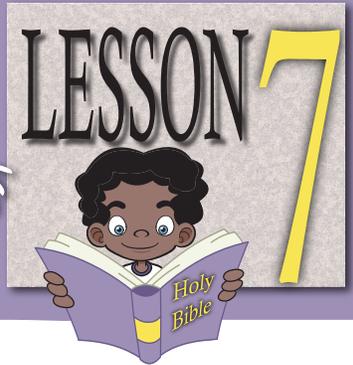


Paul and Barnabas



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

SUNDAY MORNING

New Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 4:32-37; 9:19b-27; 11:19-30; 13:1-14; 14:1-28; 15:1-12; 36-41; 1 Corinthians 9:6;
Galatians 2:1,9,11-14; Colossians 4:10

MEMORY WORK:

YOUNGER CHILDREN: "And be kind to one another, tenderhearted, forgiving one another" (Ephesians 4:32a).

OLDER CHILDREN: "And be kind to one another, tenderhearted, forgiving one another, just as God in Christ forgave you" (Ephesians 4:32).

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.

- ["Oh, Be Careful Little Eyes What You See"](#)
- ["Let the Lord Use Us"](#)
- ["Angry Words"](#)

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
- Hand puppets to re-enact an argument (for younger kids)
- [Map of New Testament World](#) (provided in activity sheets)
- [Map of Paul's Evangelistic Trips](#) (provided in activity sheets)

PERSONAL APPLICATION:

Good friends sometimes disagree and have arguments, but God wants us to make things right, forgive one another, and still be friends.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Having good friends is a blessing from God. We should be thankful for our friends and pick friends who will help us do the right thing. How can we be a good friend? Do good friends ever disagree? Today, we are going to study about two friends who did much good for the Lord together, but the Bible tells us that they had a disagreement. Their names were Paul and Barnabas.

INTRODUCTION: (OLDER CHILDREN)

Having good friends is a blessing from God. We should be thankful for our friends and pick friends who will help us do the right thing. How can we be a good friend? Do good friends ever disagree? Today, we are going to study about two friends who did much good for the Lord together, but the Bible tells us that they had a disagreement. Their names were Paul and Barnabas.

POINTS TO EMPHASIZE:

1. During the Feast of Pentecost, many Jews came from all over the world to worship at the Temple in Jerusalem. One day during the feast, Peter and the other apostles preached the first sermon about Jesus' death, burial, and resurrection, and about 3,000 Jews became Christians. Many of them stayed in Jerusalem for awhile after the feast was over and ran out of money to buy food and to pay for a place to stay. So all the Christians shared what they had with each other. Some Christians in Jerusalem who owned land or houses sold them and brought the money to the apostles so that it could be given to those who needed the most help. One of those generous people was a man named Joseph, or Barnabas, who was also a new Christian.
2. Barnabas was a Jew from the island of Cyprus. The New Testament tells us that he was a "good man" with a strong faith—a hard-working, kind-hearted, generous, Christian man (Acts 11:24). One of the most important things we know about him is that he was a great encourager. In fact, his name means "son of encouragement" [or "son of consolation"]. To encourage means to help someone have the courage to face difficult decisions or situations. Barnabas was a special encourager for a man named Saul of Tarsus.

NOTES:

More about Barnabas: Acts 4:36 tells us that Barnabas was a Levite. Under the Mosaic Law, the Levites were entrusted with the care of the Tabernacle and its furnishings, and later, the Temple and its furnishings. Those that returned to Palestine from Babylonian captivity were mainly teachers and musicians. [Aside from this mention of Barnabas, there are only two other references to Levites in the N.T. (Luke 10:32 and John 1:19), and one mention of the Levitical priesthood (Hebrews 7:11-17).] So, we can assume that Barnabas was well-versed in the Law and involved in the Jewish community and synagogue worship on the island of Cyprus before becoming a Christian. (cont.)





NOTES (cont.):

As a Christian, he is said to have been “full of the Holy Spirit” (Acts 11:24), which means he was given special abilities (like Stephen and the other six men chosen as special servants in Acts 6) to preach and/or perform miracles (vss.3,5,8,10). He did, however, disappoint Paul greatly when he took Peter’s hypocritical position regarding the inclusion of Gentiles in the Church (Galatians 2).

3. Saul of **Tarsus** was a very well educated Jew who thought it was his duty to find and persecute Christians (take them to prison; punish them in many ways—sometimes to the point of death). After Jesus spoke to Saul on the road to the city of Damascus (the capital of Syria), he became a Christian, too, and immediately began preaching in that city. He had to leave Damascus to get away from Jews who wanted to kill him, and he went to Jerusalem to be with the brethren there. Unfortunately, no one trusted him at first—no one except Barnabas. None of the Christians wanted to welcome Saul into their church family, because they were afraid of him. They were not yet convinced that he was a different man from the one who had hunted down and mistreated Christians.



NOTES: Tarsus was a city in the southeastern part of Asia Minor; the capital of Cilicia.

4. Barnabas knew how much Saul (who would become known as Paul in Acts 13:9) needed new friends. He needed a place to “belong,” because he had left everything to follow the Lord. Barnabas convinced the other Christians that Paul was really a changed man and was no longer a threat to them. From that point on, the other Christians supported Paul and helped him when he was persecuted.
5. Barnabas was sent to Antioch to encourage the Christians there. After some time, he went to find Paul, and they returned to Antioch to work together for about a year, preaching the Gospel. [Barnabas had to go to Tarsus to find Paul because Paul had left Jerusalem after more threats against his life.] It was during their work in Antioch that the disciples “were first called Christians” (Acts 11:26). When they returned to Jerusalem, they brought money the Christians in Antioch had collected to help their brothers who were suffering because of a famine (Acts 11:28-30).
6. Acts 13 tells us about their first missionary journey, which included work in Barnabas’ homeland, Cyprus. They took with them a cousin of Barnabas named John Mark (who would later write the Gospel of Mark). They traveled to many different places telling people about Jesus. But John Mark, for whatever reason, decided he didn’t want to continue traveling with them and returned to Jerusalem.
7. Later, when Paul was preparing to go on his second missionary journey, to encourage all the people they had brought to Christ, he wanted Barnabas to go with him. But Barnabas was not willing to go unless John Mark could go with them. Paul refused to travel with the young man, apparently because he didn’t think the young man was strong enough to deal with the responsibilities of preaching the Gospel and the hardships of another journey. Paul and Barnabas had such a terrible disagreement that they decided they would no longer work together. Paul left with Silas, and Barnabas took John Mark with him back to Cyprus.
8. Paul and Barnabas had done a great deal of good together in the early years of the Church, and had suffered persecution together as they preached about Jesus. But, as far as we know, their disagreement about John Mark kept them from working together anymore. Barnabas is not mentioned in the book of Acts after this disagreement (chapter 15), but later, in his letters to different churches, Paul wrote

about him with respect and kindness. And later Paul wrote that John Mark was profitable to him for the ministry (1 Timothy 4:11).

