

# Twelve Things to Remember about the Apostles



New Testament 3  
Part 1: The Apostles

## 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:

Matthew 4:18-22; 10:1-42; Mark 3:16-20; Luke 6:12-16; Acts 1:13

### MEMORY WORK:

The names of the original 12 apostles (Matthew 10:2-4)

### 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.

- [“Follow Me”](#)
- [“The Apostles”](#)
- [“Jesus Called Four Fishermen”](#)
- [“The Four Fishermen”](#)
- [“Jesus Chose His Twelve Apostles”](#)
- [“Jesus Called Them One by One”](#)
- [“Jesus Calls Us, Too”](#)

### 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
- Ministry of Jesus flannel graph
- Boyhood and Early Ministry of Jesus picture set from A Beka (DISCLAIMER: use the cards, *not the lesson book*; note on card CB 3.5, angels were male humans without wings when they appeared to humans in the Bible)
- [Print and cut out large letters that spell APOSTLES](#) and put the provided information that goes with each letter on the back of each letter (provided in activity sheets; print front and back or manually copy front and back).
- Print and cut out large numbers (1-12; provided in activity sheets), and put the provided information that goes with each number on the back of the letter (“[12 Things to Remember about the Apostles](#)” provided in activity sheets; print front and back or manually copy front and back)



## PERSONAL APPLICATION:

God wants me to tell others about Jesus, just as He wanted the apostles to do.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Over the last few weeks we have been studying about how the Israelites conquered the Promised Land under the leadership of the great man of faith, Joshua. Now we are going to study the New Testament for awhile. Today, we are going to learn about how Jesus picked 12 special helpers. We can be followers of Jesus when we do the things that Jesus would want us to do. We always want to try very hard to be more like Jesus, because He is our perfect example!

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson and explain that we will now be spending a few weeks in the New Testament before returning to the Old Testament.

While Jesus was on Earth, He chose 12 men to be His "special helpers." Jesus spent extra time with these men, not just because He wanted their help, but because He was preparing them to teach others once He was gone.

### POINTS TO EMPHASIZE:

1. Jesus began teaching, preaching, and doing miracles when He was about 30 years old. His work on Earth (His ministry) lasted about three years. Jesus knew that His time on Earth would not be long: that He only had a short time before His death and return to Heaven. So He chose 12 men to teach, train, and prepare to carry on His work. These men were sometimes called "disciples," like others who followed Him. These chosen few, however, were also specifically called "**apostles**."

**Apostle:** chosen messenger; one sent (to preach and teach a special message). Apostles were to be witnesses of the many important things that happened during Jesus' ministry, as well as witnesses of His death and resurrection (Acts 1:21-22). [The term "apostle" is also applied to men like Barnabas who were chosen for special tasks in the early Church (Acts 13:3).]

The original 12 apostles are listed four times in the New Testament: Matthew 10:2-4; Mark 3:16-19; Luke 6:14-16; and Acts 1:13. In each list, Simon Peter's name is given first, and Judas Iscariot's name is last—except in Acts 1:13 where his name isn't listed at all since he was dead at that time.



**RECOMMENDED READING FOR TEACHERS:** See the article "[The Calling of the Apostles](#)" by Eric Lyons on the Apologetics Press Web site for a response to the question, did Matthew, Mark, and Luke all refer to the same calling of Peter, Andrew, James, and John?

2. Acts 1:23-26 tells us that Matthias was chosen as an apostle to take Judas' place. Then several years later, Saul of Tarsus was chosen by God to share the Gospel with (be an apostle to) the Gentiles; his name was eventually changed to Paul (Romans 1:1; Acts 9,22,26; 13:9; 1 Corinthians 9:1).
3. Jesus chose 12 ordinary men from very different backgrounds, with different personalities, to be His special helpers. Most of them had little or no education. One was a tax collector for the Roman government and would have been at terrible odds (under other circumstances) with Simon the Zealot, who was probably a political activist/terrorist fighting against the Romans. Four apostles were simple fishermen. Jesus knew their hearts and knew what they had the **potential** to do. They became close friends with each other and with Jesus, spending all day, everyday with the Son of God. They often struggled with their faith and made mistakes. And they didn't fully understand what they were expected to do for the Lord—until Pentecost.
4. **OLDER CHILDREN:** Jesus knows what each of us has the potential to do. He expects us to use opportunities and our God-given talents to teach others about Him, just as the apostles did. We can't be with Jesus in person everyday like the apostles could. But we can prepare/train ourselves by (a) studying His life and His words in the Bible, and (b) following the examples of the apostles as they spread the Gospel. The apostles knew they couldn't say, "I just don't know enough," or "I'm afraid to say anything about Jesus," or "What if others make fun of me?" [The kids should be reminded that the apostles, as well as other Christians, weren't afraid of being teased; they had every reason to be afraid of being killed.] The Lord was counting on them, and He's counting on us, too.
5. **OLDER CHILDREN:** In addition to teaching and preaching, Jesus gave the apostles power to heal the sick, raise the dead, and cast out demons (evil spirits) in His name (by His authority). There are no apostles today because there are no eyewitnesses to Jesus' ministry, death, or resurrection. Their unique ability to perform miracles could be passed on to others on whom they laid their hands. (The ones to whom the apostles gave these gifts did not have the ability to pass those gifts on to others—Acts 8:17-19.) But when the apostles and those to whom they had passed on these gifts were all dead, miracles ceased. **No one** has the ability to perform miracles, raise the dead, or cast out evil spirits today.

### MORE INFORMATION ON THE APOSTLES

(Teachers of younger children may want to choose basic information about the apostles to share with their students. For instance, for Peter, tell the students he was a fisherman.)

**Simon or Peter:** "Cephas" is the Aramaic nickname given to him by Jesus. "Peter" and "Cephas" both mean "rock." He was also called "Simon Bar-Jonah" which means "Simon, son of Jonah" [or John]. Peter and his brother, Andrew, were originally from Bethsaida, but moved to Capernaum and were fishermen, in partnership with James and John. He preached the first Gospel sermon to the Jews (Acts 2) and to the Gentiles (Acts 10). He was a central figure in the book of Acts through chapter 12. He was an elder in the first-century Church and wrote two New Testament books. According to tradition, he was crucified upside down.

**Andrew:** He was a disciple of John the Baptizer. He brought his brother to Jesus. Andrew also brought a young boy with five loaves and two fish to Jesus. According to tradition, he carried the Gospel into what is now Greece and was strapped to an X-shaped cross for two days before he died.

**James:** He was the only apostle whose death is recorded in Scripture (Acts 12:1-3). He was a leader in the first-century Church. James and John were called "sons of thunder" (*boanerges*). (He is not the James that wrote the book of James.)

**John:** He was known as "the apostle (or "the disciple") whom Jesus loved." John was chosen to

prepare the last Passover meal for the Lord. He was the only apostle that is said to have actually seen Jesus' crucifixion—and possibly His trial. John was asked by Jesus to take care of His mother, Mary, after His death. He visited the empty tomb with Peter and was the first to believe that Jesus had risen from the dead before seeing Him (John 20). He traveled with Peter through Acts 12 and may have been an elder of the Church (2 John 1; 3 John 1). He was exiled to Patmos (an island off the west coast of modern-day Turkey). Traditionally, John is thought to be the only apostle that died of natural causes. He wrote five N.T. books.

**Philip:** His name is Greek, although he probably had a Jewish name, too. He may have been half-Jew, like Timothy. (He is not the same Philip of Acts 6.) Philip was from Bethsaida, like Peter and Andrew. He brought Nathanael to Jesus, and was a disciple of John the Baptizer before following Jesus. According to tradition, he was stoned to death in Asia Minor eight years after James was beheaded.

**Matthew:** He is also called Levi, the son of Alphaeus. He was a tax collector (publican). He had a great feast for Jesus after leaving his job. His first thought was to introduce his friends and family to Jesus. As a tax collector, he would have been forbidden from worshipping in synagogue. According to tradition, he was martyred.

**James, son of Alphaeus:** It is unclear if he and Matthew were related, even though both were said to be sons of Alphaeus. He was also called James the Less, which may refer to his stature, his young age, or his influence among other apostles. His mother was another Mary (Mark 15:40; 16:1). (He was not the James that wrote the book of James.)

**Simon the Zealot:** He was also called Simon the Canaanite (not a reference to Canaan or Cana). From the Hebrew word *qanna* = to be zealous. The Zealots were a political group—militant terrorists, considered “outlaws” by many. Zealots were passionate about their cause, loyal to one another, and courageous. According to tradition, Simon preached in the British Isles.

**Nathanael:** He was also called Bartholomew (i.e., son of Tolmai). He was from Cana, a nearby rival of Nazareth, and was called “an Israelite in whom is no guile (deceit)” by Jesus (John 1:47). According to tradition, he took the Gospel to Persia, India, and beyond, and was eventually martyred.

**Thomas:** He was also called Didymus (i.e., the twin). He is known most for his expression of doubt after Jesus' death. According to tradition, he carried the Gospel to India where he was martyred.

**Judas, son of James:** He was also called “Judas, not Iscariot” (John 14:22), and Lebbaeus or Thaddeus (Matthew 10:3). His words are recorded only once (John 14:22). According to tradition, he went into modern Turkey to preach and was clubbed to death.

**Judas Iscariot:** He was initially trusted by the other apostles and was allowed to carry the money they had as a group. He chose to follow Jesus, even when times were hard, but he **became** a greedy hypocrite. “Iscariot” refers to his hometown (“is” from “ish” = Hebrew for “man”; “cariot” for “Kerioth”). He hanged himself after betraying Jesus.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Are There Modern-Day Apostles?](#)” by Dave Miller on the Apologetics Press Web site for a response to the contention that apostles still exist today.

**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:**

- “[Jesus Teaches His Apostles Coloring Sheet](#)” (provided in activity sheets)
- Bible Bowling with clues about the apostles
- Let kids help make a mural or bulletin board by coloring black and white illustrations of the apostles (enlarged to at least 8 x 14 inches) from a Bible story coloring book or CD of Bible art.
- Play “Go Fish” using the apostles’ names.

**1st-2nd Graders:**

- “[Apostles Arithmetic Worksheet](#)” (provided in activity sheets)
- “[Facts about the Apostles Word Search](#)” (provided in activity sheets)
- Egg Carton Game: Write clues about each apostle on small slips of paper (without the name of the apostles) and attach them on the inside, bottom of each empty egg slot. Put a marble in the carton, close it, and shake the carton. From whichever slot the marble lands, have a student read the slip of paper and answer which apostle belongs with the clue (repeat).
- Let kids help make a mural or bulletin board by coloring black and white illustrations of the apostles (enlarged to at least 8 x 14 inches) from a Bible story coloring book or CD of Bible art.

