (Zeus). “The Roman poet Ovid told of an ancient legend in which Zeus (Jupiter) and Hermes (Mercury) came to the Phrygian hill country disguised as mortals seeking lodging. After being turned away from a thousand homes, they found refuge in the humble cottage of an elderly couple. In appreciation for the couple’s hospitality, the gods transformed the cottage into a temple with a golden roof and marble columns. All the houses of the inhospitable people were then destroyed. After witnessing the healing of the cripple, they did not want to make the same mistake as their ancestors” (*The Nelson Study Bible*, p. 1,846).

5. The Jews from Antioch of Pisidia and Iconium followed Paul and Barnabas to Lystra and stirred up trouble again—so much trouble, in fact, that they convinced the people of Lystra to stone Paul and leave him for dead outside the city walls. The crowd thought he was dead. Much to the relief of the new Christians in Lystra, Paul had not been stoned to death (like Stephen). He got up and went back into the city! Paul’s instant recovery was an unmistakable sign of the power of God for the Christians in Lystra.
6. Paul and Barnabas next traveled on to the town of Derbe where they spent some time teaching and where they made “many disciples.” Then they bravely returned to each of the towns where they had been before—even those where there was danger—to encourage the Christians in every place where they had preached so that they would have good leadership after Paul and Barnabas were gone. The Christians knew about the sufferings of Paul and of his great faith in the Lord, and he knew that they would probably suffer for being Christians, too. When Paul and Barnabas finally sailed back to Antioch of Syria, after almost two years of traveling, they reported to the Antioch congregation all that had happened on their first missionary journey. The Bible says they stayed in Antioch with the disciples a long time.
7. Today some famous people are treated almost like gods. People want to spend time with them, get their autographs, listen to their music, read about them in magazines, watch them regularly on TV,

etc. How many people do you know who are that “crazy” about God? Huge crowds of people followed Jesus around when He was alive, and they listened to His every word. They wanted to touch Him and be close to Him. We can’t touch Jesus today, hear His voice, or walk with Him through the countryside. But we can read about Him and read His words in our Bibles and talk with Him in prayer every day. We can also worship Him with other Christians and encourage one another. Think about it: do you know more about some celebrity or sports figure than you do about the Lord? Do you behave as if that famous person is more important to you than God? Paul and Barnabas refused to be treated like gods because they served the great and awesome God of the Universe. They preached to bring people to God, not to make other people follow them.

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:

- [“Paul and Barnabas in a Synagogue Coloring Sheet”](#) (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 14 provided in activity sheets)
- Write important words from this lesson and lesson one on large index cards or on the blackboard. Let the children copy the words onto paper or small “marker boards” (laminated poster board). [two- and three-year-olds may need the words in dot-to-dot format which they can trace.]
- Bowling Review game: Write review questions over this and the previous lesson on index cards. Divide the class into two teams; let each member of the teams have a turn choosing a card. Read the question to the student and give him an opportunity to answer. Set up 10 empty toilet paper rolls as bowling pins (or use plastic toy bowling pins). When a child gets an answer correct, he gets to roll a sponge ball or tennis ball at the pins. His team gets a point for each pin he knocks down. (See N.T. 8 Review Questions for example questions)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 14 provided in activity sheets)
- [“Paul and Barnabas in a Synagogue Crossword Puzzle”](#) (provided in activity sheets)
- Play Tic-Tac-Toe or Hang Man with clues from this and the previous lesson. (“[Tic-Tac-Toe Instructions](#)” and board, as well as N.T. 8 Review Questions, are provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 14 provided in activity sheets)
- [“Paul and Barnabas in a Synagogue Crossword Puzzle”](#) (provided in activity sheets)
- Play Tic-Tac-Toe or Hang Man with clues from this and the previous lesson. (“[Tic-Tac-Toe Instructions](#)” and board, as well as N.T. 8 Review Questions, are provided in activity sheets)
- Have the children read the following:
 - Acts 14

- *Paul's Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6)
- *Discovery* magazine articles: "To God Be the Glory," [March, 2004](#)

SONGS:

"ACTS 14:17"

Author: Jeff Miller

(Tune: See "[Christian Evidences Memory Work](#)" CD)

"PAUL AND BARNABAS" ([Click to Hear](#))

Author: Bannie Burt

(Tune: "Are You Sleeping?")

Paul and Barnabas, Paul and Barnabas,
Were chosen to work, chosen to work,
By our Heavenly Father, by our Heavenly Father,
And they worked, and they worked.

"TO BE LIKE JESUS" ([Click to Hear](#))

Author: Unknown*

(Tune: "This Land is Your Land")

To be like Jesus, to be like Jesus,
All I want is to be like Him.
All through life's journey,
From Earth to glory,
All I want is to be like Him.

To love like Jesus, to love like Jesus,
All I want is to be like Him.
All through life's journey,
From Earth to glory,
All I want is to be like Him.

To pray like Jesus, to pray like Jesus,
All I want is to be like Him.
All through life's journey,
From Earth to glory,
All I want is to be like Him.

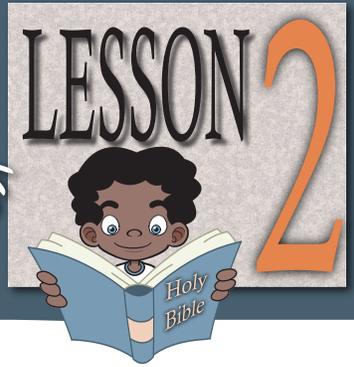
To serve like Jesus, to serve like Jesus,
All I want is to be like Him.
All through life's journey,
From Earth to glory,
All I want is to be like Him.

*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.



Not Gods, Just Men



Acts 14



New Testament 8
Part 1: ABCs OF ACTS 13-18

WEDNESDAY EVENING

New Testament 8 [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 14

MEMORY WORK:

“Nevertheless He did not leave Himself without witness, in that He did good, gave us rain from heaven and fruitful seasons, filling our hearts with food and gladness” (Acts 14:17).

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.

- [“Acts 14:17”](#)
- [“Paul and Barnabas”](#)
- [“To Be Like Jesus”](#)

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 13-26](#) Bible fact cards (provided under “N.T. 8 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 Palestine](#) (provided in map section of curriculum site)



- [Map of Paul’s Evangelistic Trips](#) (provided in map section of curriculum site)
- Pictures of celebrities (sports figures, singers, etc.)
- Pictures of Greek and/or Roman idols
- Lessons From Lystra Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=325>)
- Elders in Every Church Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=317>)

PERSONAL APPLICATION:

We should be careful who we set up as our examples and be careful in the example we set for others. Jesus was the best example. We should try to be like Him.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under “N.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Briefly review Sunday’s lesson (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

OLDER CHILDREN: Emphasize that Paul and Barnabas chose Elders for each congregation where they had been. There were more than one Elder in each congregation. Discuss the importance of good leadership in congregations; gratitude for our good Elders, etc. You could also read the qualifications of Elders given in 1 Timothy 3:1-7 and Titus 1:5-9. Mention that there are two other terms also used for Elders—Bishops and Shepherds.

YOUNGER CHILDREN: Use this time to re-emphasize good behavior in worship services. Remind them that these are special times when we should act our best and pay attention. Worship is one important way that we show our love to God. Review the five acts of worship to God.

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

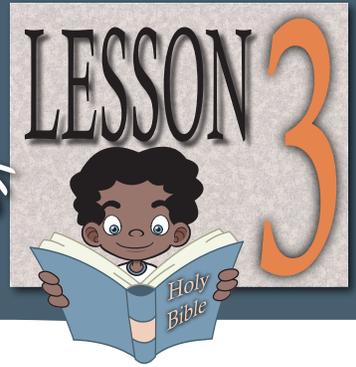
- See Sunday morning’s lesson.