9. How do you feel when you have an argument with a friend, or when you hear other people arguing? What does God want us to do when we disagree? It is important for us to remember that friends are special blessings from God. When we have an argument or disagreement, God wants us to try to “make up” (forgive one another after making things right; overcome pride or selfishness) so that we can work together for Him. When we get involved in an argument, we need to think, “What would Jesus do?”
10. When you get angry, upset, or involved in an argument:
 - Get away from the situation for awhile so you can have some time to think.
 - Find someone else to talk to who can help you think clearly (but be careful not to gossip or violate Matthew 18:15-17).
 - Talk to God about your feelings.
 - Never be disrespectful or insulting.
 - Be willing to admit when you’re wrong.
 - Be willing to compromise (if the argument doesn’t involve doctrinal issues/doing something wrong).
 - Don’t be so quick to criticize.
 - Be willing to forgive your friend if he/she has done something to hurt your feelings.
 - Be willing to say, “I’m sorry.”
 - Remember that you are not on opposite sides, but are on the same side trying to help each other get to heaven.

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

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

Ages 2-5

- “[Paul and Barnabas Coloring Sheet](#)” (provided in activity sheets)
- Make a hop-scotch grid on the floor with masking tape. Let the children take turns tossing a beanbag onto a square on the grid, jumping to that square, and then answering a question about the lesson. If the child answers the question correctly, he can toss the bag again, jump to the square where it lands, and try another question. He can continue until he misses a question.
- Act out a mock argument and talk about ways to settle it.

1st-2nd Graders:

- “[Scriptures Regarding Anger](#)” Game: Give the students slips of paper with scriptures regarding anger and forgiveness. Allow them age-appropriate amounts of time to look up the passages (provided in activity sheets).
- Divide the kids into teams of two or three. Give each team a concordance, and have them find age-appropriate numbers of scriptures about anger, friends, and forgiveness.
- Have a small map of the New Testament world that is marked with cities that Paul visited on

his missionary journeys. The teacher should have a copy of the same map on a transparency (or dry erase board) so that he/she can mark the journeys along with younger kids. Older kids should be able to look up scriptures and locate the cities on their own.

- Help the kids make a door-hanger or mini-poster with the above verses on how to deal with anger. Leave blanks in each sentence for kids to fill in. Let them decorate with markers or stickers.
- Act out a mock argument and talk about ways to settle it.
- [“Hooray for Friends Activity”](#) (provided in activity sheets)
- [“Barnabas and Paul Crossword Puzzle”](#) (provided in activity sheets)

3rd-4th Graders:

- [“Scriptures Regarding Anger”](#) Game: Give the students slips of paper with scriptures regarding anger and forgiveness. Allow them age-appropriate amounts of time to look up the passages (provided in activity sheets).
- Divide the kids into teams of two or three. Give each team a concordance, and have them find age-appropriate numbers of scriptures about anger, friends, and forgiveness.
- Have a small map of the New Testament world that is marked with cities that Paul visited on his missionary journeys. The teacher should have a copy of the same map on a transparency (or dry erase board) so that he/she can mark the journeys along with younger kids. Older kids should be able to look up scriptures and locate the cities on their own.
- Help the kids make a door-hanger or mini-poster with the above verses on how to deal with anger. Leave blanks in each sentence for kids to fill in. Let them decorate with markers or stickers.
- Act out a mock argument and talk about ways to settle it.
- [“Hooray for Friends Activity”](#) (provided in activity sheets)
- [“Barnabas and Paul Crossword Puzzle”](#) (provided in activity sheets)

SONGS:

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

Oh, be careful little eyes what you see.
(REPEAT)

For the Father up above,
Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go.
(REPEAT)

For the Father up above,
Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear.
(REPEAT)

For the Father up above,
Is looking down in love.

So, be careful little ears what you hear.

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

For the Father up above,
Is looking down in love.

So, be careful little mouth what you say.

Oh, be careful little hands what you do.
(REPEAT)
For the Father up above,
Is looking down in love.
So, be careful little hands what you do.

“LET THE LORD USE US” ([Click to Hear](#))

Author: Unknown*
(Tune: “Angry Words”)

VERSE 1:

Paul and Bar-na-bas did not a-gree.
John Mark was the cause of it.
Bar-na-bas said, “He’ll come with us.”
Pau-l thought John Mark was not fit.

CHORUS:

Di-d they shout and fight?
Di-d they rant and rave?
Di-d they cause a great big fuss?
No-o they com-pro-mised,
Each man went on his way.
We need to let the Lord use us.

VERSE 2:

When you have a dis-a-gree-ment,
Try to set-tle it in love.
You should show re-spect to o-thers,
Honor our Fath-er up a-bove.

2nd CHORUS:

Wil-l you shout and fight?
Wil-l you rant and rave?
Wil-l you cause a great big fuss?
No, we can com-pro-mise,
Have peace and unity;
We need to let the Lord use us.

“ANGRY WORDS” ([Click to Hear](#))

Author: H.R. Palmer

(Tune: See church song book)

VERSE 1:

Angry words! O let them never,
From the tongue unbridled slip,
May the heart’s best impulse ever,
Check them ere they soil the lip.

CHORUS:

Love one another, thus saith the Savior,
Children obey the Father’s blest command,
Love one another, thus saith the Savior,
Children obey the blest command.

VERSE 2:

Love is much too pure and holy,
Friendship is too sacred far,
For a moment’s reckless folly,
Thus to desolate and mar.

(CHORUS)

VERSE 3:

Angry words are lightly spoken,
Bitterest thoughts are rashly stirred,
Brightest links of life are broken,
By a single angry word.

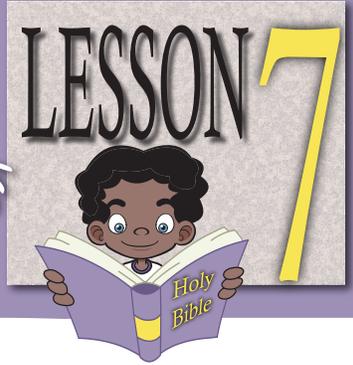
(CHORUS)

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



Paul and Barnabas



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

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:

Acts 4:32-37; 9:19b-27; 11:19-30; 13:1-14; 14:1-28; 15:1-12; 36-41; 1 Corinthians 9:6;
Galatians 2:1,9,11-14; Colossians 4:10

MEMORY WORK:

YOUNGER CHILDREN: "And be kind to one another, tenderhearted, forgiving one another" (Ephesians 4:32a).

OLDER CHILDREN: "And be kind to one another, tenderhearted, forgiving one another, just as God in Christ forgave you" (Ephesians 4:32).

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.

- "[Oh, Be Careful Little Eyes What You See](#)"
- "[Angry Words](#)"
- "[Let the Lord Use Us](#)"

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
- Hand puppets to re-enact an argument (for younger kids)
- [Map of New Testament World](#) (provided in activity sheets)
- [Map of Paul's Evangelistic Trips](#) (provided in activity sheets)

PERSONAL APPLICATION:

Good friends sometimes disagree and have arguments, but God wants us to make things right, forgive one another, and still be friends.