**3rd-4th Graders:**

- Write the names of apostles on game cards. Let the kids take turns drawing cards, telling something he/she remembers about the apostle named on the card drawn.
- “[Apostles Arithmetic Worksheet](#)” (provided in activity sheets)
- “[Facts about the Apostles Word Search](#)” (provided in activity sheets)
- Students can make a bulletin board with the names of the apostles and information about each one.
- Read the following:
  - *Twelve Who Followed Jesus* Arch Book
  - *The Story of Jesus and His Disciples*, Alice in Bibleland Storybook, Davidson (DISCLAIMER: some believe that one should only pray to the Father)

**FINGERPLAY:**

**“FOLLOW ME”**

Once when Jesus was walking, (make walking movement with feet)  
By the shining sea, (make wave motions with hands)  
He called out to four fishermen saying, (cup hands around mouth)  
“Come and follow Me.”  
So they left their fishing nets, (make a dropping motion)  
And followed, one by one. (count the four on your fingers)  
They followed Jesus everywhere, (make walking movement again)  
Because He is God’s Son.

## SONGS:

### **“THE APOSTLES”**

Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

Peter and Andrew his brother;  
James and John of Zebedee;  
Philip and Bartholomew,  
and then Thomas and Matthew.

James the son of Alpheus,  
And also, there was Thaddeus,  
Simon, and Judas Iscariot,  
Paul and Matthias

### **“JESUS CALLED FOUR FISHERMEN” ([Click to Hear](#))**

Author: Lora Laycook  
(Tune: “We’re Marching to Zion”)

“Come ye and follow me!” James and John were told.  
They left their father, Zebedee, for Jesus said, “Come follow Me.”  
Their lives He then could mold, their lives He then could mold.

“Come ye and follow me!” two fishermen were told.  
I’ll make you fishers of men, I’ll make of you fishers of men.”  
Andrew and Peter were told, Andrew and Peter were told.

#### CHORUS:

They worked then for Jesus,  
Wonderful, wonderful Jesus,  
They left their nets and followed,  
The wonderful Son of our God.

### **“THE FOUR FISHERMEN” ([Click to Hear](#))**

Author Unknown\*  
(Tune: “Mulberry Bush”)

This is the way we load our boats, load our boats, load our boats;  
This is the way we load our boats, every day we go fishing.

This is the way we push from shore, push from shore, push from shore.  
This is the way we push from shore, every day we go fishing.

This is the way we row our boats, etc.

This is the way we drop our nets, etc.



This is the way we pull our nets, etc.

This is the way we row back home, etc.

**“JESUS CHOSE HIS TWELVE APOSTLES” ([Click to Hear](#))**

Author: Unknown\*

(Tune: Chorus of the “Battle Hymn of the Republic”)

Jesus called the 12 to teach the Gospel everywhere,  
Jesus called the 12 to teach the Gospel everywhere,  
Jesus called the 12 to teach the Gospel everywhere,  
And all but one obeyed.

CHORUS:

Jesus loved the 12 apostles.  
Jesus loved the 12 apostles.  
Jesus loved the 12 apostles.  
They helped to spread God’s Word.

You and I can teach the Gospel to neighbors and friends.  
You and I can teach the Gospel to neighbors and friends.  
You and I can teach the Gospel to neighbors and friends,  
And share with them God’s love.

2<sup>nd</sup> CHORUS:

God wants us to use our talents.  
God wants us to use our talents.  
God wants us to use our talents.  
We can help to spread God’s Word.

**“JESUS CALLED THEM ONE BY ONE” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “Jesus Loves Me”)

Jesus called them one by one,  
Peter, Andrew, James and John,  
Next came Philip, Thomas, too,  
Matthew and Bartholomew.

CHORUS:

Yes, Jesus called them, (3X)  
And they all followed Him.

James the one they called the Less,  
Simon, also Thaddeus;  
Twelve apostles Judas made;  
Jesus was by him betrayed.

(CHORUS)

Matthias then took Judas' place,  
To preach to men of every race.  
Paul three preaching trips did make,  
And went to Rome for Jesus' sake.

(CHORUS)

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

Author: Unknown\*

(Tune: “Mary Had a Little Lamb”)

I can be a follower, follower, follower.  
I can be a follower of my Lord, Jesus Christ.

(Child's Name) can be a follower, follower, follower.  
(Child's Name) can be a follower of our Lord, Jesus Christ.

(REPEAT, using all the children's names.)

**“JESUS CALLS US, TOO”** ([Click to Hear](#))

Author: Unknown\*

(Tune of “Bringing in the Sheaves”)

There were Twelve Disciples Jesus called to help him.  
Simon Peter, Andrew, James, his brother John,  
Phillip, Thomas, Matthew, James the son of Alphaeus,  
Thaddeus, Simon, Judas, and Bartholomew.

CHORUS:

Jesus calls us, too. Jesus calls us, too.  
We are his disciples. Jesus calls us, too.  
Jesus calls us, too. Jesus calls us, too.  
We are his disciples. Jesus calls us, too.

\*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.





# Twelve Things to Remember about the Apostles



New Testament 3  
Part 1: The Apostles

## WEDNESDAY EVENING

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:

Matthew 4:18-22; 10:1-42; Mark 3:16-20; Luke 6:12-16; Acts 1:13

### MEMORY WORK:

The names of the original 12 apostles (Matthew 10:2-4)

### 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.

- ["Follow Me"](#)
- ["The Apostles"](#)
- ["Jesus Called Four Fishermen"](#)
- ["The Four Fishermen"](#)
- ["Jesus Chose His Twelve Apostles"](#)
- ["Jesus Called Them One by One"](#)
- ["Jesus Calls Us, Too"](#)

### 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
- Ministry of Jesus flannel graph
- Boyhood and Early Ministry of Jesus picture set from A Beka (DISCLAIMER: use the cards, *not the lesson book*; note on card CB 3.5, angels were male humans without wings when they appeared to humans in the Bible)
- [Print and cut out large letters that spell APOSTLES](#) and put the provided information that goes with each letter on the back of each letter (provided in activity sheets; print front and back or manually copy front and back).
- Print and cut out large numbers (1-12; provided in activity sheets), and put the provided information that goes with each number on the back of the letter ("[12](#)



**Things to Remember about the Apostles**” provided in activity sheets; print front and back or manually copy front and back)

### PERSONAL APPLICATION:

God wants me to tell others about Jesus, just as He wanted the apostles to do.

### INTRODUCTION:

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

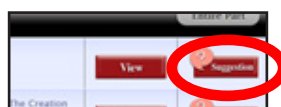
### POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 3 Review Questions](#) for example questions)
2. Spend time helping students remember something about each apostle.
3. Talk with students about the fact that these apostles were just men. They made mistakes and had flaws, but Jesus saw what was good in them and knew they could do great work in spreading the Gospel. We each have flaws and make lots of mistakes, but God can/will still use us to spread the Gospel and teach others about Jesus.

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

- See Sunday’s lesson
- YOUNGER CHILDREN: Let kids make toilet tissue roll dolls or stick puppets of the apostles. **Or** let them continue coloring the mural described in Sunday’s lesson. As time allows, continue these activities on Wednesday nights throughout this series on the apostles.

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# Jesus Chose Matthew



New Testament 3  
Part 1: The Apostles

## 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:

Matthew 9:9-13; 10:1-4; Mark 2:14-17; 3:13-19; Luke 5:27-32; 6:13-16

### MEMORY WORK:

The names of the original 12 apostles (Matthew 10:2-4)

### 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. “

- [“Follow Me”](#)
- [“The Apostles”](#)
- [“Jesus Called Matthew”](#)
- [“Jesus Called Four Fishermen”](#)
- [“The Four Fishermen”](#)
- [“Jesus Chose His Twelve Apostles”](#)
- [“Jesus Called Them One by One”](#)
- [“Jesus Calls Us, Too”](#)

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- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
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- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Ministry of Jesus flannel graph
- Boyhood and Early Ministry of Jesus picture set from A Beka (DISCLAIMER: use the cards, *not the lesson book*; note on card CB 3.5, angels were male humans without wings when they appeared to humans in the Bible)

### PERSONAL APPLICATION:

I can listen to Jesus by reading His words in the Bible, and I can follow Him by doing what He said to do.



## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

We know that Jesus picked 12 apostles to help Him during His ministry and to carry out His work when He was no longer with them. They were special followers of Jesus. We know we can be a follower of Jesus when we do what the Bible says. Today, we are going to study about when Jesus picked Matthew to be an apostle.

### INTRODUCTION: (OLDER CHILDREN)

Last week we studied about the 12 men that Jesus chose to be His apostles. (Review that lesson.) These men were not rich and powerful men. They were ordinary men just like we are ordinary people. Even though they had done things that were wrong, Jesus still loved them. He taught them what was right, just like He teaches us what is right through the Bible.

### POINTS TO EMPHASIZE:

1. Jesus continued teaching and healing the sick in **Capernaum**. He walked by a booth where taxes were being collected for the Roman government by a Jew named Matthew (or Levi). Jesus knew that Matthew was hated by his fellow Jews because he was working for the Romans; Matthew may have been known for being dishonest. Jesus also knew that, because of his job, Matthew would have been excluded from worship in the synagogue (the local house of worship). For all the negative things that might have been said about Matthew, Jesus knew he could be a good worker in the Church some day. So He told Matthew, “Follow Me!” Without any hesitation at all, **Matthew** left his work behind and followed Jesus.

### NOTES:

**Capernaum:** Mark 2:1 and Matthew 9:1 call Capernaum “His own city.” Matthew 4:13-16 says He settled there to fulfill prophecies in Isaiah.

**Matthew:** Matthew may have previously seen Jesus perform miracles and heard Him teach. He likely was searching for something more in his life, hungry for spiritual food, since he was not allowed to worship in the synagogue.

2. Matthew took Jesus to his own home and prepared a banquet for Him and His disciples. Matthew invited his friends—other **tax collectors** and “sinners”—to join them for the meal. When the Jewish leaders (Pharisees) heard about Jesus eating in the house of a tax collector, they were very upset. They wanted to know why Jesus would eat with “bad people” rather than “good people” like themselves.





**HISTORICAL NOTE:** Tax collectors / publicans: “In New Testament times, tribute by taxation had to be paid to the Roman Empire. Roman officials would sell the right to collect taxes in an area to the highest bidder. The tax commissioner (chief publican) would then have to supply a certain amount of money. He would employ local people as the collectors (publicans), and both commissioner and collectors would tax excessively so that they made a good living as well as passing on what was required by the government.... Levi would have been a local collector. The Jews hated the publicans, not only because the publicans took the Jews’ money, but because publicans were regarded as traitors to the occupying power. The name was therefore a name of derision. Jewish leaders could not accept Jesus’ friendship with such people (Matthew 9:11; 11:19; 21:31). Dislike of the publicans was not entirely unjustified. John the Baptizer spoke generally of the need of the publicans not to be greedy (Luke 3:12).” *New Manners and Customs of Bible Times*, p. 178.