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



Old Law Not Binding; Other Journey

Acts 15



New Testament 8
Part 1: ABCs OF ACTS 13-18

SUNDAY MORNING

New Testament 8 [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 15; Ephesians 2; 4; Galatians 3; 4

MEMORY WORK:

YOUNGER CHILDREN: “[Y]ou who attempt to be justified by law; you have fallen from grace” (Galatians 5:4b).

OLDER CHILDREN: “You have become estranged from Christ, you who attempt to be justified by law; you have fallen from grace” (Galatians 5:4).

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.

- [“Here’s the Church Building”](#)
- [“Oh, We Must Be Kind”](#)
- [“Being Kind to Others”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under “N.T. 8 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 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of Palestine](#) (provided in map section of curriculum site)



- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- **OLDER KIDS: Draw a body outline on the board and talk about what happens when a body is "divided" to illustrate what happens to the Body of Christ when it is divided.**

PERSONAL APPLICATION:

YOUNGER CHILDREN: God wants us to get along with one another, at school, at home, and in the church.

OLDER CHILDREN: God wants us to get along with one another, at school, at home, and in the church without compromising what the Bible says (without changing something in Scripture just "to keep the peace").

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Discuss with the children some of the things that happened to Paul as he traveled and taught about Jesus.

What happens when we fight with our friends or brothers/sisters? How do you feel when that happens? Aren't we supposed to try to get along with others? What if someone does something that God says is wrong? Should we do that, too? Paul tried very hard to get along with others, but sometimes people did things and taught things that God did not like. Then Paul had to tell them the right way to act. Sometimes this made other people mad. We should always try to get along with others, but not if it means going against God. In our story today, some people were not getting along. Let's see how they worked things out.

INTRODUCTION: (OLDER CHILDREN)

Review Paul's first missionary journey and some of the things that happened.

Have the children give some examples of when they have to compromise to get along with others. There are many times we must compromise or work things out with other people so that we can get along. We cannot always have our way. But there are times when we must **never** compromise. In today's story, some New Testament Christians were having a major disagreement about what was the right thing to do. Paul and other Christians stood for the truth and did not compromise because they knew God would not want them to. Let's see what happened!

POINTS TO EMPHASIZE:

1. As we continue our ABCs of Acts, do you remember what "M" and "N" stood for?
2. Acts 15 corresponds to "O" and stands for **Old Law Not Binding** and **Other Journey** of Paul.
3. YOUNGER KIDS: Focus only on Other Journey of Paul. See Wednesday's lesson.
4. While Paul and Barnabas were still in Antioch, a group of Jews from Judea who had become Christians ("Jewish Christians") arrived. They began to teach that to be a "true Christian," one had to follow the teachings of Jesus and the Law of Moses as well (particularly the significant rite of circumcision). They wanted the Church to be only a "sect" (part, division) of Judaism, not the distinct Church that Jesus died for. [The Roman government left the early Christians alone for years because its leaders regarded Christians as a sect of Judaism.]



NOTE: Some Jews (who were not Christians) believed that Gentiles could be saved by staying away from idol worship and immorality, but that did not make the Gentiles part of the nation of Israel, God’s holy people under the Old Law. To become a Jewish convert (one of God’s people under the Old Law), a Gentile had to be circumcised.

5. These men were false teachers who claimed that they, like Paul and the other apostles, had been told what to say by God. These “Judaizers” very effectively caused a lot of problems for the young churches that Paul and Barnabas had worked so hard to start. Because Paul and Barnabas did not believe that attaching the Old Law to the New Law under Christ was right, they argued often with these men. Finally, the church leaders in Antioch decided to send the two missionaries to Jerusalem to talk with the Elders and apostles there.
6. Peter reminded these church leaders that he had been chosen by God to teach the Gentiles and discouraged them from adding a requirement other than what God, Himself, had commanded. Peter said that to demand Gentiles also practice the Law of Moses would be like testing God: were His words true and applicable to all men under the new law of Christ? Did He truly do away with the entire Old Law and replace it with something better? Do we truly only have to be obedient to the New Law to be pleasing in His sight? Did God offer salvation to all men or not?



NOTE: Chapter 15 verse 11 is the last mention of Peter in the book of Acts.

7. After the Elders and apostles listened to Peter, Paul and Barnabas then reported what great things God had done among the Gentiles where they had traveled. Surely, if God said Gentiles were to be accepted into the Church and into the social circles of the Jews, then the Jewish Christians themselves not only had to accept the Gentiles (without any additional man made requirements), but also had to accept the Gospel as the inspired commands of God with nothing added. Read 1 Corinthians 4:6 (ESV).
8. The Elders and apostles also debated among themselves and finally decided to send Paul and Barnabas (along with two men from the church in Jerusalem, Judas and Silas) with a letter to the church in Antioch. The letter clearly stated that the Gentiles should no longer be viewed as anything other than brothers in Christ: they could be saved in the same way as the Jews.



NOTE: The letter that was written and sent to the church in Antioch included instructions that would remind the Gentiles that they were **completely** set apart from their former ways of life (Ephesians 4:17-23). They were not only expected to be morally pure, but were also reminded of the contract God made with Man—all the way back to Noah—about eating blood (Genesis 9:3-4; Leviticus 17:10-14; Revelation 2:14,20). The shedding of blood was (and is) to remind Christians how costly their salvation was (is); blood was not to be part of any ceremonial meal, because at that time, that would be seen as related to paganism. **Also** note that these instructions were said to be **from the Holy Spirit**, meaning they were inspired of God (Acts 15:28).

9. Since Jesus died for the Church, He has always wanted us to be united in our efforts for Him (Ephesians 4:1-6; 1 Corinthians 1:10-13; John 17:20-21). The early Church avoided being divided because they were willing to listen to one another and to men inspired of God (which we do today by

studying the inspired New Testament). Discuss with the children the concept of unity related to fighting among friends, divisions in families, rivalries at school, etc., and the effects that these divisions have.

10. OLDER KIDS: The many denominations in the world today have resulted from people wanting to have their own way and being unwilling to listen to what God has said in the New Testament. Relate this to divisions in the home, etc., as well. Divisions and arguments usually occur when people want to have their own way instead of doing things God's way.



RECOMMENDED READING FOR TEACHERS: See the article "[Is It Wrong to Eat Pork?](#)" by Kyle Butt on the Apologetics Press Web site for a response to the argument that Christians should still be refraining from "unclean" foods, like the Israelites.

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:

- "[Paul, Barnabas, and Church Leaders in Antioch Coloring Sheet](#)" (provided in activity sheets)
- Continue working on ABCs of Acts booklet. ("[ABCs of Acts Booklet](#)" p. 15 provided in activity sheets)
- Play Red Rover to emphasize the need for "strong links" between friends, family members, etc.
- On a half sheet of paper, print/copy the words "____ can get along with others by ____." Write a child's name in first blank, and then have child tell you something he/she can do to get along with others.

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. ("[ABCs of Acts Booklet](#)" p. 15 provided in activity sheets)
- "[Acts Word Scramble](#)" (provided in activity sheets)
- "[Acts Memory Game](#)": write names or places from this quarter on index cards. Write what the people did or what happened in the places on separate index cards. Shuffle the cards and turn them over. Allow the children to take turns turning over two cards at a time. When a match is found, that child can keep it. See who has the most matches at the end of game. (provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. ("[ABCs of Acts Booklet](#)" p. 15 provided in activity sheets)
- Help the children make a "unity chain" (or "friendship chain") of construction paper strips. Write Scriptures about unity, the one Church, etc., on each link.
- "[Acts Word Scramble](#)" (provided in activity sheets)
- "[Acts Memory Game](#)": write names or places from this quarter on index cards. Write what

the people did or what happened in the places on separate index cards. Shuffle the cards and turn them over. Allow the children to take turns turning over two cards at a time. When a match is found, that child can keep it. See who has the most matches at the end of game. (provided in activity sheets)

- Have the children read the following:
 - Acts 15
 - *A Children's Book About Fighting*, by Joy Berry, Grolier Books
 - *Paul's Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6)

FINGERPLAYS:

“HERE’S THE CHURCH BUILDING”

Here’s the Church building. (all fingers linked together backward, facing palms)
Here’s the steeple. (take two index fingers out of double fist and put fingertips together)
Open the door, and there’s the Church—the people!
(Completely unfold double fist, with fingers still linked together)

SONGS:

“OH, WE MUST BE KIND” ([Click to Hear](#))

Author: Lora Laycook

(Tune: Chorus of “Blessed Be the Name”)

O we must be kind, O we must be kind,
O we must be kind, kind to all;
O we must be kind, O we must be kind,
O we must be kind, kind to all.

