

Disciples in Jail; Disciples Share

Acts 4



New Testament 7
Part 1: ABCs of Acts 1-6

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Acts 4

MEMORY WORK:

YOUNGER CHILDREN: "For we cannot but speak the things which we have seen and heard" (Acts 4:20).

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

Also help the children memorize the ABCs of Acts.

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

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

- ["Peter and John"](#)
- ["Healing the Lame Man"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)
- All Things Common (<http://store.bibleclassworkshop.com/shopexd.asp?id=302>)



- Make an acrostic of the word **BOLD** (by writing on the board or using large cutout letters from felt or construction paper) to elaborate on the meaning of the word. “B” could be for “brave,” “O” for “obey,” “L” for “Lord” or “leaders,” “D” for “dare to do right” or “don’t be afraid,” etc.
- Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick

PERSONAL APPLICATION:

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

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week’s lesson. What did Peter and John do for the man who couldn’t walk?

Have you ever been afraid to tell someone something because it might make him angry or upset? Today, we will learn how Peter and John told others about Jesus even though they knew people would get mad at them. Let’s see what happened.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson. What does it mean if someone is “bold” in what they do or say? (Lead children to understand that being “bold” is being unafraid to do/say what is right, even when it will make others angry/upset.) We have learned about the boldness of Peter and John as they shared the story of Jesus with others. In today’s lesson, we will learn how they were actually put in jail for speaking to people about Jesus!

POINTS TO EMPHASIZE:

1. Review: “A” is for **ascension** of Jesus and a new **apostle** chosen. “B” is for the **beginning** of the Church and **baptism** of 3,000. “C” is for **cripple cured** and **crowd** taught about Jesus. “D” is for **disciples in jail** and **disciples share**.
2. In chapter 3 a crippled man was miraculously healed after Peter spoke to him and raised him to his feet. He was able to walk for the first time in his life. Many people, who had known him as a crippled beggar outside the Temple gate could see him walking around and were amazed. They could see the result of the miracle. A crowd gathered around Peter and John, and Peter used that opportunity to talk to them about Jesus. Because of Peter and John’s teaching, many more people believed in Jesus. They **repented** (3:19) and were baptized into Christ as the apostles taught in Acts 2. “The number of the men came to be about 5,000” (vs. 4; the number did not include women). [Remind the children that on the day the Church began, i.e., Pentecost, about 3,000 people were baptized. So within a few months the Church in Jerusalem had added thousands more, especially when including women!]



Repent: To change your mind or the way you think about the things God says are wrong and choose not to do those things anymore. Repentance is turning around your life and going in another direction.



NOTE: Concerning the 5,000 believers on this occasion, respected brotherhood scholar, J.W. McGarvey said: “Whether this number includes the three thousand who were added on Pentecost or not, has been a matter of some dispute, but it is generally agreed by critics that it does. If those who believed on the present occasion were alone intended, the writer would have said the number *en, was*, instead of *egenethe, became*, about five thousand.”

A Commentary on Acts of Apostles, with a Revised Version of the Text (1872).

3. The Jewish leaders did not want Jesus’ followers to continue telling people about Jesus. They killed Jesus in the first place out of envy over His popularity (Matthew 27:18), and they hoped to squash the people’s belief in Him (Matthew 27:64), and they wanted His followers to go away. [One group, the Sadducees, did not want anyone to say that Jesus (or anyone else) had been resurrected, because they did not believe there was life after death, which would make resurrection from the dead impossible.] Toward the end of the day, the Jewish leaders came to the Temple courtyard where Peter and John were teaching the crowd and arrested the two apostles.
4. Peter and John spent the night in jail. The next morning, the Jewish leaders brought them to a meeting and demanded to know how they were able to heal the crippled man. The man who had been healed the day before was also at the meeting. Since many people had seen him walking around, there was no way for the Jewish leaders to deny a great miracle had occurred. The Jewish leaders wanted to know who gave them the **power** or **authority** (“By what name”—4:7) to do such a thing?



NOTE: “The name” is repeated several times in this chapter (verses 7, 10, 12, 17, 30), and it refers to authority (vs. 7). To explain authority, tell the children to think about taking a note from a parent to a teacher. The message is **from** the parent, but the child is delivering it **for** him/her (in his/her place, with her permission, by his/her authority). Another way to describe this concept is to explain that we must have a license to drive a car. The state allows us to drive a car, but we have to have permission from the state. If we get stopped for any reason, we must have that license to show that we have the state’s permission to drive; we can drive in the name of (with the permission or authority of) the state.



RECOMMENDED READING FOR TEACHERS: See the booklet *[Surrendering to His Lordship](#)* by Dave Miller on the Apologetics Press Web site for a study about the biblical principle of authority and Acts 4:7.

5. Peter boldly told the Jewish leaders that **God** gave them the power and authority (the ability and the right) to help the man walk. They were speaking in the name of Jesus Christ, and it was **God’s** power working through them—the same power that had raised His Son Jesus from the dead. Peter told them, as he had told the crowd the day before, that they could not be saved from their sins without obeying the words of God’s Son, Jesus Christ.
6. The Jewish leaders were astonished that Peter and John were so bold and unafraid. The Jewish leaders didn’t know what to do with Peter and John. So they ordered them again not to preach any more about Jesus. But the two apostles said that **no one** could make them stop teaching and preaching about their Lord (see the memory verse). The Jewish leaders let Peter and John go because they didn’t know what else to do with them. The two apostles went immediately to where other Christians

were gathered and told them everything that had happened. All the Christians rejoiced and became even bolder in their teaching and preaching.