**YOUNGER CHILDREN:** Tell them a tax collector was a man who collected money for the Roman government.

3. Jesus said that people who think they are righteous (acceptable to God) just because they are religious (like the Pharisees) won’t see the need to turn to Jesus. But those who realize they are sinful (like tax collectors) are the ones who want to do something about it; they are more willing to repent (turn away from sin and choose to obey Jesus’ words). Matthew chose to repent and follow Jesus, to completely change his life. He chose to leave his life of luxury and comfort for poverty and selflessness. He was willing to listen to Jesus, obey Him, and share the good news about Jesus with his friends.
4. Matthew continued to share the Good News by writing one of the books of the New Testament, putting to good use the writing and record-keeping skills he had used as a tax collector. Though the book of Matthew was written mainly to convince the Jews that Jesus was the long-awaited Messiah, it has touched the lives of millions and millions of people for over 2,000 years.
5. We learn about Jesus’ life and work from Matthew’s book and the three other Gospel accounts: Mark, Luke, and John. We learn how Jesus wants us to live by studying His life and the teachings of the other books of the New Testament. I can be a follower of Jesus if I listen to Him (study my Bible regularly) and then obey Him, like Matthew did.

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

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

#### **Ages 2-5:**

- “[Jesus Chose Matthew Coloring Sheet](#)” (provided in activity sheets)
- Bible Bowling with clues about the apostles
- Let kids help make a mural or bulletin board by coloring black and white illustrations of the apostles (enlarged to at least 8 x 14 inches) from a Bible story coloring book or CD of Bible art. If this was completed last week, skip this activity.
- Make a memory game using fish cut-outs: Make two copies of each fish card with an apostle’s name on it. Turn the cards over and let each child in turn turn up two cards. If the two cards match, the child keeps the cards. If they do not match, the cards are turned back over and the next child tries.

- Whoever has more cards at the end wins ([Apostles Fish Cutouts](#) provided in activity sheets).
- Play “Go Fish” using the apostles’ names: Make four copies of each card with an apostle’s name on it. Each person gets five cards (if there are three to six players; seven cards, if there are only two players). The rest of the cards are put in a “draw pile.” Each person, in turn, asks another player to give him his cards that are the apostle he asks for (He has to have one of the cards he asks for.). For example, Sue has a Peter card. So she asks, “Sam, do you have any Peter cards?” If Sam has any, he has to give them to Sue, and Sue gets to go again (She can ask Sam for another apostle, or she can ask another player for his Peter cards.). If Sam does not have any Peter cards, he says, “Go fish,” Sue has to draw a new fish from the “draw pile,” and then the next person gets a turn. When a player has four of the same apostle, the cards are laid down in front of the player. The game is over when someone runs out of cards ([Apostles Fish Cutouts](#) provided in activity sheets).

### 1st-2nd Graders:

- [“Special Helpers for Jesus Worksheet”](#) (provided in activity sheets)
- [“Facts about the Apostles Crossword Puzzle”](#) (provided in activity sheets)
- Egg Carton Game: Write clues about each apostle on small slips of paper (without the name of the apostles) and attach them on the inside, bottom of each empty egg slot. Put a marble in the carton, close it, and shake the carton. From whichever slot the marble lands, have a student read the slip of paper and answer which apostle belongs with the clue (repeat).
- [Apostles Memory Game](#) (provided in activity sheets)
- Put the crossword puzzle (with names of apostles) on power point. Let kids write the answers on the puzzle being projected on marker/chalk board.
- Let kids help make a mural or bulletin board by coloring black and white illustrations of the apostles (enlarged to at least 8 x 14 inches) from a Bible story coloring book or CD of Bible art. If this was completed last week, skip this activity.

### 3rd-4th Graders:

- Write names of apostles on game cards. Let kids take turns drawing cards, telling something he/she remembers about the apostle named on the card drawn ([fish cutouts](#) with apostle names provided in activity sheets).
- [“Special Helpers for Jesus Worksheet”](#) (provided in activity sheets)
- [“Facts about the Apostles Crossword Puzzle”](#) (provided in activity sheets)
- Put crossword puzzle (with names of apostles) on power point. Let kids write the answers on the puzzle being projected on marker/chalk board.
- Students can make a bulletin board with the names of the apostles and information about each one.
- Advanced Bible Reader: Have the children read Mark chapter two (as well as one and 3-5 if they did not do so in NT1 and NT2). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Mark 1-5 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read the following:
  - *Twelve Who Followed Jesus* Arch Book
  - *The Story of Jesus and His Disciples*, Alice in Bibleland Storybook, Davidson (DISCLAIMER: some believe that one should only pray to the Father)



## FINGERPLAY:

### “FOLLOW ME”

Once when Jesus was walking, (make walking movement with feet)  
By the shining sea, (make wave motions with hands)  
He called out to four fishermen, (cup hands around mouth)  
“Come and follow Me.”  
So they left their fishing nets, (make a dropping motion)  
And followed, one by one. (count the four on your fingers)  
They followed Jesus everywhere, (make walking movement again)  
Because He is God’s Son.

## SONGS:

### “THE APOSTLES”

Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

Peter and Andrew his brother;  
James and John of Zebedee;  
Philip and Bartholomew,  
and then Thomas and Matthew.

James the son of Alpheus,  
And also, there was Thaddeus,  
Simon, and Judas Iscariot,  
Paul and Matthias

### “JESUS CALLED MATTHEW” ([Click to hear](#))

Author: Lora Laycook  
(Tune: “Battle Hymn of the Republic”)

Jesus said to Matthew, “Come, o come and follow Me.” (3X)  
He arose and followed Him.

(REPEAT)

### “JESUS CALLED FOUR FISHERMEN” ([Click to Hear](#))

Author: Lora Laycook  
(Tune: “We’re Marching to Zion”)

“Come ye and follow me!” James and John were told.  
They left their father, Zebedee, for Jesus said, “Come follow Me.”  
Their lives He then could mold, their lives He then could mold.

“Come ye and follow me!” two fishermen were told.  
I’ll make you fishers of men, I’ll make of you fishers of men.”  
Andrew and Peter were told, Andrew and Peter were told.

CHORUS:

They worked then for Jesus,  
Wonderful, wonderful Jesus,  
They left their nets and followed,  
The wonderful Son of our God.

**“THE FOUR FISHERMEN” ([Click to Hear](#))**

Author Unknown\*  
(Tune: “Mulberry Bush”)

This is the way we load our boats, load our boats, load our boats;  
This is the way we load our boats, every day we go fishing.

This is the way we push from shore, push from shore, push from shore.  
This is the way we push from shore, every day we go fishing.

This is the way we row our boats, etc.

This is the way we drop our nets, etc.

This is the way we pull our nets, etc.

This is the way we row back home, etc.

**“JESUS CHOSE HIS TWELVE APOSTLES” ([Click to Hear](#))**

Author: Unknown\*  
(Tune: Chorus of the “Battle Hymn of the Republic”)

Jesus called the 12 to teach the Gospel everywhere,  
Jesus called the 12 to teach the Gospel everywhere,  
Jesus called the 12 to teach the Gospel everywhere,  
And all but one obeyed.

CHORUS:

Jesus loved the 12 apostles.  
Jesus loved the 12 apostles.  
Jesus loved the 12 apostles.  
They helped to spread God’s Word.

You and I can teach the Gospel to neighbors and friends.  
You and I can teach the Gospel to neighbors and friends.  
You and I can teach the Gospel to neighbors and friends,  
And share with them God’s love.

2<sup>nd</sup> CHORUS:

God wants us to use our talents.  
God wants us to use our talents.  
God wants us to use our talents.  
We can help to spread God’s Word.

**“JESUS CALLED THEM ONE BY ONE” ([Click to Hear](#))**

Author: Unknown\*  
(Tune: “Jesus Loves Me”)

Jesus called them one by one,  
Peter, Andrew, James and John,  
Next came Philip, Thomas, too,  
Matthew and Bartholomew.

CHORUS:

Yes, Jesus called them, (3X)  
And they all followed Him.

James the one they called the Less,  
Simon, also Thaddeus;  
Twelve apostles Judas made;  
Jesus was by him betrayed.

(CHORUS)

Matthias then took Judas’ place,  
To preach to men of every race.  
Paul three preaching trips did make,  
And went to Rome for Jesus’ sake.

(CHORUS)

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

Author: Unknown\*  
(Tune: “Mary Had a Little Lamb”)

I can be a follower, follower, follower.  
I can be a follower of my Lord, Jesus Christ.

(Child’s Name) can be a follower, follower, follower.  
(Child’s Name) can be a follower of our Lord, Jesus Christ.

**“JESUS CALLS US, TOO” ([Click to Hear](#))**

Author: Unknown\*  
(Tune of “Bringing in the Sheaves”)

There were Twelve Disciples Jesus called to help him.  
Simon Peter, Andrew, James, his brother John,  
Phillip, Thomas, Matthew, James the son of Alpheus,  
Thaddeus, Simon, Judas, and Bartholomew.

CHORUS:

Jesus calls us, too. Jesus calls us, too.  
We are his disciples. Jesus calls us, too.  
Jesus calls us, too. Jesus calls us, too.  
We are his disciples. Jesus calls us, too.

\*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.



# Jesus Chose Matthew



New Testament 3  
Part 1: The Apostles

## WEDNESDAY EVENING

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:

Matthew 9:9-13; 10:1-4; Mark 2:14-17; 3:13-19; Luke 5:27-32; 6:13-16

### MEMORY WORK:

The names of the original 12 apostles (Matthew 10:2-4)

### 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.

- ["Follow Me"](#)
- ["The Apostles"](#)
- ["Jesus Called Matthew"](#)
- ["Jesus Called Four Fishermen"](#)
- ["The Four Fishermen"](#)
- ["Jesus Chose His Twelve Apostles"](#)
- ["Jesus Called Them One by One"](#)
- ["Jesus Calls Us, Too"](#)

### 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
- Ministry of Jesus flannel graph
- Boyhood and Early Ministry of Jesus picture set from A Beka (DISCLAIMER: use the cards, *not the lesson book*; note on card CB 3.5, angels were male humans without wings when they appeared to humans in the Bible)

### PERSONAL APPLICATION:

I can listen to Jesus by reading His words in the Bible, and I can follow Him by doing what He said to do.