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

Author: Lora Laycook

(Tune: “Bringing in the Sheaves”)

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

CHORUS:

Oh, we must be kind! Oh, we must be kind!
Jesus ever taught us that we must be kind.

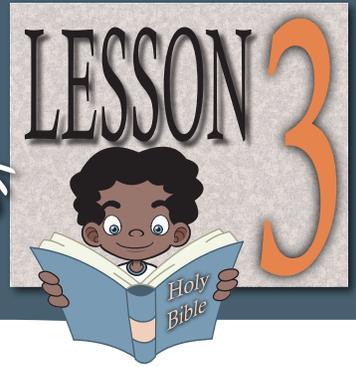
(REPEAT)

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



Old Law Not Binding; Other Journey

Acts 15



New Testament 8
Part 1: ABCs OF ACTS 13-18

WEDNESDAY EVENING

New Testament 8 [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 15; Ephesians 2; 4; Galatians 3; 4

MEMORY WORK:

YOUNGER CHILDREN: “[Y]ou who attempt to be justified by law; you have fallen from grace” (Galatians 5:4b).

OLDER CHILDREN: “You have become estranged from Christ, you who attempt to be justified by law; you have fallen from grace” (Galatians 5:4).

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.

- [“Here's the Church Building”](#)
- [“Oh, We Must Be Kind”](#)
- [“Being Kind to Others”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under “N.T. 8 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 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of Palestine](#) (provided in map section of curriculum site)



- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- **OLDER KIDS: Draw a body outline on the board and talk about what happens when a body is "divided" to illustrate what happens to the Body of Christ when it is divided.**

PERSONAL APPLICATION:

YOUNGER CHILDREN: God wants us to get along with one another, at school, at home, and in the church.

OLDER CHILDREN: God wants us to get along with one another, at school, at home, and in the church without compromising what the Bible says (without changing something in Scripture just "to keep the peace").

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under "N.T. 8 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

Briefly review Sunday's lesson (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

Discuss the disagreement between Paul and Barnabas regarding John Mark (Acts 15:36-41). The Elders and apostles sent Paul, Barnabas, Silas, and Judas back to Antioch to encourage others to get along. They continued teaching for some time and then decided to go back to places they had been before. Barnabas wanted to take John Mark, but Paul disagreed because John Mark had left the missionary party and gone back to Jerusalem in the middle of the journey (Acts 13:13). The disagreement became so "sharp" that the party split up over the matter.



NOTE: The text does not say why John Mark left the group. Acts 15:38 seems to indicate that Paul was upset with John Mark's failure to finish the trip with them.

Paul eventually took Silas, and Barnabas took John Mark (apparently, Barnabas' cousin—Colossians 4:10) home to the island of Cyprus. Ask the young kids what they argue about. When we argue/fuss/disagree, the best thing to do might be to separate for a while. This was apparently a personal disagreement, not a doctrinal issue.

Paul and Barnabas still remained friends and still continued to work for the Lord; they just chose different helpers in their work. They were each powerful preachers at this point, and Paul no longer needed Barnabas to help convince others to accept him as a faithful Christian rather than a persecutor of Christians. Paul and Barnabas remained friends, and Paul later mentions the importance of John Mark (2 Timothy 4:11).



NOTE: Neither Paul nor Barnabas tried to divide the Church or gather their own supporters because of their disagreement. Both were important leaders of the Church and could easily have used their positions to draw attention away from the Lord and to themselves—but they didn't. (See 1 Corinthians 1)

Sometimes friends agree to disagree and may need time apart to think things through. God doesn't want us to be angry with one another or hold grudges for a long time. Read Ephesians 4:26. He wants us to remember that everything we do—alone or with friends—should be for His glory. Others are watching us to see how we handle disagreements and problems with one another, and they will make judgments about the Church because of how we act and/or react.

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.**



Philippian Conversions



Acts 16:6-34



New Testament 8
Part 1: ABCs OF ACTS 13-18

SUNDAY MORNING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 16:6-34

MEMORY WORK:

YOUNGER CHILDREN: "And he brought them out and said, 'Sirs, what must I do to be saved?'" (Acts 16:30).

OLDER CHILDREN: "And he brought them out and said, 'Sirs, what must I do to be saved?'... And he took them the same hour of the night and washed their stripes. And immediately he and all his family were baptized" (Acts 16:30,33).

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.

- ["Lydia"](#)
- ["Lydia"](#)
- ["The Philippian Jailer"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 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 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)



- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Macedonian Call Poster (<http://store.bibleclassworkshop.com/shopexd.asp?id=366>)
- Paul's Second Missionary Journey Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=334>)

PERSONAL APPLICATION:

I must always put God first; He must always be the most important Person in my life.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about how we need to get along with others. Should we always get our way? Should we let our friends have their way sometimes? Even though we need to try to get along with everyone, we must always remember to do what God says first.

Have you ever been on vacation or gone to visit your grandparents? Do you go to worship services when you are away from home? We must always remember to worship God, read the Bible, pray to Him, etc. when we are at home or away from home. Today we are going to learn about a woman who found a place to pray to God even though there wasn't a place of worship in the city. Let's see what Paul taught her about God.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson, reminding the children the importance of **never** compromising God's Word.

When you are away from home do you go to worship services (i.e., at grandparents, on vacation, etc.)? Worshipping God is something we should do whether we are at home or away from home. God should always come first in our lives. Today we are going to learn about a group of women who found a place to pray to God even though there wasn't a place of worship in the city. Because they were gathered to pray, Paul was able to find them and tell them the good news about Jesus.

POINTS TO EMPHASIZE:

1. As we continue our ABCs of Acts, chapter 16 corresponds to "P," which stands for Philippian Conversions, i.e., people who became Christians in the Roman colony of Philippi.

HISTORICAL NOTE: Philippi became a Roman colony in 42 B.C. and was one of the most important cities of the Roman province of Macedonia. Both the city and the province were named after Philip of Macedon, the father of Alexander the Great. Philippi was an outpost for the Roman army, and it was an important commercial center because it was near the sea. It was also located on one of the most important Roman highways: the Via Egnatia. The same things that made the city important to the Roman Empire made it important to the spread of the early Church.



2. Paul was told (through the Holy Spirit) not to go into the western part of Asia. So he and his friends sailed northeast to Philippi. Arriving in the city of Philippi, Paul looked for a ready-made audience at a synagogue on the Sabbath, as was his custom. Not finding a synagogue, Paul and his friends went to the riverside and found a group of women gathered to pray.



NOTE: Acts 16:10 is the first time that Luke uses the plural pronoun “we,” indicating that he became one of Paul’s traveling companions at that point in the narrative. He makes the same notation in 20:5-15; 21:1-18; and 27:1-28:16.



HISTORICAL NOTE: According to Jewish custom, it was required that there be 10 Jewish men to have a synagogue (some sources say 10 households headed by men). Apparently, there were not 10 Jewish men in the city. So the women met at the next most common place of prayer: by a river.

