

Peter and John



New Testament 3
Part 2: New Testament Teams (Cohorts)

SUNDAY MORNING

New Testament 3 [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 3:1-5:42

MEMORY WORK:

YOUNGER CHILDREN: “[B]e brave, be strong” (1 Corinthians 16:13b).

OLDER CHILDREN: “[B]e steadfast, immovable, always abounding in the work of the Lord” (1 Corinthians 15:58).

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.

- [“Healing the Lame Man”](#)
- [“Silver and Gold Have I None”](#)

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.]
- [Apostles & N.T. Teams](#) Bible fact cards (provided under “N.T. 3 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt pieces

PERSONAL APPLICATION:

When bad things happen, God will help me if I keep trying to do what is right and don't give up.

INTRODUCTION: (YOUNGER CHILDREN)

Last week we learned about Mary and Martha. We talked about making good choices. Today,



we are going to learn about Peter and John. They were close friends of Jesus and they made good choices to always teach others about Jesus no matter what happened to them. They knew that obeying God and teaching others about Jesus so they could become Christians were the most important things they could do, and no one would stop them.

INTRODUCTION: (OLDER CHILDREN)

Review last Sunday's lesson.

Do you have a good friend who helps you do things that are right? Maybe someone that comes to Bible class and worship services like you do, and encourages you when you are having problems? Have you ever had someone make fun of you and a friend who stuck up for you? Today, we're going to talk about Peter and John and how they stuck together and did what was right even when people tried to stop them.

LESSON STARTS HERE

POINTS TO EMPHASIZE:

1. Peter and John were two of Jesus' apostles and had been two of His closest friends. They worked as partners in the early years of the Church, teaching others about Jesus. Just as Jesus had enemies who wanted to stop His teaching and His miracles, Peter and John (and the other apostles) had enemies, too.



NOTES: Remind the children that Peter, James, and John were the “inner circle” of Jesus' friends. James was the first of the apostles to be killed.

2. One day Peter and John went to the Temple in Jerusalem at about 3:00 in the afternoon (the hour of prayer). At one of the gates into the Temple area, there was a man who could not walk. He was over 40 years old and had been lame since birth. People with handicaps were often mistreated. They could not work; they made what little money they had by begging from passersby. Every day, this lame man was carried to the Temple and laid down near the main entrance called the **Beautiful Gate**.

HISTORICAL NOTE: The **Beautiful Gate** is thought to be the gate in the Temple facing Solomon's Portico, leading into the women's courtyard. It was the largest gate; made of bronze.

3. When the lame man saw Peter and John coming, he called out to them begging for money, as he did from everyone else. But Peter didn't respond as the man expected. Peter said, “Silver and gold I do not have, but what I do have I give you: In the name of Jesus Christ of Nazareth, rise up and walk.” Peter took the man's hand and helped him stand straight up—for the first time in his life! Many saw this miracle, and Peter used the opportunity to preach to the crowds about Jesus. Because of the things Peter told them, many more people became Christians that day.



NOTES: “[T]he number of men came to be about five thousand” (Acts 4:4)—This figure appears to include the 120 of Acts 1:15, as well as the 3,000 of Acts 2:41. However, the Greek word for “men” (*andros*) in this passage indicates that the 5,000 mentioned were males only [Arndt, William, F.W. Gingrich, and Frederick W. Danker (1979), *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (Chicago, IL: University of Chicago Press), second edition revised, p. 66.]. The actual count of believers, therefore, would have been much higher. Renowned biblical scholar J.W. McGarvey notes, “True to the custom of Oriental nations even to the present day, the number of men alone is here given, the women not being counted. The whole number of believers of both sexes must have been largely in excess of these figures. The increase since the day of Pentecost must have been very rapid, for doubtless many of those baptized then must have departed to their distant homes, and still the increase had been more than two thousand without counting women” [*New Commentary on Acts of Apostles* (Cincinnati, OH: Standard), 1892, p. 68.].

4. The Jewish priests and other Jewish leaders did not want Peter, or anyone else, to preach about Jesus’ death and resurrection. They were the same people who had insisted Jesus be arrested and crucified. They hoped that, with Him gone, His followers would be too afraid to say anything else about Jesus. But Peter and John were obviously not afraid. So the Jewish leaders put the two apostles in prison overnight. The next day, the Jews warned them not to teach about Jesus any more. Without any fear at all, Peter told them that John, he, and the other apostles would continue to preach about Jesus’ death and resurrection—no matter what. (Read Acts 4:19-20 with the older children.)
5. In spite of more warnings, Peter, John, and the other apostles continued preaching about Jesus, helping many more people to become Christians (Acts 5:14). Because Jesus had given the apostles the ability to heal the sick and perform miracles, many people brought the sick to them to be healed. This made the Jewish leaders even angrier. They put Peter and John (along with the other apostles) in prison again!
6. An angel of the Lord opened the prison doors and took them out of prison that night and then resealed the prison doors without the guards knowing they were gone. The apostles went to the Temple at daybreak and fearlessly began to teach about Jesus again. Once again the Jews threatened them and told them to stop preaching, but they wouldn’t. They said, “We ought to obey God rather than men,” and that was that!
7. Peter and John (and the other apostles) endured beatings, many more threats, and many more times in prison, but they refused to stop preaching about Jesus. (Read Acts 5:40-41 with the older children.) Why? Because of what Jesus had done for them! They were eyewitnesses (5:32) to His ministry and His resurrection, and they knew He had died so everyone could be forgiven of their sins. This good news was just too important to keep to themselves.
8. Peter and John were determined to do what Jesus had told them to do (Matthew 28:18-20). They were so bold (unafraid) and such good men that others “began to recognize them as having been with Jesus” (Acts 4:13). They were determined not to give up, no matter what happened to them, and God blessed them with the strength they needed to face terrible problems. If we will be just as determined to never give up (to persevere), God has promised to bless us, too, in this life and the next (Revelation 2:10b). The Devil wants us to stop following God. So if we give up, he wins! And none of us wants that, do we?