## INTRODUCTION:

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

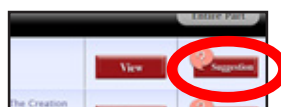
## POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 3 Review Questions](#) for example questions)
2. Review the “[A-P-O-S-T-L-E-S](#)” acronym from Lesson 1 (provided in activity sheets).

## 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):

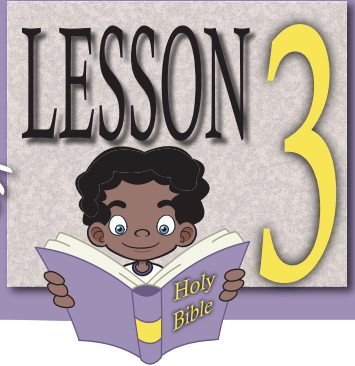
- See Sunday morning’s lesson
- Let the children continue working on toilet roll dolls, stick puppets, or apostles mural from Lesson 1.

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





# Andrew Brought His Brother to Jesus



New Testament 3  
Part 1: The Apostles

## 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:

John 1:35-42; 6:8-9; 12:20ff.; Matthew 4:18-20; Mark 1:16-18

### MEMORY WORK:

The names of the original 12 apostles (Matthew 10:2-4)

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

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

- [“The Apostles”](#)
- [“Jesus Called Four Fishermen”](#)
- [“Four Fishermen”](#)
- [“Plan of Salvation”](#)

### 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
- Large drawing of a boy or girl, labels of six steps of salvation to attach to appropriate places on drawing. EXAMPLE: Hear on ear, believe and repent on head (mind), confess on mouth, be faithful (crown on head)
- Ministry of Jesus flannel graph
- Boyhood and Early Ministry of Jesus picture set from A Beka (DISCLAIMER: use the cards, *not the lesson book*; note on card CB 3.5, angels were male humans without wings when they appeared to humans in the Bible)
- [Print and cut out large letters that spell APOSTLES](#) (provided in activity sheets), and put the provided information that goes with each letter on the back of each letter (provided in activity sheets; print front and back or manually copy front and back).
- [Print and cut out large numbers \(1-12; provided in activity sheets\)](#), and put the



provided information that goes with each number on the back of the letter (“[12 Things to Remember about the Apostles](#)” provided in activity sheets; print front and back or manually copy front and back)

### PERSONAL APPLICATION:

Others help me learn about Jesus so that one day I will choose to become a Christian.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)


Last week we talked about Matthew. Who can tell me something about him? This week we are going to learn about another one of the apostles. We are going to learn about Andrew and how he brought his brother to Jesus. We want to be like Andrew and tell others about Jesus, too!

### INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson about Matthew. Sometimes we may feel that inviting someone to Bible study or worship service is not that important. But it is actually one of the best ways to introduce someone to Jesus. Today, we are going to learn of a man who introduced Jesus to his brother and to others.


### POINTS TO EMPHASIZE:

1. Andrew was a disciple (follower) of John the Baptizer. One day, John pointed out Jesus to his followers, calling Jesus “the Lamb of God” (the Savior) for whom they had been waiting for centuries. Andrew and some other followers of John decided to go hear Jesus. Andrew was so excited about what Jesus had to say that he believed Jesus really was the long-awaited Messiah, and he wanted to share that good news first with his brother, Peter (John 1:40-42).



**NOTE:** John 1:39 says they were with Him until about “the tenth hour.” According to Jewish ways of tracking time, the tenth hour would have been 4:00 p.m. According to Roman time (used in the book of John), the tenth hour would have been 10:00 a.m., which means Andrew may have listened to Jesus all night.

2. Later, when Jesus was walking by the Sea of Galilee, He called Andrew, along with Peter, James, and John, to follow Him and learn from Him (to be His disciples). We don’t know as much about Andrew as we do his brother, Peter. But we do know he brought people to Jesus.



**NOTE:** Jesus’ 12, special disciples were not called “apostles” until Matthew 10:2.

3. When Jesus wanted to feed a multitude, He called on Andrew and Philip to find food and organize the crowd into smaller groups. Andrew was the disciple who brought the young boy

with a lunch to Jesus. Jesus divided the five loaves of bread and two fish from the boy's lunch to feed 5,000 men, plus many women and children (John 6:8-9).

4. When some Greek men wanted to hear and see Jesus, they came to Philip, and Philip went to Andrew for advice. Andrew (and Philip) took the men to Jesus (John 12:20-22).
5. Andrew is mentioned for the last time in the New Testament in Acts 1:13. But according to tradition, he traveled to faraway places to tell others about Jesus and was eventually killed because of his efforts.
6. Even though we don't know much about Andrew, we know a lot about his brother, Peter. Bringing Peter to Jesus was very, very important. Peter became the leader of the apostles. He preached the first Gospel sermon after Jesus' ascension (Acts 2), and he taught thousands more people during his lifetime. He not only taught the first sermon to the Jews on the day of Pentecost, but he was also the first to teach the Gentiles (non-Jews) about Jesus (Acts 10). Peter also wrote two very important letters to the early Christians (First and Second Peter), which are part of the New Testament. Just think what would **not** have happened if Andrew had not brought his brother to Jesus! We have no way to know how much good a single person will do, or how many lives he will touch, when we teach him about Jesus.
7. Andrew loved his brother enough to bring him to Jesus. For most of us, our mothers and fathers were the first ones to teach us about Jesus. Grandparents, aunts, uncles, and other people in our families probably have taught us, too. Others love you enough to teach you about Jesus, and they hope that one day you will choose to become a Christian.
8. The specific activities of Andrew are only mentioned six times in the Bible (Matthew 4:18/Mark 1:16; Mark 13:3; Acts 1:13; John 1:40-42; 6:8-9; 12:20-22), and half of them involved Andrew bringing others to see Jesus. He brought Peter, the boy with the fish and loaves, and Greek men to see Jesus. If we were Jesus' apostles, wouldn't it be great if the same could be said of us?
9. **How do we become Christians?** When we are old enough to live as Christians and do those things God requires of His disciples, we must make the decision to become Christians. First, we must **hear** the Gospel from others and/or study the Bible on our own (Romans 10:14-17). Second, we must **believe** that Jesus is the Son of God, and that He died so that we can be forgiven of sins (John 20:30-31, 3:16; Hebrews 11:6; John 8:24). Third, we must **repent** (change our way of thinking and living; turn from one way of life to a different way and make things right) (Luke 13:3; Acts 17:30-31; Matthew 3:8). Fourth, we must **confess** (be willing to say publicly) that we believe Jesus is the Son of God (Romans 10:9-10). Fifth, we must **be baptized** for the forgiveness of our sins (i.e., completely immersed in water; Acts 2:38; 22:16; 1 Peter 3:21; Mark 16:16; Acts 22:16), being added to the one Church that Christ established (Matthew 16:18; Acts 2:47; Ephesians 4:4; 1:22-23; Romans 16:16). And we must **be faithful** to Christ as long as we live if we want to go to heaven (Revelation 2:10).

### 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:

- “[Andrew Brought His Brother to Jesus Coloring Sheet](#)” (provided in activity sheets)
- For each child, have a simple outline of a house, with cutout windows and a door. Let them draw a family member behind each cutout window. Label the house, “Everyone in our house loves Jesus!”

- Fishing game: Make cutout fish with questions from the story on them and a paper clip on their mouths (or velcro). Take a fishing pole [e.g., from the Dollar Store, or use a thin branch with a string and “hook” (e.g., paper clip bent into a “J” or velcro) attached] and let the children fish for a question to answer (“[Fish Game Cutouts](#)” provided in activity sheets).
- Give each child a paper with “[I Can Tell Others About Jesus Like Andrew Did](#)” printed at the top, and let them draw a picture of someone they can talk to about Jesus with a picture of themselves talking to that person (provided in activity sheets).

### 1st-2nd Graders:

- “[Paper Chain Cutout](#)”: Make paper chains with the steps of salvation, using appropriate scriptures on each link (Hear: Romans 10:17; Believe: John 8:24; Repent: Luke 13:3,5; Confess: Romans 10:9-10; Be Baptized: 1 Peter 3:21; Live Faithfully: Revelation 2:10). Laminate the links, if possible, and connect them using yarn or metal brads (links with verses provided in activity sheets).
- Fishing game: Make cutout fish with questions from the story on them and a paper clip on their mouths (or velcro). Take a fishing pole [e.g., from the Dollar Store, or use a thin branch with a string and “hook” (e.g., paper clip bent into a “J” or velcro) attached] and let the children fish for a question to answer (“[Fish Game Cutouts](#)” provided in activity sheets).
- Give each child a paper with “[I Can Tell Others About Jesus Like Andrew Did](#)” printed at the top, and let them draw a picture of someone they can talk to about Jesus with a picture of themselves talking to that person (provided in activity sheets).
- Activities from Lesson one in this series
- Egg Carton Game: Write clues about each apostle on small slips of paper (without the name of the apostles) and attach them on the inside, bottom of each empty egg slot. Put a marble in the carton, close it, and shake the carton. From whichever slot the marble lands, have a student read the slip of paper and answer which apostle belongs with the clue (repeat).
- Put the crossword puzzle (with names of apostles) on power point. Let kids write the answers on the puzzle being projected on marker/chalk board.
- Let kids help make a mural or bulletin board by coloring black and white illustrations of the apostles (enlarged to at least 8 x 14 inches) from a Bible story coloring book or CD of Bible art. If this was completed last week, skip this activity.

### 3rd-4th Graders:

- “[Paper Chain Cutout](#)”: Make paper chains with the steps of salvation, using appropriate scriptures on each link (Hear: Romans 10:17; Believe: John 8:24; Repent: Luke 13:3,5; Confess: Romans 10:9-10; Be Baptized: 1 Peter 3:21; Live Faithfully: Revelation 2:10). Laminate the links, if possible, and connect them using yarn or metal brads (links with verses provided in activity sheets).
- “[Clues About the Apostles Worksheet](#)” (provided in activity sheets)
- Write the names of the apostles on game cards. Let kids take turns drawing cards, telling something he/she remembers about the apostle named on the card drawn.
- Give each child a paper with “[I Can Tell Others About Jesus Like Andrew Did](#)” printed at the top, and let them draw a picture of someone they can talk to about Jesus with a picture of themselves talking to that person (provided in activity sheets).
- Put the crossword puzzle (with names of apostles) on power point. Let kids write the answers on the puzzle being projected on marker/chalk board.
- Let kids help make a mural or bulletin board by coloring black and white illustrations of the

apostles (enlarged to at least 8 x 14 inches) from a Bible story coloring book or CD of Bible art. If this was completed last week, skip this activity.