3. One of the women in that group was Lydia. She was from the prominent city of Thyatira (about 200 miles from Philippi, in what is today Turkey), a city famous for its textiles and dyes, especially purple. Purple cloth was very expensive because it was hard work and very time consuming to get the purple dye used to make it, which came from shellfish. She and the women with her were apparently eager to listen to these men from far away who were teaching about Jesus. When Lydia learned about Jesus, the Church, and what she needed to do to be saved, she and all her household wanted to be baptized immediately. Then, she opened her home to the men, begging them to stay for a while longer.
4. We can learn several important things from Lydia, but probably the most significant is that she put God first. Being in a Gentile city where the markets were open every day, Lydia was losing money by setting aside time on Saturday to worship God. Whether she was a Jewess or a Gentile convert to Judaism (a proselyte), she was not ashamed or afraid to let everyone around her know she believed in and worshipped the one true God. She could have said, “There is no synagogue here so it will be all right if I don’t worship,” but she didn’t. She put God first, and so must we. When we are at home or away from home, we must never look for excuses not to worship God or look for ways to justify doing things we would not do at home.
5. Discuss worshipping God on vacation, etc., and making decisions about what we will do whether we are at home or away, etc. Read Hebrews 10:25 and Matthew 6:33 with the children and discuss.
6. Another thing we can learn about Lydia is that she was very hospitable. She was willing and eager to help these traveling teachers—to give them food and a place to live while they were in Philippi. [Discuss further the meaning of hospitality and age-appropriate ways that the children can show hospitality.]

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:

- [“Philippian Jailer Coloring Sheet”](#) (provided in activity sheets)

- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) p. 16 provided in activity sheets)
- On large index cards write the names of the main characters studied in Acts 13-16. Put the cards on the board. Then read a description of one of the characters. Let each child have a turn finding the name card of the character you have described.
- On white construction paper, write “Paul taught Lydia and other women by the river.” Provide each child with the following things to color and glue to their paper: river, tree, “Lydia” (or group of women), “Paul”

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) p. 16 provided in activity sheets)
- “Who Am I?” Give clues, one at a time, about people from Acts. Let the children try to guess about whom you are talking. You can divide the class into teams and give point values for the questions (i.e., guess right on first clue = 3 points, guess on second clue = 2 points, guess on third clue = 1 point, etc.).
- Play “Bible Alphabet Soup”: Divide the class into groups. Give each group a set of letters. Call out main words from the Acts study so far. Students race to see which team can spell the word correctly. The team that finishes first tells the importance of the word.
- Play the “Memory” game from last lesson, adding relevant words from this lesson (the [“Acts Memory Game”](#) from last lesson and the [“Acts 16 Memory Game”](#) additions from this lesson provided in activity sheets)
- Instead of “Hang Man,” play “Saved Man”: Ask the students (as individuals or teams) questions from Acts 16. If they answer the questions correctly, draw another “body part” of the Philippian jailer on the board. If the students answer enough questions, the picture should be of the jailer in the water being baptized. ([“Saved Man Activity Questions”](#) provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) p. 16 provided in activity sheets)
- “Who Am I?” Give clues, one at a time, about people from Acts. Let the children try to guess about whom you are talking. You can divide the class into teams and give point values for the questions (i.e., guess right on first clue = 3 points, guess on second clue = 2 points, guess on third clue = 1 point, etc.).
- Play “Bible Alphabet Soup”: Divide the class into groups. Give each group a set of letters. Call out main words from the Acts study so far. Students race to see which team can spell the word correctly. The team that finishes first tells the importance of the word.
- Play the “Memory” game from last lesson, adding relevant words from this lesson (the [“Acts Memory Game”](#) from last lesson and the [“Acts 16 Memory Game”](#) additions from this lesson provided in activity sheets)
- Instead of “Hang Man,” play “Saved Man”: Ask the students (as individuals or teams) questions from Acts 16. If they answer the questions correctly, draw another “body part” of the Philippian jailer on the board. If the students answer enough questions, the picture should be of the jailer in the water being baptized. ([“Saved Man Activity Questions”](#) provided in activity sheets)
- Have the children read the following:

- Acts 16 (and 13-15 if they did not do so this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Acts 13-16 quiz from AP's [Advanced Bible Reader](#) site for the children to take.
- *Discovery* magazine article: "The Conversion of a Philippian Jailer," [December, 2008](#)
- *Paul's Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with "He felt the Spirit..." on p. 6)
- *Jailhouse Rock*, by Glynis Belec, Arch book
- *If Jesus Came to My House*, by Joan G. Thomas, Harper Collins Publishers (DISCLAIMER: Skip two pages depicting worship. You could take them together.)

SONGS:

"LYDIA" ([Click to Hear](#))

Author: Angie McClure

(Tune: "Are You Sleeping?")

Take your Bible; take your Bible.

Open wide, open wide.

Turn to the book of Acts; turn to the book of Acts.

Look inside; look inside.

Paul and Silas, Paul and Silas,

Came to preach, came to preach.

Down beside the river, down beside the river,

They did teach, they did teach.

Lydia listened, Lydia listened,

To Paul's words, to Paul's words.

And her heart was opened, and her heart was opened,

By what she heard, what she heard.

For her household, for her household,

She did care, she did care.

A seller of purple, seller of purple,

The rich did wear, rich did wear.

Her name was Lydia, her name was Lydia.

To God she prayed, to God she prayed.

After Paul's lesson, after Paul's lesson,

She obeyed; She obeyed.

Lydia was baptized, Lydia was baptized,

As God said do, God said do.

She obeyed the Gospel; She obeyed the Gospel,

Her household, too; Her household, too.

Hospitality, hospitality,

She did show, she did show.

To Lydia's house, to Lydia's house,

They did go, they did go.

Lydia was happy, Lydia was happy.
She learned that day, learned that day,
She became a Christian; She became a Christian,
She knew God's way, knew God's way.

“LYDIA” ([Click to Hear](#))

Author: Jeff Miller

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

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

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

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

Author: Lora Laycook

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

VERSE 1:

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

CHORUS:

Our God, our God, heard their prayer that night;
All the doors were opened by His power and might.

VERSE 2:

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

(CHORUS)

VERSE 3:

Then the jailer was so happy, the same hour of the night,
He and those he loved so dear were baptized into Christ.

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



Philippian Conversions



Acts 16:6-34



New Testament 8
Part 1: ABCs OF ACTS 13-18

WEDNESDAY EVENING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 16:23-40; Philippians 4:4-7; Romans 8:28

MEMORY WORK:

YOUNGER CHILDREN: "And he brought them out and said, 'Sirs, what must I do to be saved?'" (Acts 16:30).

OLDER CHILDREN: "And he brought them out and said, 'Sirs, what must I do to be saved?'... And he took them the same hour of the night and washed their stripes. And immediately he and all his family were baptized" (Acts 16:30,33).

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.

- ["Lydia"](#)
- ["Lydia"](#)
- ["The Philippian Jailer"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 13-26](#) Bible fact cards (provided under "N.T. 8 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 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)



- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- [Macedonian Call Poster](http://store.bibleclassworkshop.com/shopexd.asp?id=366) (<http://store.bibleclassworkshop.com/shopexd.asp?id=366>)
- [Paul's Second Missionary Journey Visual](http://store.bibleclassworkshop.com/shopexd.asp?id=334) (<http://store.bibleclassworkshop.com/shopexd.asp?id=334>)

PERSONAL APPLICATION:

When bad things happen to me or those close to me, I know that God will work everything out for my good.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under “N.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review briefly Sunday morning's lesson. (See [N.T.8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

1. While Paul and his friends Silas, Timothy, and Luke were in Philippi, apparently still guests of Lydia, they continued to meet with others and to pray. For many days, a young girl (the slave of a greedy man) followed them around, crying out, “These are the servants of the Most High God, who proclaim to us the way of salvation.” She had a “spirit of divination”—an evil spirit in her body.



NOTE: The Greek text in verse 16 literally says the girl had the “spirit of Python,” a mythical snake killed by the Greek god Apollo. Greeks believed that Apollo could take the form of the serpent and use its gift of predicting the future. To say the young girl had “the spirit of Python” meant that a very wicked force controlled her.