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. Before their disagreement and decision to work separately, there were many other times when Paul and Barnabas worked well together and did many great things for the Lord.
 - When Paul and Barnabas came to Antioch in Pisidia, Paul preached in the synagogue on the Sabbath, “as was his custom” (Acts 13). After Paul’s sermon, the Gentiles asked him to preach to them again the next Sabbath. He agreed, and most of the city came to hear him again. That made the Jews very angry. They were jealous of Paul. They tried to contradict Paul’s sermon, and they made fun of him. Paul and Barnabas told the Jews that the Word of God was to have been spoken to them first, but since they were not willing to listen, God wanted the two preachers to teach the Gentiles. The Jews escorted them out of town. Paul and Barnabas shook the dust off their feet as a sign that they couldn’t do anything else there.
 - In Acts 14, Paul healed a crippled man in the town of Lystra. When the people of the city saw this, they thought Paul and Barnabas were gods. They even called Paul “Mercury” or “Hermes” and Barnabas “Jupiter” or “Zeus”—names of idols they worshipped. The people of Lystra tried to offer sacrifices to the two preachers, but Paul would not allow it. The Jews convinced the people to stone Paul. Afterward, thinking he was dead, he was dragged out of the city and left. Amazingly, he got up, and the next day left with Barnabas to continue preaching in other cities.
 - They traveled through many cities, appointing elders in each congregation, teaching and preaching, and helping the Christians to be strong. Theirs was a great partnership. Good friends can help one another, learn from one another, and help others—like Paul and Barnabas.

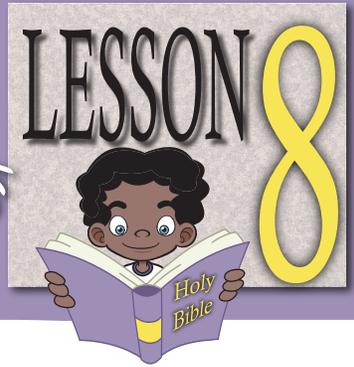
PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

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.



Paul and Silas



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

SUNDAY MORNING

New Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 15:22-17:14; 18:5; 2 Corinthians 1:9; 1 Thessalonians 1:1; 2 Thessalonians 1:1; 1 Peter 5:12

MEMORY WORK:

“Rejoice in the Lord always. Again I will say, rejoice” (Philippians 4:4).

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.

- [“Rejoice in the Lord Always, and Again I Say Rejoice”](#)
- [“Why Can't I Be Happy All the Time?”](#)

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
- Use smart foam sheets to cut out purple shirt and dress patterns (two, identical patterns for each child—representing a front and a back). Punch holes around the edges and using yarn, let the kids “sew” the front and back pieces together to make “garments” with Lydia's purple cloth.
- [Map of New Testament World](#) (provided in activity sheets)
- [Map of Paul's Evangelistic Trips](#) (provided in activity sheets)

PERSONAL APPLICATION:

Even in bad situations or times of trouble, I know that God is with me and will help me if I trust Him.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we studied about Paul and Barnabas. This week we are going to study about Paul and his friend Silas. They traveled around teaching others about Jesus.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson. Has anyone ever made fun of you because you believe in Jesus? Has anyone ever given you a hard time for choosing to do what's right? How does that make you feel? Paul did a lot of good when he traveled around teaching about Jesus, but not everyone liked it. Today, we are going to learn what Paul and Silas did when they were put in prison for doing a good thing.

POINTS TO EMPHASIZE:

1. The apostle Paul took three long trips (journeys) throughout much of the New Testament world, preaching about Jesus. We often call these trips "missionary journeys."
2. Silas [also called Silvanus] was a Roman citizen like Paul (Acts 16:37) and a member of the Jerusalem church (Acts 15:22,32). When Paul and Barnabas were sent to Antioch by the elders at Jerusalem, Silas traveled with them. After Paul and Barnabas left Antioch, Silas stayed so that he could continue to encourage the Christians there. After Barnabas and Paul decided not to travel together, Silas went with Paul on his second missionary journey (Acts 15:40-41).
3. In Acts 16, the Lord spoke to Paul in a **vision** and told him to go to Macedonia (a Greek province) to preach the Gospel. He and Silas went to the city of Philippi and learned that some Jews were gathered **at the river** to worship. They went to the river and found a woman named Lydia and her household praying. Lydia was a seller of purple from the city of Thyatira who had apparently come to Philippi to sell the expensive **purple** cloth she had made. Paul and Silas taught her about Jesus, and they all were baptized into Christ (became Christians).

NOTES:

Vision: a special dream from God; God used visions sometimes to give information that a prophet or preacher would not otherwise have known

"at the river": There apparently was no synagogue in Philippi where Lydia and her household could worship. Traditionally, the establishment of a synagogue required at least ten Jewish men in the town. If there were not 10 men, the faithful usually met at an outdoor location (preferably near a river or stream) that was known in the community.

Purple dye was very expensive because it was made from murex shellfish or mollusks. Because of the cost of making purple fabric, it was used mainly in clothing for royalty. Thyatira was well known for its purple cloth.



**WITH YOUNGER CHILDREN, SAVE THE REMAINDER OF THE LESSON FOR
WEDNESDAY NIGHT:**

4. As Paul and Silas went to the river, a young slave girl followed them. She was “**demon possessed**” and made money for her owners by telling fortunes for people. Paul was very annoyed by the demon and using the authority Christ had given him, told the demon to leave the girl alone. The demon left the girl. When the slave girl’s owners found out they could no longer make money from the girl’s abilities, they brought Paul and Silas to the city officials and had them arrested.



Demon possessed: Demons were invisible, evil spirits who had the ability, in Bible times, to control (“possess”) people. They had superhuman knowledge and abilities. Many times the result of a demon possessing a person was physical or mental illness. Sometimes it was assumed that illness or demon possession was the result of personal sin; Jesus made it very clear that was not the case (John 9). It was, however, the Devil’s way of taking advantage of someone and creating opportunities to display his own power and agenda.



NOTES: Paul endured being beaten this way three times—2 Corinthians 11:23-25.



Stocks were wooden frames with holes cut in them for prisoner’s hands and/or feet, and sometimes even the neck. It was a very painful and uncomfortable way of being restrained, especially after being beaten.

5. To humiliate (embarrass) Paul and Silas, the officials stripped them of their clothes and beat them with rods (“laid many stripes on them”—Acts 16:23). Since both men were Roman citizens, it was against the law to beat them or put them in jail without a trial. The jailer (the keeper of the prison) was strictly ordered to make sure these two prisoners did not escape. So, he put them in the deepest, darkest part of the prison (the “inner prison”) and put their feet in **stocks**.
6. Rather than feeling sorry for themselves, Paul and Silas chose to praise God, even in those terrible conditions. They prayed and sang songs of praise, and the other prisoners listened to them. About midnight, while they were still singing, a powerful earthquake shook the prison. The doors were miraculously opened, and all the prisoners’ chains came off!
7. The jailer had fallen asleep. When he woke up and saw that the prison doors were opened, he assumed that they had escaped and was very frightened. His error would cost him his life. Since Romans considered suicide more acceptable and honorable than execution, the jailer was about to kill himself. But Paul called out to him and let him know that not one prisoner had escaped. The jailer was so grateful that he took Paul and Silas to his home and took care of their wounds from the beating they had received. After studying with the jailer and his household, Paul and Silas baptized all of them into Christ. Once again, a miracle proved that the things taught about Jesus were God-given Truth.