- Have the children read the following:
  - John chapter 12
  - *Twelve Who Followed Jesus* Arch Book
  - *The Story of Jesus and His Disciples*, Alice in Bibleland Storybook, Davidson (DISCLAIMER: some believe that one should only pray to the Father)

## SONGS:

### **“THE APOSTLES”**

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

Peter and Andrew his brother;  
James and John of Zebedee;  
Philip and Bartholomew,  
and then Thomas and Matthew.

James the son of Alpheus,  
And also, there was Thaddeus,  
Simon, and Judas Iscariot,  
Paul and Matthias

### **“FOUR FISHERMEN” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “Battle Hymn of the Republic”)

Four men, they went a fishing,  
Andrew, Peter, James, and John; (3X)  
And Jesus called to them.

CHORUS:

Come, O come, and follow Jesus! (3X)  
“I will make you fishers of men.”

They left their nets, they got up, and then they all followed Christ. (3X)  
He made them fishers of men.

(CHORUS)

### **“JESUS CALLED FOUR FISHERMEN” ([Click to Hear](#))**

Author: Lora Laycook

(Tune: “We’re Marching to Zion”)

“Come ye and follow me!” James and John were told.  
They left their father, Zebedee, for Jesus said, “Come follow Me.”  
Their lives He then could mold, their lives He then could mold.

“Come ye and follow me!” two fishermen were told.  
I’ll make you fishers of men, I’ll make of you fishers of men.”  
Andrew and Peter were told, Andrew and Peter were told.

CHORUS:

They worked then for Jesus,  
Wonderful, wonderful Jesus,  
They left their nets and followed,  
The wonderful Son of our God.

“PLAN OF SALVATION” ([Click to Hear](#))

Author: Unknown\*

(Tune: “Pop Goes the Weasel”)

Hear, Believe, Repent, Confess, (*Point to your fingers as you say the words. Start with your pinky.*)  
Be baptized in the wa-ter, (*Slide your finger down and in between your index finger and your thumb.*)  
Rise up again and walk with Christ, (*When you get to the top of your thumb hold your finger there.*)  
And live like you ought to! (*Give a “thumbs up.”*)

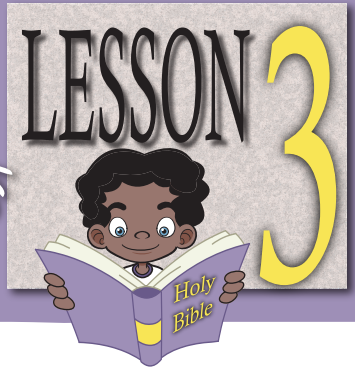
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE  
CURRICULUM WEB SITE.





# Andrew Brought His Brother to Jesus



New Testament 3  
Part 1: The Apostles

## WEDNESDAY EVENING

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:

John 1:35-42; 6:8-9; 12:20ff.; Matthew 4:18-20; Mark 1:16-18

### MEMORY WORK:

The names of the original 12 apostles (Matthew 10:2-4)

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

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

- [“The Apostles”](#)
- [“Jesus Called Four Fishermen”](#)
- [“Four Fishermen”](#)
- [“Plan of Salvation”](#)

### 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
- Large drawing of a boy or girl, labels of six steps of salvation to attach to appropriate places on drawing. EXAMPLE: Hear on ear, believe and repent on head (mind), confess on mouth, be faithful (crown on head)
- Ministry of Jesus flannel graph
- Boyhood and Early Ministry of Jesus picture set from A Beka (DISCLAIMER: use the cards, *not the lesson book*; note on card CB 3.5, angels were male humans without wings when they appeared to humans in the Bible)
- [Print and cut out large letters that spell APOSTLES](#) (provided in activity sheets), and put the provided information that goes with each letter on the back of each letter (provided in activity sheets; print front and back or manually copy front and back).



- **Print and cut out large numbers (1-12; provided in activity sheets), and put the provided information that goes with each number on the back of the letter (“[12 Things to Remember about the Apostles](#)” provided in activity sheets; print front and back or manually copy front and back)**

### PERSONAL APPLICATION:

Others help me learn about Jesus so that one day I will choose to become a Christian.

### 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)
2. Further discuss the importance of bringing others to Jesus. As is age appropriate, read 1 Corinthians 3:6 and discuss that each of us can play a different role in bringing others to Jesus. Sometimes we may be the one who introduces Jesus, or we may be the one who teaches about Jesus. Each is important.
3. Role play asking others to come to Bible class. Give children “excuses” that people might say so the students can practice what to say to those excuses (Examples: “I have homework.” “I’ve got to clean my room.” “I’ll miss my favorite show if I go.” “I don’t have a ride.” “I’m too tired.”).

### 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.
- Let the children continue working on the toilet roll dolls, stick puppets, or apostles mural from Lesson 1.

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



# Jesus Chose Four Fishermen;

## Three Became His “Inner Circle”



New Testament 3  
Part 1: The Apostles

## 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:

Matthew 4:18-22; 17:1; Mark 1:16-20; Luke 5:1-11; John 15:13-17; Proverbs 18:24; 17:17a

### MEMORY WORK:

YOUNGER CHILDREN: “[L]ove one another, just as I have loved you” (John 15:12b).

OLDER CHILDREN: “This is My commandment, that you love one another, just as I have loved you” (John 15:12).

### 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.

- [“I’m Glad I Have a Friend”](#)
- [“Row, Row with a Friend”](#)
- [“Will You Be a Friend of Mine?”](#)
- [“Choices”](#)

### 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
- Use visuals from previous lessons as appropriate.
- Tree to which you can attach fruit or leaf cutouts with characteristics of good friends (kind, honest, unselfish, trustworthy, good listener, etc.). Might want to use another tree to which you can attach characteristics of bad friends (dishonest, selfish, untrustworthy, etc.).

### PERSONAL APPLICATION:

YOUNGER CHILDREN: Good friends are special blessings from God.



OLDER CHILDREN: How I choose my friends is important because the people around me can help me make good or bad choices. Good friends are special blessings from God.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week, we studied about Andrew and how he brought his brother, Peter, to Jesus. Today, we are going to learn about how they, along with James and John, were fishermen. Peter, James, and John became close friends of Jesus. We should be thankful for our close friends!

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Discuss friends that the students have. Are you closer to one or two of your friends than to the others? We should be careful whom we choose to be our close friends. These are the people with whom we spend a lot of time. We want to make sure they are people who care about God and will help us make good choices. Jesus became closer to three of the apostles, and they were good friends to Him. We should be thankful for our close friends!

### POINTS TO EMPHASIZE:

1. Of the original 12 apostles Jesus chose, four were fishermen: Simon Peter and his brother Andrew, James and his brother John. These four men, especially Peter, James, and John, would be closer to Jesus than any of the other apostles.
2. One day when Jesus was preaching to a large crowd near the Sea of Galilee, He saw Peter and Andrew casting a net into the water. Going a little farther, He saw James and John mending their nets. The people listening to Him were crowding Him so much that He climbed into Peter's boat and asked Peter to push away from the shore a little.
3. When He had finished His lesson, Jesus told Peter to take the boat into deeper water and let down his net. Peter and Andrew had worked hard all night and caught no fish, but they were willing to do as Jesus said. The nets became so full with fish that they were nearly breaking. Peter and Andrew asked their partners, James and John, for help. There were so many fish in the net that both boats quickly became full—so full that the boats were about to sink. The four fishermen were astonished! Jesus told them that from that point on they would be “catching” or “fishing” for men.
4. The four fishermen left their nets, their boats, and their livelihood to be with Jesus all the time, and to learn from Him. Compared to many people in Bible times, fishermen had good incomes. So these four fishermen were prepared to leave behind the relative security of an income for a life of poverty and dependence on the kindness of others. James and John also left behind their father, Zebedee, and their mother, Salome. [Salome was one of the women who watched the crucifixion (Matthew 27:55-56) and went to the tomb of Jesus after His resurrection (Mark 16:1).] All four may have left behind wives and children as well; we know for sure that Peter had a wife (Mark 1:30). The four were friends and partners who learned to work closely with one another as they lived with and learned from the Master Teacher.

## OLDER CHILDREN:

5. Of all the 12 apostles, Peter, James, and John were Jesus' closest friends. At least three times they were with Jesus when the other nine were not: when Jesus raised Jairus' daughter from the dead (Mark 5:37; Luke 8:51); on the Mount of Transfiguration (Matthew 17:1; Mark 9:2); and in the Garden of Gethsemane before Jesus' arrest (Mark 14:33). He was not playing favorites; He was training these three in special ways because He knew they would play important roles in the Church.
6. Jesus spent a lot of time with His friends. What do you and your friends like to do together? Sometimes Jesus' friends disappointed Him. What do you think friends should do when they disagree or disappoint one another?
7. Good friends are loving, kind, loyal, trustworthy, and honest. They try to think the best about you and don't talk about you behind your back. They help you make good choices. They won't encourage you to disobey your parents, try to get you to go to places you shouldn't go, or to do things you shouldn't do. Good friends are special gifts from God.



**RECOMMENDED READING FOR TEACHERS:** See the article “[The Calling of the Apostles](#)” by Eric Lyons and “[Are There Modern-Day Apostles?](#)” by Dave Miller on the Apologetics Press Web site for responses to the contention that the Gospels contradict one another with regard to the calling of Peter, Andrew, James and John and to the contention that apostles still exist today.

## 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:

- “[Jesus Chose Four Fishermen Coloring Sheet](#)” (provided in activity sheets)
- Give each child a piece of paper and help him make his thumbprints. Then let all the children put their thumbprints on each other's papers. Talk to the kids about how unique and different their thumbprints are from one another. Everyone is different, yet we can still be friends.
- Give each child a paper plate or paper towel, mini-marshmallows, raisins, and several graham cracker sticks. Ask them to arrange the snack items into a human shape. Talk about how different the figures look, how friends look differently, how friends may not always like the same things, etc. No matter what our differences, everyone needs a friend.
- [Fishing Game](#): Change the questions from last week's lesson to questions from this week's lesson (fish cutouts provided in Lesson 3 activity sheets).
- Have each child look in a mirror and talk about what he looks like.
- Have each child draw a self-portrait.
- Have each child draw a picture of himself with a friend.

### 1st-2nd Graders:

- Activities from previous three lessons and/or Tic-Tac-Toe with clues from this lesson and previous lessons (Tic-Tac-Toe [instructions](#) and board provided in activity sheets).
- [Friends Matching Game](#) (provided in activity sheets)
- With tempera paint or ink, let each child put a handprint (or their fingerprints) on a long sheet of

butcher paper or bulletin board paper. Discuss how each of them is as unique as their fingerprints. Then draw a line between the hands (or sets of fingerprints) and talk about how each of them are connected, how we all need each other, etc.