2. Apparently, many people believed that the girl really could tell what would happen in the future, and the men who owned her made a lot of money from her babblings. Paul became angry that the girl followed them so persistently. What she said was the truth, but Paul did not want the people who heard her to think that God was giving her the information, i.e., that she was the source of truth. So he healed her and the evil spirit could no longer force her to say or do anything she didn't want.
3. When her masters realized that they could no longer make money from the girl's fortune telling, they dragged Paul and Silas before the civil authorities (magistrates appointed by the Roman government). The men falsely accused (lied about) Paul and Silas (just as the Jews had falsely accused Jesus and Stephen). They said Paul and Silas were causing trouble, encouraging people to do wrong. Paul and Silas were severely beaten with rods. Then they were thrown into prison and had their feet in **stocks**. [See 2 Corinthians 11:23-25] (This was done not only to make public examples of prisoners, but also to try to get information from them.)



Stocks: a form of punishment where the feet, and sometimes hands, were bound in a large wooden frame.

4. Undoubtedly in great pain after the beatings they had received, and without any medical attention, Paul and Silas began to sing and to pray. The other prisoners were listening [literally, “listening with pleasure”]. At midnight an earthquake shook the prison, freeing Paul and Silas and the other prisoners from their chains and opening all the doors. Yet not one prisoner tried to escape. Assuming that all the prisoners had escaped and afraid that he would be put to death for letting that happen, the jailer drew his sword to kill himself. But Paul called out to him to let him know that all the prisoners were still inside.
5. The jailer asked, “What must I do to be saved?” Paul’s answer directs the jailer to what he must do to be saved because the man’s soul was much more important than his life as a jailer. After he and his household were taught about Jesus, they were all baptized into Christ. He took Paul and Silas to his house that night, treated their wounds, and fed them. They were released from the prison the next day and stayed with Lydia so they could encourage the Christians in Philippi to remain faithful to Jesus.



RECOMMENDED READING FOR TEACHERS: See the article “[Baptism and the Philippian Jailer](#)” by Dave Miller on the Apologetics Press Web site for a more thorough discussion of the Philippian jailer’s conversion, especially as it relates to the essentiality of baptism in the plan of salvation.

6. Paul and Silas did not enjoy being beaten or spending time in dark, filthy prisons. They did not like being lied about or laughed at, either. They did not sing and pray to God because they were having a good time in prison; they rejoiced because they believed that in every situation, ultimately, God would work everything out for good—for their own personal benefit and for the benefit of the Church. We are not happy when bad things happen to us either, but we can be just as certain as Paul and Silas that, if we have the same kind of faith they had, God will work everything out for good if we continue to trust Him.

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

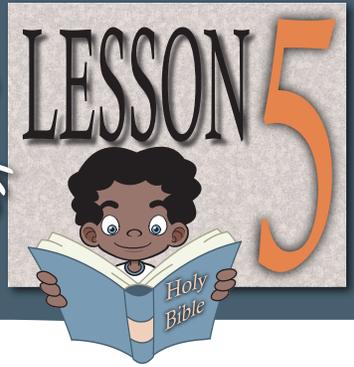
- See Sunday morning’s lesson.
- **YOUNGER CHILDREN:** Make a jailer sack puppet. Write on the sack, “A jailer was happy because Paul and Silas taught him about Jesus,” or something similar.

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



Questions and Quarrels at “T.B.A.M.”

Acts 17



New Testament 8
Part 1: ABCs OF ACTS 13-18

SUNDAY MORNING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children’s names.)

SCRIPTURE REFERENCES:

Acts 17; 2 Timothy 2:15; 1 John 4:1; 1 Thessalonians 5:21

MEMORY WORK:

YOUNGER CHILDREN: “These were more fair-minded...in that they...searched the Scriptures daily to find out whether these things were so” (Acts 17:11a).

OLDER CHILDREN: “These were more fair-minded than those in Thessalonica, in that they received the word with all readiness, and searched the Scriptures daily to find out whether these things were so” (Acts 17:11).

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.

- [“Acts 17:11”](#)
- [“Acts 17:25”](#)
- [“Acts 17:26-27”](#)
- [“Read Your Bible, Pray Everyday”](#)
- [“The More We Read the Bible”](#)
- [“Study Your Bible Every Day!”](#)
- [“Wise Kids”](#)

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 13-26](#) Bible fact cards (provided under “N.T. 8 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 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)**
- **[Map of Palestine](#) (provided in map section of curriculum site)**
- **[Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)**
- **Idols of Athens Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=322>)**
- **Paul's Second Missionary Journey Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=334>)**
- **Pictures of Paul and Silas preaching from older curriculum**
- **Pictures of various idols that many people worshipped in New Testament**

PERSONAL APPLICATION:

I must read and study my Bible every day and be willing to put into practice what I learn from it.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What was the name of the woman who was praying by the river in Philippi in our last lesson? What happened when she and her friends heard the truth about Jesus? Why were Paul and Silas in prison? While they were in prison, to whom did they teach the good news about Jesus?

Have you ever tried to tell someone something very important, but they would not listen? Paul and the apostles taught everyone they could about Jesus, but many people wouldn't listen. Paul traveled to many places teaching about Jesus and some people listened, but others tried to stop him from teaching. Today, we will learn of more places he went and how the people reacted.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Have you ever known someone who stirs up trouble all the time? They don't like it when others get along or are doing good things, so they try to mess it up. Paul and Silas had that same problem when they were trying to teach others about Jesus. There was always a group of Jews who followed them because they didn't like the message Paul and Silas were teaching. They did whatever they could to cause problems. But no matter what, Paul and the other apostles kept teaching about Jesus. Let's see what happened after Paul and Silas left Philippi.

POINTS TO EMPHASIZE:

1. Continuing with our ABCs of Acts, chapter 17 corresponds to "Q," which stands for Questions and Quarrels at Thessalonica, Berea, Athens, and Mars Hill ("T.B.A.M.").
2. When Paul and Silas left Philippi (after being unjustly beaten and imprisoned), they traveled approximately 100 miles to the capital and largest city of Macedonia: Thessalonica—today called Thessaloniki. (Timothy was with them, but Luke was not.) Unlike Philippi, there was a synagogue in Thessalonica, and Paul went there, "as his custom was...reasoning with them from the Scriptures, explaining and demonstrating that the Christ had to suffer and rise again from the dead" (Acts 17:2-3). For three weeks, using numerous evidences from the Old Testament, Paul explained to the Jews how God fulfilled His promise to send a Savior (the Messianic promise) and how it was fulfilled in Jesus of Nazareth.

3. While some Jews believed Paul’s message, the Jewish leaders felt threatened by it and were jealous that so many listened to Paul. Once again, they tried to silence Paul and Silas with the help of a mob and troublemakers who were probably “the idle unemployed of the marketplace” [*The Bible Background Commentary*, p. 371]. These men accused Paul and Silas of being revolutionaries who encouraged treason against Caesar. (Remember that the same accusations were made against Jesus.) Paul and Silas were called men who had “turned the world upside down” with their teaching about Jesus.
4. Christians in Thessalonica helped Paul, Silas, and Timothy get out of town by night.



HISTORICAL NOTE: In A.D. 49, shortly before the events of chapter 17, the Roman emperor Claudius expelled all the Jews from Rome because of riots that were started by a group of Jewish zealots. Zealots wanted to force Rome out of Palestine so that the Jews could have their own country again—like during the kingdoms of Saul, David, and Solomon. Like many today, they believed the land was their divine right. Today, zealots would likely be considered religiously motivated terrorists.

5. Then, they went on to the city of Berea (50 or 60 miles southwest). People in Berea were eager to listen to the gospel message about Jesus, and Paul and Silas were eager to teach them. The Bereans, however, were also very careful to not to be gullible and believe everything anyone said to them. They “searched the Scriptures daily to find out whether these things were so” (Acts 17:11). They were eager to learn more. But the Jewish leaders who caused trouble in Thessalonica followed Paul and his friends to Berea and stirred up crowds against them again. The Christians sent Paul away on a ship to Athens; Silas and Timothy joined him later.