HISTORICAL NOTE: According to Polybius, Roman guards who were found sleeping while on duty were punished by the bastinado (fustuarium). Fustuarium was capital punishment where the soldiers of the legion would beat the man with sticks and stones until he died, unless he fled the country. If he fled, he could not return to his country, and his family could not receive him. “Thus, owing to the extreme severity and inevitableness of the penalty, the night watches of the Roman army are most scrupulously kept.” [*The Histories of Polybius*, Book VI, http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Polybius/6*.html, pp. 349-355,564-565]

8. Like other followers of Jesus, Paul and Silas were persecuted (mistreated because of their faith, and their efforts to tell others about Jesus). Paul wrote to the Christians in Philippi to encourage them during hard times. Many of them must have remembered what had happened to Paul and Silas the first time they came to Philippi. Paul told them, “Rejoice in the Lord always. Again, I say rejoice...I have learned in whatever state I am, to be content” (Philippians 4:4, 11). No matter how badly they were treated, Paul and Silas had such great faith in the Lord and believed so much in what they were doing, that they could even sing praises to God in prison. Jesus promised us that if we will trust Him like Paul and Silas did, even in times of trouble, He will bless us (Matthew 5:10-12).
9. After Philippi, Paul and Silas worked in Thessalonica, then Berea. When Paul was forced to leave, he went on to Athens, leaving Silas in Berea for a while. He joined Paul again in Corinth. Luke and Timothy were also traveling with these great partners.

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

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

Ages 2-5:

- “[Paul and Silas Coloring Sheet](#)” (provided in activity sheets)
- Make a hop-scotch grid on the floor with masking tape. Let the children take turns tossing a beanbag onto a square on the grid, jumping to that square, and then answering a question about the lesson. If the child answers the question correctly, he can toss the bag again, jump to the square where it lands, and try another question. He can continue until he misses a question.
- Paper sack puppets of jailer
- Make a jail out of a piece of poster board (cut out spaces between the “bars” of the jail). Have several pictures of Paul and Silas, write questions from the story on the back of each picture, and put them in the “jail” (i.e., behind/under the poster board). If the children answer the question correctly, they take the man out of the jail.

1st-2nd Graders:

- Make small dolls of Paul and Silas using either pipe cleaners or small clothespins. A jail can be made using small shoeboxes and pasting strips of black construction paper over the opening of the box, making enough room to place the dolls.
- Print maps of [Paul’s evangelistic trips](#) for children to track each week, using highlighters (provided in activity sheets).

- “[Mistreated for Preaching](#)” (provided in activity sheets)
- “[Paul and Silas Meet a Special Woman](#)” activity sheet (provided in activity sheets)
- “[Paul and Silas Traveling Together Maze](#)” (provided in activity sheets)
- “[What a Time to Sing! Word Puzzle](#)” (provided in activity sheets)

3rd-4th Graders:

- Print maps of [Paul’s evangelistic trips](#) for children to track each week, using highlighters (provided in activity sheets).
- “[Mistreated for Preaching](#)” activity (provided in activity sheets)
- “[Paul and Silas Meet a Special Woman](#)” activity sheet (provided in activity sheets)
- “[What a Time to Sing! Word Puzzle](#)” (provided in activity sheets)
- “[Paul and Silas Traveling Together Maze](#)” (provided in activity sheets)
- Have the children read *Jailhouse Rock* Arch book, by Glynis Belec

SONGS:

“REJOICE IN THE LORD ALWAYS, AND AGAIN I SAY REJOICE” ([Click to Hear](#))

Author: Unknown*
(Can be sung in rounds)

Rejoice in the Lord always, and again I say rejoice. (2X)
Rejoice! Rejoice! And again I say rejoice. (2X)
Rejoice in the Lord always, and again I say rejoice.

“WHY CAN’T I BE HAPPY ALL THE TIME?” ([Click to Hear](#))

Author: Betty Holmes
(Tune: “Be Careful Little Feet Where You Go”)

Why can’t I be happy all the time? (2X)
Why do I cry? Oh, please tell me why.
Why can’t I be happy all the time?

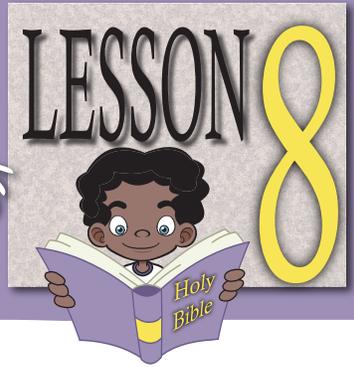
Is a rainbow made from just the sun? (2X)
It takes sunshine and rain, now the reason is plain.
It takes both smiles and tears to make **me** one!

*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.



Paul and Silas



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

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:

Acts 15:22-17:14; 18:5; 2 Corinthians 1:9; 1 Thessalonians 1:1; 2 Thessalonians 1:1; 1 Peter 5:12

MEMORY WORK:

“Rejoice in the Lord always. Again I will say, rejoice” (Philippians 4:4).

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.

- [“Rejoice in the Lord Always, and Again I Say Rejoice”](#)
- [“Why Can't I Be Happy All the Time?”](#)

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
- Use smart foam sheets to cut out purple shirt and dress patterns (two, identical patterns for each child—representing a front and a back). Punch holes around the edges and using yarn, let the kids “sew” the front and back pieces together to make “garments” with Lydia's purple cloth.
- [Map of New Testament World](#) (provided in activity sheets)
- [Map of Paul's Evangelistic Trips](#) (provided in activity sheets)



PERSONAL APPLICATION:

Even in bad situations or times of trouble, I know that God is with me and will help me if I trust Him.

INTRODUCTION: (YOUNGER CHILDREN)

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

Sunday, we learned about a group that was worshipping by the river and how Paul and Silas taught them about Jesus and they were baptized. Tonight, we are going to learn about what Paul and Silas did when they were thrown into prison for their work.

INTRODUCTION: (OLDER CHILDREN)

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

POINTS TO EMPHASIZE: (YOUNGER CHILDREN)

1. Briefly review Sunday morning’s lesson (see [N.T. 3 Review Questions](#) for example questions)
2. Continue the lesson from Sunday, starting on number 4.

POINTS TO EMPHASIZE: (OLDER CHILDREN)

1. Briefly review Sunday morning’s lesson (see [N.T. 3 Review Questions](#) for example questions)
2. Spend more time discussing Paul and Silas being beaten and put in jail and their reaction to that. They had done nothing wrong, but were being severely punished anyway.
3. Have students share a time when they were mistreated or felt rejected by someone. Discuss how they felt, what they did, and the end result. Emphasize how Jesus knows when we are hurting and is always there to take care of and make things better.
4. Read Matthew 5:10-12; John 15:18-20

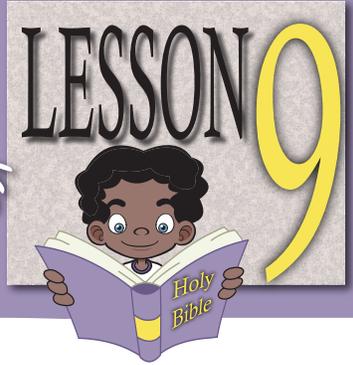
PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

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.



Aquila and Priscilla



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

SUNDAY MORNING

New Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 18:1-3,18,19,26; Romans 16:3-5; 1 Corinthians 16:19; 2 Timothy 4:19

MEMORY WORK:

YOUNGER CHILDREN: "...ready to give, willing to share" (1 Timothy 6:18b).

OLDER CHILDREN: "Let them do good, that they be rich in good works, ready to give, willing to share" (1 Timothy 6:18).

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.

- ["What You Have"](#)
- ["I'm a Hard Fighting Soldier"](#)

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
- [Map of New Testament World](#) (provided in activity sheets)

PERSONAL APPLICATION:

"Ordinary" people can do great things for Jesus by sharing what they have and sharing the Good News about Jesus with others. We also want to grow up and marry a Christian so that one day we can work as a team for the Lord and have a good, Christian home.