NOTE: The phrase “filled with the Holy Spirit” (verses 8 and 31) means to be led by the Holy Spirit. The Holy Spirit directed the apostles in what they should do and say, giving them abilities to do things that would glorify God (John 15:25-27; 16:5-15).

7. Others could tell by Peter and John’s words and actions that they were followers of Jesus. Can others tell that I am a believer/a follower of Jesus by my actions and words?

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:

- [“Disciples in Jail Coloring Sheet”](#) (provided in activity sheets)
- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) page 4 provided in activity sheets)
- Make a jail out of a piece of poster board or refrigerator box. Have several pictures of Peter and John and write questions from the story on the back of each picture. Let them reach through the bars and choose a picture. Read the question, and if the children answer the question correctly, they can take that picture out of jail.
- Make a numbered hopscotch grid on the floor with masking tape. Let the children take turns tossing a beanbag onto sections of the grid. He must answer a question about this lesson and/or previous lessons. The child can continue, trying to reach “10,” as long as he answers questions correctly.
- Write key words from lessons in this quarter on index cards. Play “Memory” with the cards. As the children find matches, discuss the importance of each word. ([“Key Word Cards”](#) provided in activity sheets)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) page 4 provided in activity sheets)
- “Who Am I?” game: Write two or three sets of clues on strips of paper, and put them into separate plastic bags or jars. Divide the class into teams, and let them race to see which team can find all the scriptures and identify the characters first. ([“Who Am I?”](#) activity provided in activity sheets)
- Have the children make an acrostic of the word **BOLD** (see the Recommended Additional Visuals) on cardstock or construction paper to take home. Encourage the children to come up with as many different things for each letter as they can. These can also be displayed in the classroom. ([“Bold Acrostic”](#) provided in activity sheets)
- Hopscotch game, as described above, with more difficult questions on the higher numbers of the grid. (Must throw the beanbag on different number with each turn.) Instead of playing individually, divide the class into two teams and let the teams compete for points (collecting

the point values of the numbers in the hop-scotch grid).

- Write key words from lessons in this quarter on index cards. Play “Memory” with the cards. As the children find matches, discuss the importance of each word. (“[Key Word Cards](#)” provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 4 provided in activity sheets)
- “Who Am I?” game: Write two or three sets of clues on strips of paper, and put them into separate plastic bags or jars. Divide the class into teams, and let them race to see which team can find all the scriptures and identify the characters first. (“[Who Am I?](#)” activity provided in activity sheets)
- Have the children make an acrostic of the word **BOLD** (see the Recommended Additional Visuals) on cardstock or construction paper to take home. Encourage the children to come up with as many different things for each letter as they can. These can also be displayed in the classroom. (“[Bold Acrostic](#)” provided in activity sheets)
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- Have the children read Acts 4 (and chapters 1-3 if they did not do so at the assigned times this quarter and in NT1 and NT4). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Acts 1-4 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.

SONGS:

“PETER AND JOHN” ([Click to Hear](#))

Author: Bannie Burt

(Tune: “Are You Sleeping?”)

Peter and John, Peter and John,
Where are you? Where are you?
“We are in prison, because we were preaching.
Here we are! Here we are!”

Where are you now? Where are you now?
“Out of jail! Out of jail!
We were set free! We were set free!
Praise God in prayer; praise God in prayer!”

We’ll keep preaching. We’ll keep preaching,
Everywhere! Everywhere!
We will go on preaching. We will go on preaching.
Everywhere! Everywhere!

“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.

***** 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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New Testament 7
Part 1: ABCs of Acts 1-6

WEDNESDAY EVENING

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- **Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick**

PERSONAL APPLICATION:

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

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Briefly review Sunday’s lesson. (See [N.T. 7 Review Questions](#) for example questions.)
2. Review the other ABCs covered to this point, then begin the second part of chapter 4: **Disciples Share.** Many thousands of people were baptized during and after the Feast of Pentecost, and they stayed a long time in Jerusalem. Every day they spent time learning more and more about how they should live as Christians. They prayed together, studied together, ate together, and worshipped God together. But since so many of the new believers were not from Jerusalem and had not brought enough food and supplies to stay for such a long time in Jerusalem (since they had not expected to hear the Gospel and become Christians while in Jerusalem at Pentecost), many of the new Christians needed help to be able to survive. So their fellow Christians shared what they had with one another, taking care of each other’s needs.
3. Many Christians who lived in Jerusalem and nearby areas sold their property and gave the profits to the apostles to be used to help anyone in need. These generous Christians were not ordered or required by anyone to share what they had; they did it out of love for the Lord and love for their fellow Christians.
4. A Christian named Joses, from the island of Cyprus, sold some property that he owned, brought the money to the apostles, and gave the money to the apostles. This was the first of many times that this special man would help others. He became known as Barnabas, which means “Son of Encouragement.”
5. We still have opportunities to share what we have with others and to help others in need. Discuss with the children different ways they can share what they have with others (sharing toys; giving contribution; etc.). This would be a good time to discuss that everything we have belongs to God, and He expects us to share with others in need.

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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