FOR YOUNGER CHILDREN, SKIP POINTS 6 & 7.

6. In Athens Paul was very disturbed by the many idols in the city. There was even an altar to an “Unknown God” which had been left as a monument to sacrifices offered to a god the Athenians believed had stopped a plague many years before. Paul went to the synagogue to teach the Jews, but he also went to the marketplace every day to teach the Gentiles. Some of those who considered themselves to be very intelligent—and, therefore, not in need of God—called Paul a “**babbler**” and made fun of his message.



HISTORICAL NOTE: The Epicureans (vs. 18) followed the teachings of Epicurus (341-270 B.C.) who taught that pleasure and happiness should be the daily goal of mankind. They believed pleasure could be achieved by “avoiding excess and fear of death, by seeking tranquility and freedom from pain, and by loving other people.” If deities existed, they were not involved in earthly events.

The Stoics were followers of Zeno (334-262 B.C.). Their name is derived from *stoa* or porch. They believed in a multitude of deities, with an “absolute purpose or will” to which each individual must conform his will.



NOTE: The Greek expression translated “**babblers**” originally referred to birds pecking at grain or scraps of food on the ground. Over time, it came to mean a worthless person, or, in modern slang terms, a “birdbrain.”

Some of the Greeks apparently thought Paul was preaching about two new gods: Jesus (a male deity) and the resurrection (in Greek, “Anastasis,” which was a woman’s name).

- Paul preached about Jesus to the people of Athens on the Areopagus (also called Mars Hill, named for the Greek god of war, Ares or Mars). Since the Athenians didn’t know much, if anything, about the Scriptures, Paul started at the beginning, with Creation, to show them that their Unknown God was really the Great Creator of the Universe and the heavenly Father who had sent Jesus to die for their sins. However, when he told them about Jesus’ resurrection, many refused to believe or to listen any more. But there were some—even among the “very intelligent ones” at the Areopagus—who were willing to listen to the gospel message and follow the teachings of Jesus.



RECOMMENDED READING FOR TEACHERS: See the articles “[Apologetics and the Growth of the Early Church](#)” by Eric Lyons, “[Is Christianity Logical? Part II](#)” by Dave Miller, and “[Only True Christianity is Defensible](#)” by Kyle Butt on the Apologetics Press Web site for discussions relevant to Paul’s discourse at Mars’ Hill.



HISTORICAL NOTE: While Greeks believed in some kind of resurrection, they did not believe in bodily resurrections; the body was considered to be evil and, therefore, something to be thrown aside completely. The idea of “dualism” was developed from the philosophical teachings of Socrates and Plato. This was the belief that whatever one did with his body would have no lasting effect as long as the heart/spirit were good.

- Each place that Paul and his friends went, they wanted to teach others about Jesus. But the people hearing the message had the responsibility to listen and to choose how they would respond. Many in Athens heard the message, but sadly, most refused to obey. The Thessalonians and the Bereans, on the other hand, wanted to learn more and more every day. We have the same responsibility to listen to God’s Word (by reading it) and do what it says. If someone tries to tell me to do something that I am unsure about, I must be willing to study my Bible and search for answers.
- The Bible is like a road map that shows us the way to heaven; but it will not help us if we never open it and read each page and listen to our teachers, preachers, and parents when they teach us about it. The Bible is the most important book in the world. Many people in the world do not have Bibles. We should make good use of the Bibles that we have to study God’s Word each day and try our best to follow God’s road map!

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:

- “[Fair-Minded Bereans Coloring Sheet](#)” (provided in activity sheets)

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 17 provided in activity sheets)
- Missing Letters: Write the names of most or all of the New Testament books on sentence strips. Make identical strips with one or more letters missing from each book name, depending on the age of your children. Let the kids fill in the blanks with plastic letters in the spaces.
- “Bible Bowling” game: Write review questions from this and previous lessons on strips of paper and put them inside empty tissue tubes. Line up the tubes, spacing them so that, hopefully, the kids will hit only one tube at a time. Then let each child “bowl” (with a tennis or Nerf® ball) to knock over one roll. Read the question inside to him/her. ([N.T. 8 Review Questions](#) provided on curriculum Web site)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 17 provided in activity sheets)
- Sword Drills: Divide the class into teams, or have them work individually, making sure each team/person has a Bible. Call out one scripture at a time, and tell the students to find it as quickly as they can. The student or team that finds it first gets to read it out loud (and can receive a small prize of some sort).
- Bible Book Disks: Write the books of the Bible on plastic milk jug lids. Prepare three or four sets so that you can divide the class into three or four teams. Mix up the lids (by set), and tell the students to put the books of the Bible in the correct order. Another option: give each team a “section” (O.T. History, N.T. epistles, prophets, etc.) to put in order, or let the entire class work together to complete all of the Old and/or New Testaments.
- “[Paul and Silas Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 17 provided in activity sheets)
- Sword Drills: Divide the class into teams, or have them work individually, making sure each team/person has a Bible. Call out one scripture at a time, and tell the students to find it as quickly as they can. The student or team that finds it first gets to read it out loud (and can receive a small prize of some sort).
- Bible Book Disks: Write the books of the Bible on plastic milk jug lids. Prepare three or four sets so that you can divide the class into three or four teams. Mix up the lids (by set), and tell the students to put the books of the Bible in the correct order. Another option: give each team a “section” (O.T. History, N.T. epistles, prophets, etc.) to put in order, or let the entire class work together to complete all of the Old and/or New Testaments.
- “[Paul and Silas Word Search](#)” (provided in activity sheets)
- Have the children read the following:
 - Acts 17
 - *Discovery* magazine article: “Early Christians: Students of the Scriptures,” [December, 2009](#)
 - *Paul’s Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with “He felt the Spirit...” on p. 6)

SONGS:

“ACTS 17:11”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

“ACTS 17:25”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

“ACTS 17:26-27”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

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

Author: Unknown*

(Tune: See Internet)

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

Grow, grow, grow, grow,

Grow, grow, grow.

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

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

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.

(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

(REPEAT)

Shrink, shrink, shrink, shrink,

Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.

(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

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

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

Grow, grow, grow, grow,

Grow, grow, grow.

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

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

“THE MORE WE READ THE BIBLE” ([Click to Hear](#))

Author: Unknown*

(Tune: “The More We Get Together”)

The more we read the Bible,
The Bible, the Bible,
The more we read the Bible,
The happier we’ll be.

We’ll learn about Jesus,
And how we can please Him.
The more we read the Bible,
The happier we’ll be.

“STUDY YOUR BIBLE EVERY DAY” ([Click to Hear](#))

Author: Unknown*

(Tune: Chorus from “Brighten the Corner Where You Are”)

Study your Bible every day.
Tell others what it has to say,
For it tells of Jesus, Who will help us on our way.
Study your Bible every day!

“WISE KIDS” ([Click to Hear](#))

Author: Unknown*

(Tune: “The Wise Man Built His House Upon the Rock”)

Wise kids read their Bibles every day.
(open hands like book)
Wise kids read their Bibles every day.
Wise kids read their Bibles every day,
And we trust upon the Lord! (point to heaven)

Wise kids learn to pray every day.
(fold hands in prayer)
Wise kids learn to pray every day.
Wise kids learn to pray every day,
And they wait upon the Lord! (point to heaven)

So read your Bible, pray, and you’ll be wise. (open hands like book, then fold in prayer)
So read your Bible, pray and you’ll be wise.
So read your Bible, pray and you’ll be wise,
No matter what your size!

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

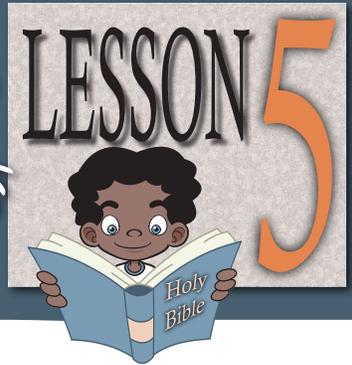
***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Questions and Quarrels

at “T.B.A.M.”