LESSON STARTS HERE

INTRODUCTION:

We have been studying about New Testament partners who worked together to do the Lord's work. They worked as a team. Today, we are going to talk about a married couple that worked together to teach others about God. Aquila and Priscilla were Christians who shared what they had and looked for opportunities to tell others about Jesus. It is very important that you decide now that one day when you are older, you will marry a Christian who will help you do the Lord's work and help encourage you so you both (and your children) can go to heaven!

POINTS TO EMPHASIZE:

1. Aquila was a Jewish Christian from Pontus (in Asia Minor near the Black Sea). He may have become a Christian on the day of Pentecost. Jews from Pontus were in Jerusalem on that day and heard Peter's first Gospel sermon (Acts 2:9). It is also possible that he and his wife Priscilla (or Prisca) may have been converted by Paul.

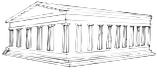


NOTE: Aquila and Priscilla are first mentioned in Acts 18, where they are described as refugees from Rome due to Emperor Claudius' order to expel all Jews from the capital of the Roman Empire (circa 49 A.D.).

2. Because they had been forced to leave Rome, Aquila and Priscilla were living in Corinth, working as tentmakers. When Paul came to Corinth for the first time, he lived with this couple and worked with them, since he also was a tentmaker. Paul stayed with them for a year and a half. When he was not making tents, Paul preached about Jesus tirelessly. Because of that, he was persecuted by the Jews.

HISTORICAL NOTE: "Tents were originally made from skins; only later were the skins replaced with goat's hair. A tentmaker was therefore a leatherworker, and the name stuck, even though leather was used to make bottles, belts, and military equipment such as helmets, shields, and slings. A tentmaker (or leatherworker) had first to skin the animal, then remove the hairs from the hide, make it supple for use, and sometimes dye it as well. The hairs were removed by a combination of scraping, soaking, and the application of lime. The hides were then soaked in water containing oak galls and sumac leaves, rubbed with dog manure, and hammered. The smell of the work was so bad that the tanner had to work outside the town in the direction of the prevailing wind, and it was so bad personally that it could become grounds for divorce. When the servants of Cornelius came looking for the house of Simon the tanner at Joppa, it would have been easy to find." [*The New Manners and Customs of Bible Times*, p. 160]





HISTORICAL NOTE: “In the ancient economy, people of the same trade did not compete with one another as they do today. They usually lived together in the same part of town and formed trade guilds. Their trade guilds normally adopted a ‘patron deity,’ and they ate sacrificial food at their regular banquets together. This cultic orientation of trade guilds would exclude practicing Jews [and faithful Christians] from the fellowship, making Jews delighted to find other Jews of their own trade. By this period, the term translated ‘tentmaker’ was also applied to leatherworking in general. As a leatherworker, Paul would have been an artisan. Artisans were...higher than peasants in status and income; but they were despised by higher classes, who thought labor with one’s hands degrading.” [*The Bible Background Commentary*, p. 375].

3. Paul, Aquila, and Priscilla sailed to Syria and then to Ephesus. The hard-working husband and wife stayed in Ephesus, while Paul went on to other places to preach the Gospel. There they went to the synagogue and heard a powerful young speaker from Egypt named Apollos. Apollos knew a lot about the Old Testament scriptures and a lot about Jesus, and he was eager to share what he knew with others. But he didn’t understand everything as well as he needed to. So Priscilla and Aquila lovingly took him aside and “taught him the way of the Lord more accurately,” without hurting his enthusiasm or eagerness to preach.



NOTE: John’s baptism—Apollos “knew only the baptism of John” (Acts 18:25). John’s message and his baptism were to bring the Jews to repentance and to prepare them for the coming of the Messiah (Matthew 3:2; Luke 1:17; John 1:6-8,15,25,29-31; 3:3). His baptism followed repentance (Matthew 3:1-11; Luke 3:7-14), and was for the remission of sins (Mark 1:4). Because the Jews were still living under the Mosaic Law until the death of Jesus, John’s baptism did **not** identify one with Christ or make one a part of His Body, the Church (Galatians 3:26-27; Colossians 2:12-13). It also did **not** follow the pattern of Jesus’ death, burial, and resurrection, giving one new life, as described in Romans 6:3-5, since these events had not occurred yet. After Jesus’ death, burial, and resurrection, the baptism of Acts 2, Romans 6:3-5, Matthew 28:18-20, etc. was initiated. Acts 19:1-5 indicates that those who were baptized with John’s baptism had to be re-baptized in order to be in Christ.

4. Priscilla and Aquila later moved back to Rome and opened their home as a place for Christians to meet and worship (Romans 16:3-5; 1Corinthians 16:19).



NOTE: It was very common for early Christians to meet in homes. They spent their money feeding the poor and supporting missionaries. And there were times of persecution when the Roman government took their personal property or forced them to move. For those reasons, having church buildings was not an option—or a good idea—for the first 300 years of the Church’s history

5. Paul wrote of his great love and appreciation for this outstanding, hard-working, hospitable couple (Romans 16:3-5), because they had “risked their necks” to protect and help him (Acts 18). No doubt they risked their lives many times helping others as well, since they were such an active, involved Christian couple, no matter where they lived.

6. As far as we know, Aquila and Priscilla were not highly educated (as Paul was) or powerful public figures (as Paul was). They were “ordinary” people who worked hard at their jobs, tried to help others in any way they could, and taught others about Jesus everywhere they went. (They shared what they had and shared what they knew.) Most of us are “ordinary” people, too, but God expects us to “do good...ready to give, willing to share” like Aquila and Priscilla. God wants all of us to do our part. Read 1 John 3:16-18.

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:

- “[Aquila and Priscilla Coloring Sheet](#)” (provided in activity sheets)
- Have cutouts (magazine and catalog pictures of clothing and food) for children to make “I Can Share with Others like Aquila and Priscilla” booklets. Make sure one page of the booklet has a picture or sticker of a Bible.
- Make a tent in the classroom and tell the Bible story inside of it.

1st-2nd Graders:

- Make a tent in the classroom and tell the Bible story inside of it.
- Ask children to bring canned goods to class for a few weeks to share with the needy. Let kids make cards with scriptures that they can attach to the canned goods.
- Instead of canned goods, ask children to bring items for children in a nearby children’s home or for children in your local hospital.
- Pick scriptures about being generous, like the following ones, for children to read aloud and discuss: Luke 3:11; Acts 4:32; 1 Timothy 6:18; Proverbs 22:4; Deuteronomy 15:7
- “[Aquila and Priscilla Help a Young Preacher](#)” activity (provided in activity sheets)
- “[A Great Husband and Wife Team](#)” activity (provided in activity sheets)

3rd-4th Graders:

- Make a tent in the classroom and tell the Bible story inside of it.
- Ask children to bring canned goods to class for a few weeks to share with the needy. Let kids make cards with scriptures that they can attach to the canned goods.
- Instead of canned goods, ask children to bring items for children in a nearby children’s home or for children in your local hospital.
- Pick scriptures about being generous, like the following ones, for children to read aloud and discuss: Luke 3:11; Acts 4:32; 1 Timothy 6:18; Proverbs 22:4; Deuteronomy 15:7
- “[A Great Husband and Wife Team](#)” activity (provided in activity sheets)
- “[Aquila and Priscilla Help a Young Preacher](#)” activity (provided in activity sheets)

SONGS:

“WHAT YOU HAVE” ([Click to Hear](#))

Author: Unknown*
(Tune: “Skip to My Lou”)

Do, do, good to o-thers. (3X)
Remember, do good to o-thers.