- [“Not So Perfect Peter Crossword Puzzle”](#) (provided in activity sheets)
- [“Two Peas in a Pod Worksheet”](#) (provided in activity sheets)
- [“John 15:12 Word Puzzle”](#) (provided in activity sheets)
- Have each child look in a mirror and talk about what he looks like.
- Have each child draw a self-portrait.
- Have each child draw a picture of himself and a friend.

### 3rd-4th Graders:

- Activities from previous three lessons and/or Tic-Tac-Toe with clues from this lesson and previous lessons.
- [Friends Matching Game](#) (provided in activity sheets)
- With tempera paint or ink, let each child put a handprint (or their fingerprints) on a long sheet of butcher paper or bulletin board paper. Discuss how each of them is as unique as their fingerprints. Then draw a line between the hands (or sets of fingerprints) and talk about how each of them are connected, how we all need each other, etc.
- [“Not So Perfect Peter Crossword Puzzle”](#) (provided in activity sheets)
- [“Two Peas in a Pod Worksheet”](#) (provided in activity sheets)
- [“John 15:12 Word Puzzle”](#) (provided in activity sheets)
- Have the children read the following:
  - John chapter 15
  - *The Twelve Ordinary Men* Arch Book, Kelly Skipworth

### POEM:

#### “I’M GLAD I HAVE A FRIEND”

(illustrate with animal stick puppets, magazine pictures, finger puppets, or felt animals)

“Croak, croak,” said a big brown toad one day.

“Croak, croak,” said a little green frog.

“Croak, croak,” said a big brown toad one day.

“I’m glad I have a friend!”

“Tweet, tweet,” said a little red bird one day.

“Tweet, tweet,” said his little blue friend.

“Tweet, tweet,” said a little red bird one day.

“I’m glad I have a friend.”

“Quack, quack,” said a big white duck one day.

“Cluck, cluck,” said a big red hen.

“Quack, quack,” said a big white duck one day.

“I’m glad I have a friend.”



## 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.

### **“ROW, ROW WITH A FRIEND”** ([Click to Hear](#))

Author: Unknown\*

(Tune: “Row, Row, Row Your Boat”)

Row, row, with a friend,

Gently ‘round the bend.

Almost anything you do,

Is easier with a friend.

### **“CHOICES”** ([Click to hear](#))

Author: Unknown\*

(Tune: “Yankee Doodle”)

Every day in every way,

We all make our choices;

We say “yes” or we say “no,”

By using our own voices.

#### CHORUS:

Help us Lord, to choose what’s right,

Every day and night.

Help us, Lord to choose what’s right,

We want to make good choices.

\*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.





# Jesus Chose Four Fishermen;

## Three Became His “Inner Circle”



New Testament 3  
Part 1: The Apostles

## WEDNESDAY EVENING

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:

Matthew 4:18-22; 17:1; Mark 1:16-20; Luke 5:1-11; John 15:13-17; Proverbs 18:24; 17:17a

### MEMORY WORK:

YOUNGER CHILDREN: “[L]ove one another, just as I have loved you” (John 15:12b).

OLDER CHILDREN: “This is My commandment, that you love one another, just as I have loved you” (John 15:12).

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

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

- [“I’m Glad I Have a Friend”](#)
- [“Row, Row with a Friend”](#)
- [“Will You Be a Friend of Mine?”](#)
- [“Choices”](#)

### 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
- Use visuals from previous lessons as appropriate.
- Tree to which you can attach fruit or leaf cutouts with characteristics of good friends (kind, honest, unselfish, trustworthy, good listener, etc.). Might want to use another tree to which you can attach characteristics of bad friends (dishonest, selfish, untrustworthy, etc.).

### PERSONAL APPLICATION:

YOUNGER CHILDREN: Good friends are special blessings from God.



OLDER CHILDREN: How I choose my friends is important because the people around me can help me make good or bad choices. Good friends are special blessings from God.

## 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)

## YOUNGER CHILDREN:

2. Discuss with them what makes a good friend and why it’s important to choose good friends. Also discuss what happens when friends don’t get along and what to do when friends disagree. Possibly do some role playing with children “fighting” or disagreeing over a toy, what game to play, someone not following the rules, someone saying unkind things, etc.

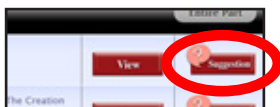
## OLDER CHILDREN:

3. We remember Peter as a great man, but we also know he often made mistakes. He was a man who was quick to speak without thinking. He was the one who said, “You are the Christ, the Son of the living God” in Matthew 16:16. But then he was also the apostle who denied Jesus (Matthew 26:75). Even though he made mistakes, Jesus loved Peter and was a good example to him.
4. James and John apparently had hot tempers in the early years of their discipleship. They were called “Sons of Thunder” (“Boanerges”—Mark 3:17), possibly because they wanted to call down fire from heaven on people who refused to listen to Jesus (Luke 9:51-56). But Jesus’ love for them, and His perfect example, helped them change into great men. James became a leader in the Church; he was the first of the apostles to be killed for his faith. John was known as “the disciple (or apostle) whom Jesus loved.” Jesus trusted him so much that while Jesus was hanging on the cross, He asked John to take care of His mother.
5. Jesus was a great friend and a great example to others. If I want to be a good friend, I must be a good example, too. And I need to look for friends who will also be good examples for me.

## 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.



# Thomas the Doubter



New Testament 3  
Part 1: The Apostles

## 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:

John 11:16; 20:19-31; 21:1-2; Luke 24:36-39,46-48; Hebrews 11:1,6

### MEMORY WORK:

YOUNGER CHILDREN: "But without faith it is impossible to please [God]" (Hebrews 11:6a).

OLDER CHILDREN: "Now faith is the substance of things hoped for, the evidence of things not seen" (Hebrews 11:1).

### 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.

- ["Believing in the Lord"](#)
- ["Thomas Would not Believe"](#)

### 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
- Use visuals from previous lessons as appropriate.
- Betty Lukens' felt pieces

### PERSONAL APPLICATION:

I believe in Jesus and trust Him even though I cannot see Him.



## LESSON STARTS HERE

### TEACHING ALERTS:



- Nowhere in Scripture is “blind faith” endorsed. On the contrary, God demands that His disciples accept truth based on **sufficient evidence** (cf. 1 Thessalonians 5:21; John 8:32; 1 John 4:1; Acts 17:11; John 10:37). Thomas was not reprimanded for requesting evidence, but rather, for not believing when he had already been given sufficient evidence (e.g., Jesus having raised others from the dead; the many miracles Jesus performed that confirmed His words; etc.).

### INTRODUCTION: (YOUNGER CHILDREN)

Last week, we talked about how Peter, James, and John were close friends of Jesus. We should be thankful for the friends that God has given us. Today, we are going to learn about another one of the apostles: Thomas.

### INTRODUCTION: (OLDER CHILDREN)

Has someone ever told you something that you weren't sure whether you believed or not? (Allow a few minutes to discuss this.) Sometimes we want to see something ourselves before we believe it. Sometimes, though, it's not possible for us to see it ourselves, and we must believe the word of someone who did actually see it. In today's lesson, we are going to learn of one of the apostles who needed to see something with his own eyes before he believed it.

### POINTS TO EMPHASIZE:

1. Jesus was crucified on Friday. Early on Sunday morning, He rose from the grave (was resurrected). That Sunday evening, some of the disciples and apparently, ten of the apostles were assembled together behind locked doors; they were afraid of what the Jews might do to them because they were followers of Jesus. And they were also uncertain about what they should do next.
2. They were talking about Jesus' resurrection when suddenly, He appeared in the room where they were. They were all frightened and very surprised, thinking maybe it was Jesus' ghost. Jesus tried to calm their fears by saying, “Peace to you!” To convince them that it was really Him, Jesus showed them where the nails had been in his hands, and where the soldier had put the spear in His side while He was hanging on the cross. Jesus then asked for something to eat, further proving to them that He was not a ghost, but was there in the flesh.
3. For whatever reason, Thomas was not with the other apostles to witness Jesus' appearance to them. The other apostles later tried to tell him that Jesus had appeared in the room and talked to them, and that He had even shown them His wounds. But Thomas would not believe them, saying, “Unless I see His hands myself and put my hand on His side, I will not believe.” There is no doubt that he believed in Jesus. Earlier in Jesus' ministry, Thomas had encouraged his fellow apostles to follow Jesus to Bethany, even in the face of possible danger, saying “Let us go that we may die with Him” (John 11:16). He had seen Jesus perform many miracles and had even seen Jesus raise people from the dead. But he had not seen the resurrected Lord for himself.



**NOTE:** Thomas was not the only one struggling with doubts. Most of the apostles did not believe the women who reported seeing the angels at the empty tomb. Jesus' numerous appearances (1 Corinthians 15:3-7) convinced many of His resurrection, just as His miracles had convinced many of His deity.

4. Eight days later, all the apostles—including Thomas—were together in the same upper room when Jesus suddenly appeared again. Jesus went directly to Thomas and showed him His hands and side, saying “Do not be unbelieving, but believing.” Then Thomas believed. Jesus was glad that Thomas believed but told him that those who would believe without touching and seeing Him in person would be blessed as well.
5. Jesus was not angry with Thomas or other believers for needing to see Him after His resurrection. He loved them and wanted to give them the strength and encouragement He knew they would need to face violent opposition to their teaching and preaching. From that day forward, Thomas obeyed Jesus' command to go and preach to all people, just as the other apostles did.
6. **OLDER CHILDREN:** Many people remember only this episode in Thomas' life and call him “doubting Thomas.” To doubt means to be unsure about something; to not be satisfied with information, sometimes demanding more proof (evidence). [If you are explaining this to younger children, tell them doubting is to not really believe something unless you see it.] Doubt is not having confidence in, or not believing wholeheartedly in, what the Bible says. Hebrews 11:1 tells us that “faith is the substance of things hoped for, the evidence of things not seen” (NKJV). [NASB reads, “Now faith is the **assurance** of things hoped for, the **conviction** of things not seen.”]
7. We believe in many things that we can't see. We believe in the wind and in electricity, for example, but we can't see them. We can only see their effects (what they can do). We believe in Jesus, even though we can't see Him, because of what the Bible tells us about Him. We believe in heaven, and we believe that we will live there some day with God because of what we read in the Bible—not because we have seen it.
8. **OLDER CHILDREN:** We **know** that God exists, that Jesus is His Son and our Savior, that heaven and hell are real places, and that the Bible is God's Word, because we have **evidence** for those beliefs. We do not have to believe it blindly. [Read 1 Thessalonians 5:21; Romans 1:20; Acts 14:17. See [How do You Know God is Real?](#) and [How do You Know the Bible is from God?](#) by Apologetics Press.] The writer of Hebrews went on to say in 11:6 that it is **impossible** to be pleasing to God if we do not have faith, i.e., if we do not overcome any doubts we may have and believe the evidence for His and His Son's existence.