Acts 17



New Testament 8
Part 1: ABCs OF ACTS 13-18

WEDNESDAY EVENING

New Testament 8 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children’s names.)

SCRIPTURE REFERENCES:

Acts 17; 2 Timothy 2:15; 1 John 4:1; 1 Thessalonians 5:21

MEMORY WORK:

YOUNGER CHILDREN: “These were more fair-minded...in that they...searched the Scriptures daily to find out whether these things were so” (Acts 17:11a).

OLDER CHILDREN: “These were more fair-minded than those in Thessalonica, in that they received the word with all readiness, and searched the Scriptures daily to find out whether these things were so” (Acts 17:11).

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.

- [“Acts 17:11”](#)
- [“Acts 17:25”](#)
- [“Acts 17:26-27”](#)
- [“Read Your Bible, Pray Everyday”](#)
- [“The More We Read the Bible”](#)
- [“Study Your Bible Every Day!”](#)
- [“Wise Kids”](#)

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 13-26](#) Bible fact cards (provided under “N.T. 8 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 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)**
- **[Map of Palestine](#) (provided in map section of curriculum site)**
- **[Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)**
- **Idols of Athens Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=322>)**
- **Paul's Second Missionary Journey Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=334>)**
- **Pictures of Paul and Silas preaching from older curriculum**
- **Pictures of various idols that many people worshipped in New Testament**

PERSONAL APPLICATION:

I must read and study my Bible every day and be willing to put into practice what I learn from it.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under “N.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review briefly Sunday morning's lesson. (See [N.T. 8 Review Questions](#) for example questions), as well as other ABCs covered to this point.

Further emphasize the importance of reading our Bibles every day. Use Bible drill games on basic Bible facts.

WITH OLDER CHILDREN: Read and discuss vss. 24-31.

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):

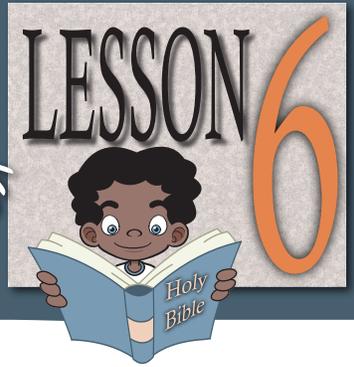
- See Sunday morning's lesson.

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



Residing with Friends in Corinth

Acts 18



New Testament 8
Part 1: ABCs OF ACTS 13-18

SUNDAY MORNING

New Testament 8 [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 18; Ecclesiastes 4:9-12; Proverbs 17:17; Romans 12:16; John 15:12

MEMORY WORK:

YOUNGER CHILDREN: "And many of the Corinthians, hearing, believed and were baptized" (Acts 18:8b).

OLDER CHILDREN: "Then Crispus, the ruler of the synagogue, believed on the Lord with all his household. And many of the Corinthians, hearing, believed and were baptized" (Acts 18:8).

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.

- ["Will You Be a Friend of Mine?"](#)
- ["Being Kind to Others"](#)
- ["I Love You, You Love Me"](#)

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 13-26](#) Bible fact cards (provided under "N.T. 8 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 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)



- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- Paul's Second Missionary Journey Visual (<http://store.bibleclassworkshop.com/shopexd.asp?id=334>)
- Word cards for use with YOUNGER CHILDREN (example words: Corinth, Aquila, Priscilla, tentmakers, friends, Apollos, etc.)

PERSONAL APPLICATION:

Good friends help us do what God wants us to do. God is our special Friend.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about Paul trying to teach others, but the people didn't want to hear the truth about Jesus. Paul had good friends to help him in good times and bad.

Do you have good friends? What are some things you do with your friends? Do your friends help you make good choices? Do you help your friends make good choices? It's very important to have good friends who will help you make good choices and who will help you feel better when you are sad about something. Paul had some good friends who helped him and encouraged him. Let's see who these good friends were.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

What are some things you do with your good friends? Do you ever talk to your good friends when you are sad or upset about something? Do they ever help you feel better? Do they help you make good choices? A good friend is someone who will encourage you when you are down and help you make good choices to do the right things. Are you that kind of friend to others? Paul had some good friends with whom he spent some time. We don't know for sure, but they probably encouraged him to keep teaching about Jesus even when he faced so much persecution. Let's see who these good friends were.

POINTS TO EMPHASIZE:

1. Continuing with our ABCs of Acts, Acts 18 goes with "R," which stands for Residing with Friends (in Corinth).
2. Paul left Athens and traveled to Corinth to continue to teach others about Jesus. Corinth was a very wicked city. He probably arrived in Corinth sometime in A.D. 52—almost 20 years after the Church began. He wrote the first letter to the Corinthians four or five years later from Ephesus. He probably wrote the first letter to the Thessalonians during his time in Corinth.



HISTORICAL NOTE: The wealthy city of Corinth was the capital of Achaia (modern-day Greece). The overland route to the city was much shorter, and therefore preferred more by traders, than the dangerous sea voyage around the southern tip of Achaia (Greece). By the time of Paul’s arrival, it had been a Roman colony for about 100 years. Corinth was also a center of worship for the god Apollo, as well as the goddess of love and fertility, Aphrodite. The phrase “act like a Corinthian” meant to be immoral. The worship of Aphrodite contributed greatly to making Corinth a terribly immoral city. There was a large Jewish population with their own places of worship, as well as increasingly popular Egyptian religions. Archaeologists have unearthed many of the important sites of ancient Corinth, including old synagogues, the great marketplace (the Agora), and what is believed to have been “the judgment seat” of Gallio. Gallio was appointed to a two-year term as proconsul of Achaia in July of A.D. 51, but his term ended early because of an illness. He was the brother of the philosopher Seneca; Nero executed both brothers.

3. Paul arrived in Corinth alone and began to work as a tentmaker with his good friends Aquila and Priscilla. (Silas and Timothy joined him later.) Along with other Jews, Aquila and Priscilla had been forced to leave Rome because of an imperial edict from Claudius (probably about A.D. 49); Christians were still considered a sect of the Jewish religion at that time.



HISTORICAL NOTE: In Bible times, people who worked in the same trade (occupation) usually lived in the same areas of a city. The Romans and Greeks looked down on those who worked with their hands (e.g., people like tentmakers). Jews, on the other hand, took pride in knowing trades and teaching trades to their sons—even like Paul. Therefore, like all Jewish boys, Paul was taught a trade. “Tentmaking” referred more to leatherwork than only to making tents.

4. As he always did, Paul taught the Jews in the synagogue every Saturday. He became so disgusted with the Jews’ lack of faith and unwillingness to study the Scriptures that he shook out his clothes as a sign of his disappointment and frustration that they would not listen to the Truth. He then went into the marketplace to teach the Gospel to anyone who would listen. The marketplace was not only a place to sell and buy goods, it was a place to exchange ideas and listen to speakers (much like the Areopagus in Athens). He had been mistreated and threatened so many times that God wanted to let him know that no one would attack him while he was in Corinth. So He spoke to Paul in a dream, telling him to continue to preach without fear (vss. 9-10). God promised to be with him and Paul stayed in Corinth for about a year and a half.
5. Many people in Corinth did believe the gospel message and became Christians, including Crispus and his family. Crispus was the “ruler of the synagogue,” meaning that he was a wealthy man who was responsible for the worship service in the synagogue.



NOTE: Remember that the Jewish leaders who believed in Jesus refused to acknowledge it publicly for fear of being thrown out of the synagogue; Crispus was very courageous to take this step (Romans 16:23, 1 Corinthians 1:14). When Crispus was no longer the ruler of the synagogue, a man named Sosthenes took his place, but soon became a Christian, himself (1 Corinthians 1:1).

6. The Jews who did not like Paul’s teaching wanted one of their leaders, Gallio, to make a judgment against the teaching about Jesus. When the proconsul Gallio would not take action against Paul for allegedly breaking Jewish law, in anger, the Jews took Sosthenes and beat him in front of the proconsul to show their power.