Share, share, share what you have. (3X)
Share what you have with o-thers.

Give, give, give from your heart. (3X)
Give from your heart to o-thers.

“I’M A HARD FIGHTING SOLDIER ON THE BATTLEFIELD” ([Click to Hear](#))

Author: Unknown*

I’m a hard fighting soldier on the battlefield. (3X)
I keep on bringin’ souls to Jesus,
By the service that I yield.

I’ve got a helmet on my head, in my hand a sword and shield. (3X)
I keep on bringin’ souls to Jesus,
By the service that I yield.

You gotta walk right, talk right, sing right, pray right, on the battlefield. (3X)
I keep on bringin’ souls to Jesus,
By the service that I yield.

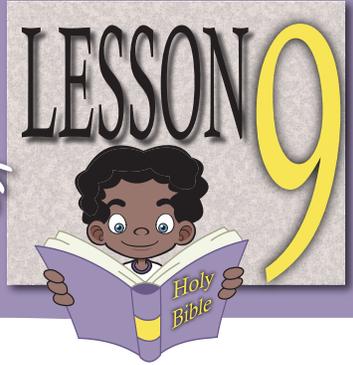
If I die let me die in the service of my Lord, (3X)
I keep on bringin’ souls to Jesus,
By the service that I yield.

*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.



Aquila and Priscilla



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

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:

Acts 18:1-3,18,19,26; Romans 16:3-5; 1 Corinthians 16:19; 2 Timothy 4:19

MEMORY WORK:

YOUNGER CHILDREN: "...ready to give, willing to share" (1 Timothy 6:18b).

OLDER CHILDREN: "Let them do good, that they be rich in good works, ready to give, willing to share" (1 Timothy 6:18).

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.

- ["What You Have"](#)
- ["I'm a Hard Fighting Soldier"](#)

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
- [Map of New Testament World](#) (provided in activity sheets)
- Pictures (from Internet, encyclopedia, etc) of early leather workers and their products

PERSONAL APPLICATION:

"Ordinary" people can do great things for Jesus by sharing what they have and sharing the Good News about Jesus with others. We also want to grow up and marry a Christian so that one day we can work as a team for the Lord and have a good, Christian home.



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. Aquila and Priscilla were great partners in doing good. Talk with the kids about having a partner with whom they can do projects, think of ways to help others, encourage one another to do good, etc.
3. As is age appropriate, stress again the importance of marrying a Christian mate who will help them to be active in the Church and who will help them get to heaven.

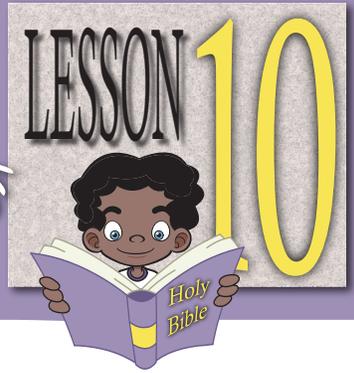
PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson
- Discuss how the first century Christians shared what they had with others. They freely sold their possessions and gave the money to those who were in need. Have the children make a list of their “favorite” things at home. Then ask if they would be willing to share these things with another child. Ask them if they would be willing to actually give those things to others if they needed it. Emphasize how generous God expects us to be.
- Buy some leather scraps from a fabric store so that children can imagine making tents with the leather pieces. Holes may be punched on the outside of a leather piece and yarn or rope inserted, as if sewing.

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



Lois and Eunice



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

SUNDAY MORNING

New Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Timothy 1:2; 2 Timothy 1:2,5; 3:14-17; Acts 16:1-3; Ephesians 5:23-6:1

MEMORY WORK:

YOUNGER CHILDREN: "Train up a child in the way he should go" (Proverbs 22:6a).

OLDER CHILDREN: "Train up a child in the way he should go, and when he is old, he will not depart from it" (Proverbs 22:6).

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.

- ["Proverbs 22:6"](#)
- ["Read Your Bible, Pray Everyday"](#)
- ["The More We Read the Bible"](#)

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
- Pictures of families doing various things together to encourage discussion about how moms and dads use opportunities to teach their kids about Jesus, God, and His Word.
- Enlarge for magnetic board (or put on a Power Point slide) a simple drawing (such as from a coloring book) to portray Timothy. As you talk about Lois, Eunice, and Timothy, add "conversation balloons" or pictures of objects that relate to what we know about them (Examples: baby boy, scroll, young man, letter from Paul, ship).
- [Map of Paul's Evangelistic Trips](#) (provided in activity sheets)



PERSONAL APPLICATION:

God wants my parents to teach me His Word, and He expects me to respect and obey them.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

We have been learning about people in the Bible who worked together to serve God. Last week we talked about Aquila and Priscilla. This week we are going to talk about a mother and a grandmother named Lois and Eunice. They taught their son and grandson God's Word, and he grew up to become a Christian and do great things for God and the Church. We can see how important it is for parents and grandparents to teach their children the Bible when we learn about Timothy.

INTRODUCTION: (OLDER CHILDREN)

We have been learning about people in the Bible who worked together to serve God. (Review last week's lesson.) Do you think it's very important for parents and grandparents to teach their children/grandchildren about God and how He wants us to live? Why? We are going to learn about Timothy and how his mother and grandmother taught him God's Word and how he grew up to become a Christian and do great things for God and the Church.

POINTS TO EMPHASIZE:

1. Timothy was a young man who was a special friend to the apostle Paul. His name is first mentioned in Acts 16:1-3, where he is described as having a good reputation (people spoke well of him) among the Christians in Lystra, his hometown. It is likely that he and his mother (Eunice) and grandmother (Lois) became Christians after hearing Paul preach in Lystra during his first missionary journey (Acts 14). By the time Paul traveled to that city the second time, he was so impressed by Timothy's abilities and his faith that he wanted the young man to travel with him (along with Silas and Luke).
2. After spending lots of time with Paul and learning from him, Timothy became a preacher, too. Paul and Timothy became as close as a father and son. In fact, Paul called the young man his "son in the faith." Paul told the Philippians (2:19-22) that Timothy had been a great comfort and help to him while he was in prison in Rome. In fact, Paul wrote more about Timothy than any of his other friends or traveling companions. Two of the books of the New Testament (First and Second Timothy) are letters that Paul wrote to his young friend directly, to encourage him, as well as to warn him against false teachers.



NOTES: Concerning Paul and Timothy—"That this relationship was of an enduring nature is clear from 2 Timothy 4:9,21. Paul knew that he could depend on Timothy. He was the kind of person who, in spite of his youth [He was Paul's junior by several years (1 Timothy 4:12).], his natural reserve and timidity (1 Corinthians 16:10; 2 Timothy 1:7), and his frequent ailments (1 Timothy 5:23), was willing to leave his home to accompany the apostle on dangerous journeys, to be sent on difficult errands, and to remain to the very end Christ's faithful servant." [*The Living Bible Encyclopedia in Story and Pictures*, vol. 16, p. 2048]

3. Timothy did not become such an outstanding young man by himself. Eunice and Lois taught him the Old Testament all of his life. When they became Christians, they continued to teach Timothy. Paul complimented these special women for their efforts and for their great faith.