**NOTE:** Kids will probably be familiar with the word “evidence” from the many police and courtroom dramas on TV. Remind them that evidence is presented to a jury to try to prove something that jurors have not seen themselves and of which they have no firsthand knowledge.



**RECOMMENDED READING FOR TEACHERS:** See the articles “[Faith, Evidence, and Credible Testimony](#)” and “[A Leap Into the Dark?](#)” by Eric Lyons and “[Blind Faith](#)” by Dave Miller on the Apologetics Press Web site for responses to the idea that Jesus was endorsing blind faith in the case of Thomas.



**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:**

- “[Thomas the Doubter Coloring Sheet](#)” (provided in activity sheets)
- Up the Ladder (or Staircase) Game: Divide the class into two teams. On a magnetic board, draw a ladder or staircase for each team. Have a colored magnet or magnetic cartoon figure for each team. Make up yes/no questions about the apostles from this and previous lessons. For every correct answer, move the magnet up the ladder. The first team to reach the top of the ladder wins.

**1st-2nd Graders:**

- Up the Ladder (or Staircase) Game: Play the game described above, but use true/false statements about the apostles from this and previous lessons. For every correct answer, move the magnet up the ladder. For every incorrect answer, move the magnet down one rung or step. The first team to reach the top of the ladder wins.
- Write each word of the memory verse on separate index cards. Divide the class into small groups of two or three students. Make as many sets of the memory verse cards as you have small groups. Give them a certain amount of time to put the cards in order (using an egg timer, for example).
- “[Thomas the Doubter Word Search](#)” with names of Bible characters that showed great faith (provided in activity sheets)
- “[Faith is the Key](#)” puzzle (provided in activity sheets)
- “[What about Thomas? Code Activity](#)” (provided in activity sheets)

**3rd-4th Graders:**

- “[Thomas the Doubter Word Search](#)” with names of Bible characters that showed great faith (provided in activity sheets)
- Write each word of the memory verse on separate index cards. Divide the class into small groups of two or three students. Make as many sets of the memory verse cards as you have small groups. Give them a certain amount of time to put the cards in order (using an egg timer, for example).
- Divide the class into small groups, and give each group a concordance. Ask them to find at least five scriptures with the word “faith” or “believe.”
- “[Faith is the Key](#)” puzzle (provided in activity sheets)
- “[What about Thomas? Code Activity](#)” (provided in activity sheets)
- Have the children read the following:
  - John 20; Luke 24
  - *What Is Faith?*, by Virginia Mueller, Tyndale House, Happy Day Books
  - [How do You Know God is Real?](#) by Kyle Butt (Apologetics Press)

## SONGS:

### “BELIEVING IN THE LORD” ([Click to Hear](#))

Author: Unknown\*  
(Tune: “Farmer in the Dell”)

Believing in the Lord, believing in the Lord,  
Believe what God has shown to us,  
Believing in the Lord.

### “THOMAS WOULD NOT BELIEVE” ([Click to Hear](#))

Author: Lora Laycook  
(Tune: chorus of “In the Morning of Joy”)

Thomas would not believe, Thomas would not believe,  
Until he saw the nail prints, he would not believe;  
Thomas would not believe, Thomas would not believe,  
Until he saw the nail prints, he would not believe.

We’re glad we believe! We’re glad we believe!  
Though we didn’t see the nail prints, but we still believe.  
We are glad we believe! We are glad we believe!  
Though we didn’t see the nail prints, but we still believe.

\*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.





# Thomas the Doubter



New Testament 3  
Part 1: The Apostles

## WEDNESDAY EVENING

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:

John 11:16; 20:19-31; 21:1-2; Luke 24:36-39,46-48; Hebrews 11:1,6

### MEMORY WORK:

YOUNGER CHILDREN: "But without faith it is impossible to please [God]" (Hebrews 11:6a).

OLDER CHILDREN: "Now faith is the substance of things hoped for, the evidence of things not seen" (Hebrews 11:1).

### 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.

- ["Believing in the Lord"](#)
- ["Thomas Would not Believe"](#)

### 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
- Use visuals from previous lessons as appropriate.
- Betty Lukens' felt pieces

### PERSONAL APPLICATION:

I believe in Jesus and trust Him even though I cannot see Him.

### 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)
2. Some people want to say there is no God because we can't see God with our eyes. But, as the Bible says, we can and should be able to believe that God exists. We may not be able to see God, Himself, but we can see evidence of Him every day.
3. Discuss "things" we believe based on evidence, even though we may not have ever seen them (e.g., one million dollars; love; Mars; the Titanic; the Civil War). Talk about what kind of evidences allow us to believe in those types of things.
4. Talk about the faith/trust we have in parents or a friend. Is that faith "blind"? Or is it based on evidence? What evidence?
5. Discuss how we see the existence of God in nature, using the following *Discovery* articles: [September, 2001](#) ("How Do We Prove There is a God?"); [January, 2003](#) ("Copying God's Design"); [May, 2007](#) ("How Do You Know that We Are Learning about the Real God?"); [November, 2007](#) ("How Did God Come About?").

**OLDER CHILDREN:** Who were other people of great faith in the Bible?

6. Have a "Faith Scavenger Hunt." Divide the class into small groups and give each group a list of scriptures that mention Bible characters with great faith. Students must find the characters with great faith. The group that finishes first is the winner of the scavenger hunt.

## 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.
- Play "Who Am I?": After doing the "Great Faith Scavenger Hunt" (later in the lesson), begin giving clues (one at a time) about each Bible character that had great faith. The student/team that guesses first, wins a point. Then go on to the next Bible character that had great faith.
- Make a "Wall of Faith" bulletin board/display. On a bulletin board or wall, have children list Bible characters of great faith and briefly describe why they had great faith.

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



# Judas and Matthias



New Testament 3  
Part 1: The Apostles

## 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:

Matthew 26:14-50; 27:1-10; Mark 14:1-50; Luke 22:1-53; John 6:64-71; 13:1-27; 18:1-11;  
Acts 1:21-26

### MEMORY WORK:

“A good name is to be chosen rather than great riches” (Proverbs 22:1a).

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

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

- [“The Apostles”](#)
- [“Jesus was Betrayed”](#)
- [“Jesus Called Them One by One”](#)

### 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
- Two or three small, smooth stones, marked in some way, to be shaken from a container or from the fold of teacher's clothing
- Drawstring bag with 30 pieces of silver play money. If necessary, cut half-dollar sized coins from silver poster board or cut circles from poster board scraps and cover them with aluminum foil.
- Picture of Jesus and apostles *reclining* at a table, if available (NOTE: DaVinci's “Last Supper” is Westernized and inaccurate.)



## PERSONAL APPLICATION:

My reputation (what people know about me, what they think about me) is important because what I do and say is a reflection of my relationship to God.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

We talked about Thomas last week and how he had to see Jesus before he would believe He was resurrected from the dead. We believe in Jesus even though we can't see Him. We believe the Bible and what it teaches about Jesus. Today, we are going to learn about Judas. Judas made a very bad choice, and when people hear his name they think about how he turned against Jesus. We need to make good choices to live right so when people hear our name, they will think about how we love God and do what is right!

### INTRODUCTION: (OLDER CHILDREN)

Last week we talked about how Thomas had to see Jesus before he would believe that Jesus was resurrected from the dead. We believe that Jesus lived on this Earth and is in heaven now even though we can't see Him. Today we are going to learn about another of the apostles who followed Jesus and believed in Him, but he made a very bad choice. Now when people hear his name, they think about how he betrayed Jesus. What do we want people to think of when they hear our name? Just like Judas, the choices we make and how we act will determine what people think now, and even when we are long gone, when they hear our name.

### POINTS TO EMPHASIZE:

1. Judas Iscariot was chosen by Jesus to be an apostle, just like the other eleven. Judas must have had good qualities and talents that were evident to Jesus. He had the same opportunities to learn from the Lord. He saw the same miracles as the others. He worked and lived in the same conditions as the others. But Judas **became** greedy, ambitious, and two-faced. In John 6:70-71, Jesus called him a “devil.” Luke 6:16 tells us that Judas “became a traitor.” A traitor is someone who betrays a friend (or his country)—someone who helps the enemy. At the end of Jesus' life, Judas **chose** to help Jesus' enemies.
2. For some time during Jesus' ministry, Judas was trusted enough to take care of the money used by Jesus and the other apostles to buy food. But Judas stole some of that money while acting like he loved the Lord. Even though he was stealing from his friends, Judas became indignant when Mary “wasted” expensive perfume pouring it on Jesus' feet and head (John 12:1-6).
3. The leaders of the Jews wanted to kill Jesus and put an end to His influence on the multitudes of people who listened to His teachings. Judas knew this and saw an opportunity to make some money. He went to the Sanhedrin (a council of the Jewish leaders) and offered to help them find a way to get rid of Jesus. The Jews gave Judas 30 pieces of silver, which was the price of a slave. From that point on, Judas looked for a way to turn Jesus over to the Jewish leaders.



**NOTE:** In the Old Testament, 30 pieces of silver was the average compensation for a slave (Exodus 21:32).



4. Not long before Jesus was arrested, He shared a final Passover meal with His twelve apostles in a borrowed upstairs room (John 13). In Bible times, men would lie on couches and eat from low tables, leaning on their left elbows so they could eat with their right hands. Each man would be reclining slightly behind the man to his right. In that position, sitting next to Jesus, John could lean his head back and be near Jesus' chest. Judas was probably to Jesus' left (John 13:21-26).
5. During the meal—and after He had washed the feet of all the apostles, including Judas—Jesus became upset (John 13:21) and told the men that one of them would betray Him (turn Him over to His enemies). Each of the apostles, including Judas, asked, “Is it I?” Jesus said it was the man to whom He would give a piece of bread. When Jesus handed bread to Judas, it was a sign to him that Jesus knew what he had planned. The other apostles did not understand that Judas was the traitor; usually when the host dipped a piece of bread in some herbs or oil and handed it to one of the guests, it was a sign of honor and respect. When Judas took the bread, Jesus told him to leave and finish what he had already planned to do (John 13:27).
6. After that Passover meal, Jesus and the remaining eleven apostles went to the Garden of Gethsemane (outside of Jerusalem on the Mount of Olives). Jesus often went to this garden to pray, and Judas knew that (John 18:2). So he led some of the Jewish leaders and a large group of soldiers to the garden.