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

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

Ages 2-5:

- [“Peter and John Coloring Sheet”](#) (provided in activity sheets)
- Make a numbered hopscotch grid on the floor with masking tape. Let the children take turns tossing a beanbag onto a number and answering a question about this or a previous lesson (have questions pre-assigned that go with those numbers). If he gets the answer correctly, he then plays hopscotch with the beanbag on that number. If he completes the grid correctly, he gets a point, and the next child takes a turn.
- Leap Frog game: Tape lily pad cutouts onto a blue plastic tablecloth, shower curtain, or blue butcher paper. Put review questions about this and previous lessons under the lily pads. Let each child toss a bean bag onto a lily pad, retrieve the question card, and try to answer the question correctly.
- Make a jail out of a piece of poster board. Have several pictures of Peter and John, and write questions from the story on the back of each picture. If the children answer the questions correctly, they take them out of jail.

1st-2nd Graders:

- New Testament Partners Memory Match Game: Before class, make a “memory” game using the New Testament partners from this and previous lessons.
- Leap Frog game, as described above, with point values written on each lily pad. Divide class into teams. The winning team will be the one with the most points.
- Hopscotch game, as described above, with more difficult questions on the higher numbers of the grid. The children must throw the beanbag on a different number with each turn. If the child answers the question correctly and completes the hopscotch course correctly, he gets the number of points on the square with the bean bag.
- Instead of playing individually, divide the class into two teams and let the teams compete for points (collecting the point values of the numbers on the numbers in the hop-scotch grid).
- [“Persecuted Preachers”](#) activity (provided in activity sheets)
- [“Preaching Partners Code Activity”](#) (provided in activity sheets)
- [“New Testament Partners Word Search”](#) (provided in activity sheets)
- [“When Times are Tough...”](#) activity (provided in activity sheets)
- [“Persecuted? Persevere!”](#) activity (provided in activity sheets)

3rd-4th Graders:

- New Testament Partners Memory Match Game: Before class, make a “memory” game using the New Testament partners from this and previous lessons.
- Leap Frog game, as described above, with point values written on each lily pad. Divide class into teams. The winning team will be the one with the most points.
- Hopscotch game, as described above, with more difficult questions on the higher numbers of the grid. The children must throw the beanbag on a different number with each turn. If the child answers the question correctly and completes the hopscotch course correctly, he gets the number of points on the square with the bean bag.
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SONGS:

“HEALING THE LAME MAN” ([Click to hear](#))

Author: Lora Laycook
(Tune: “Bring Them In”)

The lame man at the gate did lay,
When Peter and John came that way.
He asked for alms as they passed by,
But Peter, unto him did cry,

CHORUS:

“Silver and gold, have I none,
Such as I have, I give to you;
Arise and walk; arise and walk!”
He arose and praised Jehovah.

“SILVER AND GOLD HAVE I NONE”

[See Internet for words and tune]

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

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



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WEDNESDAY EVENING

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PERSONAL APPLICATION:

When bad things happen, God will help me if I keep trying to do what is right and don't give up.

INTRODUCTION:

[N.T. 3 Bible Facts Flashcards](#) (provided under “N.T. 3 Bible Facts” on curriculum web site)



POINTS TO EMPHASIZE:

1. Briefly review Sunday morning's lesson (see [N.T. 3 Review Questions](#) for example questions)

OLDER CHILDREN: Read Hebrews 10:23; 1 Corinthians 10:13; 15:58; 16:13; Matthew 24:13; Galatians 6:9; and Romans 8:28 together. Spend more time talking about the inevitability of hard times for Christians and the importance of “sticking with” right decisions, especially during those hard times.

Many good things come about because of applied “heat.” Popcorn, for instance, isn’t good to eat, and definitely not good for you, until it’s subjected to lots of heat. Many of the foods that we eat are better cooked (after heat has been applied to it). A raw piece of steak or chicken is pretty disgusting—and dangerous to eat—until it’s cooked. A potato tastes pretty bland until it’s baked in a hot oven. We look at situations in our lives that are very stressful and very unpleasant, and we wonder if anything good can come from them. But we can be sure that God will “work all things out for our good” if we love Him and do our best to follow His Word—no matter how “hot” the situation gets. [Expand on this idea; maybe even have popcorn in class.]

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):

- [“Partners for the Lord”](#) (provided in activity sheets)
- See Sunday morning’s lesson.
- Review memory verses from this unit. Make a memory verse scramble sheet. Mix up each memory verse and have students arrange the words in the correct order.

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