NOTES: Timothy's father—We don't know anything about Timothy's father except that he was a Greek (Acts 16:1,3) and, therefore, probably worshipped idols. (Eunice was a Jew—Acts 16:1). If he was still living when Timothy became a Christian, it is very likely that he discouraged Timothy (and Eunice and Lois) from being faithful and trying to live right.

4. When Timothy became a Christian, Eunice and Lois didn't know what great things he would do for the Lord as he got older, but they knew the importance of teaching Timothy God's Word. They wanted him to know how to obey God so he could go to heaven. God has always expected mothers and fathers to teach their children how to obey Him. That teaching should come from the Bible (Proverbs 22:6; Ephesians 6:4; Deuteronomy 6:1-9; 11:18-20) and through their examples. Parents (and grandparents) have no job more important than teaching their children (and grandchildren) how to obey God. Proverbs 22:6 tells parents that they should "train up a child in the way he (or she) should go." Training a pet to do tricks and obey commands is quite different than training a child. Training is continual teaching that will encourage you to make right decisions.
5. Your job, as children, is to respect and obey your parents and grandparents because God has given them the special job of training you to do right. Ephesians 6:1-2 says, "Children, obey your parents in the Lord, for this is right. 'Honor your father and mother,' which is the first commandment with promise." If you obey your parents, you learn to obey God, too. You can grow up to be valuable servants in the Church, as well as teachers (and preachers) of the Word, just like Timothy.
6. How do your mothers and fathers teach you about God and His Word at home? Do you pray before meals and before bedtime? Do you read Bible stories or have devotionals together? Do they talk with you about how to talk and act? How do you show love and respect to your parents and grandparents? How do you show love and respect toward God?

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

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

Ages 2-5:

- "[Lois and Eunice Coloring Sheet](#)" (provided in activity sheets)
- Have a cutout of a train engine (or a coloring sheet with several train cars) for each child. Write the following (or let older kids write some or all of the words) on the cars: "My parents are training me to do right, like Lois and Eunice trained Timothy" ([Train Cutout](#) provided in activity sheets).
- Have children make a card for their parents and grandparents thanking them for bringing them to church.
- "[Memory Verse Train Cutout](#)" Make a train and put words from the memory verse on each boxcar and then let the children put the verse together making the train (provided in activity sheets).

1st-2nd Graders

- Play Tic Tac Toe with each of the nine squares labeled topically. Example topics and [questions](#)

are provided in the activity sheets, or use the NT3 review questions ([Tic Tac Toe Board](#) provided in activity sheets).

- Have a cutout of a train engine (or a coloring sheet with several train cars) for each child. Write the following (or let older kids write some or all of the words) on the cars: “My parents are training me to do right, like Lois and Eunice trained Timothy” ([Train Cutout](#) provided in activity sheets).
- Have children make a card for their parents and grandparents thanking them for bringing them to church.
- “[Memory Verse Train Cutout](#)” Make a train and put words from the memory verse on each boxcar and then let the children put the verse together making the train.
- “[More About Timothy](#)” activity (provided in activity sheets)
- “[Words to Remember from First and Second Timothy](#)” activity (provided in activity sheets)
- “[Good Advice for Timothy from Paul](#)” activity (provided in activity sheets)

3rd-4th Graders

- Play Tic Tac Toe with each of the nine squares labeled topically. Example topics and [questions](#) are provided in the activity sheets, or use the NT3 review questions ([Tic Tac Toe Board](#) provided in activity sheets).
- Have children make a card for their parents and grandparents thanking them for bringing you them church.
- “[More About Timothy](#)” activity (provided in activity sheets)
- “[Words to Remember from First and Second Timothy](#)” activity (provided in activity sheets)
- “[Good Advice for Timothy from Paul](#)” activity (provided in activity sheets)

SONGS:

“PROVERBS 22:6”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

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

Author: Unknown*

(Tune: “The More We Get Together”)

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

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

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

Author: Unknown*

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

Grow, grow, grow, grow,

Grow, grow, grow.

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

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

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

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

(REPEAT)

Shrink, shrink, shrink, shrink,

Shrink, shrink, shrink.

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

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

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

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

Grow, grow, grow, grow,

Grow, grow, grow.

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

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

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

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



Lois and Eunice



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

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:

1 Timothy 1:2; 2 Timothy 1:2,5; 3:14-17; Acts 16:1-3; Ephesians 5:23-6:1

MEMORY WORK:

YOUNGER CHILDREN: "Train up a child in the way he should go" (Proverbs 22:6a).

OLDER CHILDREN: "Train up a child in the way he should go, and when he is old, he will not depart from it" (Proverbs 22:6).

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.

- ["Proverbs 22:6"](#)
- ["Read Your Bible, Pray Everyday"](#)
- ["The More We Read the Bible"](#)

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
- Pictures of families doing various things together to encourage discussion about how moms and dads use opportunities to teach their kids about Jesus, God, and His Word.
- Enlarge for magnetic board (or put on a Power Point slide) a simple drawing (such as from a coloring book) to portray Timothy. As you talk about Lois, Eunice, and Timothy, add "conversation balloons" or pictures of objects that relate to what we know about them (Examples: baby boy, scroll, young man, letter from Paul, ship).
- [Map of Paul's Evangelistic Trips](#) (provided in activity sheets)



PERSONAL APPLICATION:

God wants my parents to teach me His Word, and He expects me to respect and obey them.

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: With younger kids, spend more time talking about being obedient and respectful toward parents and grandparents. Talk about actions that are not obedient and respectful. Role play with children as is age appropriate.

OLDER CHILDREN: With older kids, spend more time talking about Timothy, using some or all of the following points.

2. Timothy traveled with Paul on both his second and third missionary journeys. They went to many cities that were very dangerous for Christians, like Rome, Corinth, and Ephesus. There were many people who wanted Christianity to “go away” and did terrible things to persecute believers (discuss forms of persecution). Timothy not only learned how to preach from Paul, but he learned how to have a strong faith from Paul’s example. He was even willing to visit Paul in prison in Rome when no one else would.
3. Paul trusted Timothy so much that he left Timothy to work alone in some of those difficult cities, like Thessalonica, Corinth, and Ephesus. Paul sent Timothy to different places to carry messages to the churches there (Philippians 2:19-22). After three years in Ephesus, Paul decided to leave Timothy in charge there. It was there that Timothy received the two letters that Paul wrote him (the first from Philippi and the second from prison, shortly before Paul’s death. Second Timothy was most likely the last epistle Paul wrote.).
4. Paul trusted Timothy so much that he gave him the responsibility of overseeing the choosing of good men to be elders and deacons (1 Timothy 3), and Timothy apparently had the respect and confidence of the church members there.
5. Paul and Timothy were great partners in the spreading of the Gospel. The younger man, Timothy, respected and listened to his older friend Paul, and Paul made sure that he taught Timothy well and gave him the best example possible. It is important to have Christian friends—both our age and older—who can help us become the best Christians we can be. What a blessing to have friends with whom we can work together for the Lord!

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 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.



Mary and Martha



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

SUNDAY MORNING

New Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Luke 10:38-42; John 11:1-46; 12:1-9

MEMORY WORK:

YOUNGER CHILDREN: "But seek first the kingdom of God..." (Matthew 6:33a).

OLDER CHILDREN: "Set your mind on things above, not on things on the earth" (Colossians 3:2).

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.