**NOTE:** John 18:3 indicates that Judas came with a “detachment,” “cohort,” or “band” of troops. It is unclear how many this would have been, but it was at least several hundred soldiers.

7. Judas told them he would show them Jesus by kissing Him on the cheek. When they arrived at the garden, Jesus was praying. He got up from His prayers and told the apostles that His betrayer was coming. Judas went over to Him and kissed Him, as planned.
8. Peter cut off Malchus' ear (the servant of the high priest) with his small sword in an attempt to fight the mob, and Jesus rebuked Peter for doing so (John 18:11; Matthew 26:51-54) and healed Malchus' ear (Luke 22:51). Other than that incident, the other apostles made no attempt to help Jesus. They all fled from the soldiers, including Peter—even after he saw Jesus replace Malchus' ear (Matthew 26:56; Mark 14:50).
9. Jesus was arrested, beaten unmercifully, and nailed to a cross like a criminal. Not long after Jesus' arrest, Judas realized what a terrible thing he had done and went back to the Jewish leaders to return the 30 pieces of silver. They refused take it back since it was “blood money” (Matthew 27:6). Judas threw the money on the floor and ran away. He was so sorrowful and full of regret that he hanged himself. He could have repented and asked God for forgiveness; instead, he killed himself. He must have thought that God would never forgive him for what he had done.



**NOTE:** As is age appropriate, note Judas' ugly demise. Acts 1:16-20 says that Judas' body fell headlong and burst open in the middle, with his entrails or bowels gushing out. This would have likely been after he had died and his body continued to hang decaying for some time.

10. Some time after Jesus' death, resurrection, and ascension, Peter quoted Psalm 109:8 to the other disciples, indicating that someone was needed to take Judas' place among the apostles. The 11 remaining apostles, with God's help, chose another man to take the place of Judas.



**NOTE:** The Bible often uses numbers as important symbols (e.g., seven represents completeness). Twelve was important in the Old Testament, as it represented the 12 tribes of Israel. Some commentators state that choosing the twelfth apostle was to make the point that a holy nation, chosen by God (the Church) would come from these men just as the chosen nation of Israel had come from the 12 sons of Israel.]

11. Peter said that the new apostle had to be one who had been with them from the beginning of Jesus' ministry until the end, and had to have been a witness to Jesus' resurrection. The new apostle had to be someone who would be willing to fulfill the duties of "this ministry and apostleship." Two men were chosen by the group: Joseph Barsabbas (or Justus) and Matthias. Prayers were said for these two men, and then lots were cast so that God would make the final decision.



**HISTORICAL NOTE: Casting Lots**—In Bible times, casting lots was a common practice among Jews who were seeking help in making decisions or choosing special people for special jobs (Esther 3:7; Jonah 1:7; 1 Chronicles 24:7; 25:8; Joshua 14:2; 18:6). The Jews believed that casting lots was **not** a matter of chance (i.e., like gambling). They prayed for the Almighty to make the decision or choice for them as the lots were thrown, because they believed He was completely in control (Proverbs 16:33; 1 Samuel 14:41-43). While the Greeks used the casting of lots as a form of witchcraft, the Jews knew that lots could be used to determine God's will. The lots themselves were small stones that had been marked in some way. They were put in the fold of a garment or in a container, and then shaken from the garment or vessel onto the ground or into someone's lap (Proverbs 16:33).

12. Matthias was chosen because he met the qualifications already mentioned, and because he was undoubtedly a godly man. His name is not mentioned after this, though he was most certainly with the apostles on Pentecost. But when Matthias' name is mentioned, nothing negative comes to mind. He had a good reputation. In contrast, when Judas' name is mentioned, it is always thought of in a negative way. In fact, calling someone a "Judas" means that he is a traitor or someone who will do anything for money. Judas has a terrible reputation because of bad choices he made.
13. When you hear Ahab and Jezebel, what do you think about? What about Cain or Jonah? Their bad reputations have followed them for thousands of years. When you hear the names of people like Noah, Abraham, Esther, Mary, or Joseph, what do you think about? Their good reputations have followed them. When **your** name is mentioned, what do other people think about **you**? When you look in a mirror, the mirror reflects what you look like. Your name reflects your reputation (what others know or think about you because of choices you have made). Your name also reflects on the rest of your family, and even on the Church. We must be very careful to make good choices so that we will have good reputations, and then work hard to protect our reputations at all costs.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Did Judas Die Twice?](#)” by Eric Lyons on the Apologetics Press Web site for a response to the charge that the Bible writers contradicted each other on how Judas died. See “[The Calling of the Apostles](#)” by Eric Lyons and “[Are There Modern-Day Apostles?](#)” by Dave Miller on the Apologetics Press Web site for responses to the contention that the Gospels contradict one another with regard to the calling of Peter, Andrew, James and John and to the contention that apostles still exist today.

**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:**

- “[Judas Betrays Jesus Coloring Sheet](#)” (provided in activity sheets)
- As the children say their memory verse, discuss with them what it means to have a “good name” (i.e., a good reputation—minds parents, shares toys, is nice to others, is honest, trustworthy, etc.).
- Make word recognition cards (sight words) with the names of the apostles (i.e., make cards that have the names of the apostles written/typed in a way that the kids will remember the appearance of the word and associate it with its meaning). Enlarge Matthew 10:1-4 to 200% on a copy machine. Highlight the names of the apostles. Show the children the word cards one at a time, and let them “read” the names of the apostles from Matthew 10.
- Make a small booklet of the 12 apostles for each child. Write one apostle’s name on each page and let the children draw a picture or put a sticker on each page.

**1st-2nd Graders:**

- As the children say their memory verse, discuss with them what it means to have a “good name” (i.e., a good reputation—minds parents, shares toys, is nice to others, is honest, trustworthy, etc.).
- Play Bible Alphabet Soup game: Divide the class into teams of two or three. Give each team identical sets of cutout or magnetic letters. Give the children a clue about one apostle at a time. Let them spell their answer (the name of the apostle) with their letters.
- “[Toasted Traitor Worksheet](#)” (provided in activity sheets)
- “[Facts about the Apostles Word Search](#)” (provided in Lesson 1 activity sheets)
- “[Apostles Arithmetic Worksheet](#)” (provided in Lesson 1 activity sheets)
- “[Special Helpers for Jesus Worksheet](#)” (provided in Lesson 2 activity sheets)

**3rd-4th Graders:**

- As the children say their memory verse, discuss with them what it means to have a “good name” (i.e., a good reputation—minds parents, shares toys, is nice to others, is honest, trustworthy, etc.).
- Use a book of baby names to look up children names and talk about what the names mean. Talk about what others think of them when their names are mentioned, and the importance of a good name. Discuss modern sports figures, famous people, and what their first impressions are when those people’s names are mentioned. Ask them about schoolmates that they immediately think of as “bad” or “good” when their names are mentioned. What does it take to have a good reputation?
- “[Toasted Traitor Worksheet](#)” (provided in activity sheets)

- [“Choosing Matthias Multiple Choice”](#) (provided in activity sheets)
- [“Facts about the Apostles Word Search”](#) (provided in lesson 1 activity sheets)
- [“Apostles Arithmetic Worksheet”](#) (provided in lesson 1 activity sheets)
- [“Special Helpers for Jesus Worksheet”](#) (provided in lesson 2 activity sheets)
- Have the children read Matthew 26-27; Mark 14; Luke 22; John 13, 18. This could be assigned Sunday to be completed by Wednesday or the following Sunday.

## SONGS:

### “THE APOSTLES”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

Peter and Andrew his brother;  
James and John of Zebedee;  
Philip and Bartholomew,  
and then Thomas and Matthew.

James the son of Alphaeus,  
And also, there was Thaddeus,  
Simon, and Judas Iscariot,  
Paul and Matthias.

### “JESUS WAS BETRAYED” ([Click to Hear](#))

Author: Lora Laycook; revised

(Tune: “Nothing But the Blood of Jesus”)

Our Lord was by whom betrayed?  
Who would turn against Him?  
Judas Iscariot was his name.  
He turned his back on Jesus.

#### CHORUS:

O help us, Lord, we pray,  
Never depart from Your face,  
As Judas did for pay,  
He turned his back on Jesus.

#### VERSE 2:

Why did he betray Jesus?  
Money was his motive.  
Soon he knew he’d made a mess,  
Money could not help it.

(CHORUS)

**“JESUS CALLED THEM ONE BY ONE” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “Jesus Loves Me”)

Jesus called them one by one,  
Peter, Andrew, James and John,  
Next came Philip, Thomas, too,  
Matthew and Bartholomew.

CHORUS:

Yes, Jesus called them, (3X)  
And they all followed Him.

James the one they called the Less,  
Simon, also Thaddeus;  
Twelve apostles Judas made;  
Jesus was by him betrayed.

(CHORUS)

Matthias then took Judas’ place,  
To preach to men of every race.  
Paul three preaching trips did make,  
And went to Rome for Jesus’ sake.

(CHORUS)

\*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  
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CURRICULUM WEB SITE.





# Judas and Matthias



New Testament 3  
Part 1: The Apostles

## WEDNESDAY EVENING

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:

Matthew 26:14-50; 27:1-10; Mark 14:1-50; Luke 22:1-53; John 6:64-71; 13:1-27; 18:1-11;  
Acts 1:21-26

### MEMORY WORK:

“A good name is to be chosen rather than great riches” (Proverbs 22:1a).

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

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

- [“The Apostles”](#)
- [“Jesus was Betrayed”](#)
- [“Jesus Called Them One by One”](#)

### 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
- Two or three small, smooth stones, marked in some way, to be shaken from a container or from the fold of teacher's clothing
- Drawstring bag with 30 pieces of silver play money. If necessary, cut half-dollar sized coins from silver poster board or cut circles from poster board scraps and cover them with aluminum foil.
- Picture of Jesus and apostles *reclining* at a table, if available (NOTE: DaVinci's “Last Supper” is Westernized and inaccurate.)





## PERSONAL APPLICATION:

My reputation (what people know about me, what they think about me) is important because what I do and say is a reflection of my relationship to God.

## 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)
2. Spend more time talking about what it means to betray a friend or someone we love (hurting them so that we can somehow benefit). Talk about ways that we betray others (telling others something private our friend told us; telling a lie about our friend; talking bad about our friend when they’re not with us, etc.). Remind them that Jesus said we should always treat others as we want to be treated ourselves (Matthew 7:12).
3. **OLDER CHILDREN:** Ask them to consider what it cost Judas to betray Jesus. Discuss the differences between Peter’s reaction to his sin (denial of Jesus) and Judas’ reaction to his sin.

## 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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