HISTORICAL NOTE: The Roman government still viewed Christianity as merely a “branch” or sect of Judaism and, therefore, a legal religion. If Gallio had been persuaded that Christianity should be made illegal (not just a sect of Judaism), it would have encouraged more widespread persecution of the Christians.

7. After some time, Paul left Corinth to go to Ephesus, and his good friends Aquila and Priscilla went with him. After he left Ephesus, this couple remained to continue working with the Christians there.
8. In good times and bad, Paul had good friends with whom he could work and from whom he could draw comfort. He lived and worked with Aquila and Priscilla and counted on them to teach and strengthen weaker brothers and sisters in Christ. The husband and wife team loved each other and showed it by their actions toward one another. They were loyal and encouraging to one another. They were interested in the spiritual well being of one another. They were not selfish toward one another. (Stress these last three sentences as “Keys to Friendship.”)
9. We want to have the kind of friendships that Paul and Aquila and Priscilla had. The first step to having that kind of friendship is to choose our friends carefully. Spend time with people who are good people every day of the week—not just on Sundays. Spend time with people who don’t criticize you or others, who don’t make fun of you or others, and who don’t pick fights or try to get you into trouble. The best kinds of friends are those who love God and want to go to heaven with you!

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:

- “[Paul in Corinth Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 18 provided in activity sheets)
- “Leap Frog” game: On cutouts of lily pads, write questions about places to which Paul traveled during his second missionary journey (either something that happened in a particular place or on the journey in general). Put them on the floor, question side down. Let the children take turns tossing a beanbag frog (or other beanbag if you can’t find a frog) onto a lily pad. Read the questions to them when the beanbag lands on a lily pad. (“[Lily Pad Cutouts](#)” provided in activity sheets)
- Divide the children into pairs and have them sit facing each other, feet together, holding hands. First they lean toward one, then toward the other. As they rock back and forth, “rowing their boat,” sing with them “Row, Row, Row Your Boat” and talk about how doing things with friends is fun.

- Talk with the children about choosing good friends (i.e., what makes a person a “good” friend, how a good friend helps you, etc). Then talk about how each of us should be a “good” friend to others. Print/copy, “I will be a good friend to others” in dot-to-dot formation on a piece of construction paper or card stock. Ask the children to trace the words and color or decorate their paper.
- “Keys to Friendship” key ring: Using four or five “key” cutouts, label the first one “The Keys to Friendship.” Then write something on the remaining keys that the children can do to be good friends (e.g., share, ask a friend to Bible class, help when someone is sad, etc.). Let the children help you come up with ideas. Punch holes at the end of the keys and tie them together with yarn or use a small ring clasp to bind them together. (“[Key Cutouts](#)” provided in activity sheets)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 18 provided in activity sheets)
- “Leap Frog” game: On cutouts of lily pads, write questions about places to which Paul traveled during his second missionary journey (either something that happened in a particular place or on the journey in general). Put them on the floor, question side down. Let the children take turns tossing a beanbag frog (or other beanbag if you can’t find a frog) onto a lily pad. Read the questions to them when the beanbag lands on a lily pad. (“[Lily Pad Cutouts](#)” provided in activity sheets)
- “[Acts Activity Sheet](#)” (provided in activity sheets)
- “Keys to Friendship” key ring: Using four or five “key” cutouts, label the first one “The Keys to Friendship.” Then write something on the remaining keys that the children can do to be good friends (e.g., share, ask a friend to Bible class, help when someone is sad, etc.). Let the children help you come up with ideas. Punch holes at the end of the keys and tie them together with yarn or use a small ring clasp to bind them together. (“[Key Cutouts](#)” provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” p. 18 provided in activity sheets)
- Write some or all Scriptures given under “Scripture References” on the board or a Power Point slide about friends or friendship, leaving key words out. On index cards or small pieces of paper, give the children the Scripture references, and ask them to look up the verses and fill in the missing words.
- “[Acts Activity Sheet](#)” (provided in activity sheets)
- Have the children read the following:
 - Acts 18
 - *Discovery* magazine articles: “Corinth—A City of Corruption,” [February, 2001](#); “You Can Be Forgiven—If You Repent!” [June, 2005](#); “Brotherly Love,” [December, 2009](#)
 - *Paul’s Journeys*, by Loyal Kolbrek, Arch books (DISCLAIMER: remove the sentence starting with “He felt the Spirit...” on p. 6)

SONGS:

“WILL YOU BE A FRIEND OF MINE?” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mary Had a Little Lamb”)

Will you be a friend of mine, friend of mine, friend of mine?

Will you be a friend of mine, and shake my hand today?

Yes, I’ll be a friend of yours, friend of yours, friend of yours.

Yes, I’ll be a friend of yours, and shake your hand today.

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

Author: Lora Laycook

(Tune: “Bringing in the Sheaves”)

Being kind to others, being kind to others;

Being kind to others, every night and day.

Being kind to others, being kind to others;

Jesus ever taught us that we must obey.

CHORUS:

Oh, we must be kind! Oh, we must be kind!

Jesus ever taught us that we must be kind.

(REPEAT)

“I LOVE YOU, YOU LOVE ME”

Author: Unknown*

(Tune: “The Barney Song”)

I love you. You love me.

We are in God’s family.

With a great big hug and a smile from me to you,

Showing love in all we do.

I love you. You love me.

We’re as happy as we can be.

With a great big hug and a smile from me to you,

Praising God in all we 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.



Reasoning with Apollos



Acts 18



New Testament 8
Part 1: ABCs OF ACTS 13-18

WEDNESDAY EVENING

New Testament 8 [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 18; Ecclesiastes 4:9-12; Proverbs 17:17; Romans 12:16; John 15:12

MEMORY WORK:

YOUNGER CHILDREN: "And many of the Corinthians, hearing, believed and were baptized" (Acts 18:8b).

OLDER CHILDREN: "Then Crispus, the ruler of the synagogue, believed on the Lord with all his household. And many of the Corinthians, hearing, believed and were baptized" (Acts 18:8).

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.

- ["Will You Be a Friend of Mine?"](#)
- ["Being Kind to Others"](#)
- ["I Love You, You Love Me"](#)

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 13-26](#) Bible fact cards (provided under "N.T. 8 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 2) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)



- [Map of Palestine](#) (provided in map section of curriculum site)
- [Map of Paul's Evangelistic Trips](#) (provided in map section of curriculum site)
- [Paul's Second Missionary Journey Visual \(http://store.bibleclassworkshop.com/shopexd.asp?id=334\)](http://store.bibleclassworkshop.com/shopexd.asp?id=334)
- **Word cards for use with YOUNGER CHILDREN** (example words: Corinth, Aquila, Priscilla, tentmakers, friends, Apollos, etc.)

PERSONAL APPLICATION:

Good friends help us do what God wants us to do. God is our special Friend.

INTRODUCTION:

Review [N.T. 8 Bible Fact Flash Cards](#) (provided under “N.T. 8 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Briefly review Sunday's lesson (See [N.T.8 Review Questions](#) for example questions), as well as other ABCs covered to this point. Stress the importance of having good friends, like Aquila and Priscilla were to Paul.

Acts 18 also tells us that “R” is for Reasoning with Apollos.

In Ephesus, Aquila and Priscilla and met a young preacher named Apollos. He was a powerful preacher, but he needed to learn more about the Bible so that he could be a better preacher. He was not afraid to preach, but he did not know all he needed to know. So Aquila and Priscilla spent time with him, helping him learn more. Apollos was willing to listen and after Aquila and Priscilla and taught him more, he became an even better preacher.

Parents, Bible class teachers, preachers, and church leaders all want to help you learn more. They also know that they still have much to learn. We can't think, “I'm so smart that I don't need to study,” or “I already know enough about the Bible.” God wants us to always study His Word so we can learn more about Him every day.

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

- See Sunday morning's lesson.

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