- "[Matthew 6:33](#)"
- "[Mary, Martha, and Lazarus](#)"
- "[Seek Ye First the Kingdom of God](#)"

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
- Later Ministry of Jesus A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; skip card CD 4.3)

PERSONAL APPLICATION:

I must never be too busy to talk to God, or too busy to study His Word everyday.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we studied about a mother and grandmother, Lois and Eunice, who taught Timothy about God. This week we are going to learn about sisters. Their names are Mary and Martha. We are going to talk about how Mary made a smart choice. We make choices everyday, and we must always try to make choices that will make God happy.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Discuss examples of choices we make everyday, from what to wear and eat, to how we treat others, and what words come from our mouths. Some choices are more important than others. We must always try to make the choices that will be pleasing to God.

The “team” we will talk about today is Mary and Martha. When Jesus came to their house, they each had a choice to make. One made a choice that was pleasing to Jesus.

POINTS TO EMPHASIZE:

1. Mary and Martha, and their brother Lazarus, were good friends of Jesus. Toward the end of Jesus' life, He enjoyed spending time with them in their home in Bethany, near Jerusalem. [**Bethany** was about a mile from the Mount of Olives.] They were a wealthy family, well-respected in their small town, as is indicated by the number of people who came to share the sisters' grief when Lazarus died. Apparently, none of the three was married.



HISTORICAL NOTE: Because it was so close, Bethany was a common place for Jewish pilgrims to stop when on their way to Jerusalem to celebrate different feasts during the year. Guests were usually served a three-course meal, followed by desserts and fruit. Traveling teachers were often fed in return for sharing their knowledge and insights.

2. At what may have been Jesus' first visit to their home (Luke 10:38-42), Martha acted as the hostess, working very hard to prepare food for the apostles and Him. Without electricity and indoor plumbing, pre-packaged foods, microwaves, refrigerators, or any other modern conveniences, preparing meals was a hard job. To prepare meals for 13 additional men was a huge task. Martha was frantically trying to get everything done. She was not only doing what was expected of her, but she was showing her love for Jesus in the way she knew best.
3. While Martha was busy working, her sister Mary chose to sit at Jesus' feet and listen to Him teach. In Bible times, people normally reclined on couches at meals, rather than sitting in chairs at a table. “[D]isciples sat at the feet of their teachers. Serious disciples were preparing to be teachers—a role not permitted to women... Mary's posture and eagerness to absorb Jesus' teaching at the expense of a more traditional womanly role would have shocked most Jewish men.” (*Bible Background Commentary*, p. 218).
4. Martha, tired and “distracted with her preparations,” asked Jesus, “Lord, do You not care that my sister has left me to do all the serving alone? Then tell her to help me.” Martha let her fatigue and frustration get to the point that she felt compelled to tell Jesus what to do! Jesus understood

and appreciated Martha's efforts, but His response undoubtedly surprised her. "Martha, Martha, you are worried and troubled about many things. But one thing is needed, and Mary has chosen that good part, which will not be taken away from her" (Luke 10:41-42). While it was important for Jesus and His followers to have food to eat, and Martha showed love in her desire to serve the group, Mary's choice to learn from the Savior Himself was much more important. Food will not last, but Jesus' words will last forever.

FOR YOUNGER CHILDREN, STOP HERE AND USE THE STORY OF JESUS RAISING LAZARUS FROM THE DEAD ON WEDNESDAY NIGHT.

5. The next time that we read about Jesus being with this family was after Lazarus died. He loved them very much and wept openly when He saw the sadness of Mary and Martha (John 11:5,35). Jesus helped them as only He could; He brought Lazarus back to life! Because of this great miracle, many people believed in Jesus and gave glory to God.
6. The third time we read about Jesus being with this family was six days before His final Passover meal (the Saturday before His crucifixion; John 12:1-8). He was in their home for another meal, and Martha was again busy working to prepare and serve the food. Lazarus was reclining at the table with the Lord. Mary chose to show her love and devotion to Jesus this time by giving Him something very special: a container of very expensive **perfume**. After all, her brother had recently been raised from the dead, and Mary was very grateful. She broke the container and poured the perfume on Jesus' feet, then wiped His feet with her hair. Pouring the perfume over His feet was her way of giving something back to Jesus, as well as worshipping Him. Judas Iscariot criticized Mary for "wasting" the perfume, but Jesus praised her, saying she had anointed Him for His burial.



HISTORICAL NOTE: Spikenard perfume was the fragrant oil from an Indian plant grown near the Himalayas. The "pound" (or "pint") may have been as much as 12 ounces; the average perfume container contained not more than an ounce. The amount Mary poured on Jesus' feet would have cost almost a year's wages. It was customary to anoint the head of an important guest with small amounts of oil or perfume, but water was normally provided to wash feet.

7. Jesus loved Mary, Martha, and Lazarus very much, just as He loves us. He wants us to learn from the choices they made. From Mary and Martha we learn that physical things are not what are most important. Regardless of how many things we have to do, or how busy we are, we must always keep spiritual things in mind—especially prayer and studying God's Word everyday. These are ways we can "sit at Jesus' feet" and choose "the best part." We have choices to make everyday: to talk to God or talk to friends for hours on the phone (or through e-mail); to study God's Word or watch TV; to do things for ourselves or do something for someone else, etc.

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

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

Ages 2-5:

- "[Mary and Martha Coloring Sheet](#)" (provided in activity sheets)
- Lay pictures on a table (or attach them to the board) of things to remind kids of choices they have

to make. Ask them, “What choice will help you become more like Jesus?”

- Play Bible Bowling with review questions about this and previous lessons: set up ten pins on the ground (i.e., toilet paper rolls or cups) in the shape of a triangle. If the child answers a question correctly, he can roll a ball at the pins. He can continue answering and rolling, as long as he gets the answers correct, until the pins are all knocked down. If he misses a question, the next child takes a turn. Whoever knocked over the most pins in all by the end of the game wins.
- Draw a perfume bottle and decorate it. Spray with perfume for something extra special!

1st-2nd Graders:

- Play Bible Alphabet Soup, using names of characters discussed in this unit. Give each child a set of magnetic or cutout letters. (If you have enough sets of letters, give one per child. If not, divide the class into teams of two or three and give one per group.) Choose words or names from lesson(s) that can be spelled with the letters. Tell the kids the game is a race to spell the word/name you will say. Whoever spells the word/name first must be able to tell who or what that word describes.
- Play Tic Tac Toe with each of the nine squares labeled topically. Example topics and [questions](#) are provided in the activity sheets, or use the NT3 review questions ([Tic Tac Toe Board](#) provided in activity sheets).
- “[Sister, Sister Crossword Puzzle](#)” (provided in activity sheets)
- “[Two Sisters Who Loved the Lord True or False](#)” activity (provided in activity sheets)
- “[Who Said...?](#)” (provided in activity sheets)

3rd-4th Graders:

- Play Bible Alphabet Soup, using names of characters discussed in this unit. Give each child a set of magnetic or cutout letters. (If you have enough sets of letters, give one per child. If not, divide the class into teams of two or three and give one per group.) Choose words or names from lesson(s) that can be spelled with the letters. Tell the kids the game is a race to spell the word/name you will say. Whoever spells the word/name first must be able to tell who or what that word describes.
- Play Tic Tac Toe with each of the nine squares labeled topically. Example topics and [questions](#) are provided in the activity sheets, or use the NT3 review questions ([Tic Tac Toe Board](#) provided in activity sheets).
- “[Sister, Sister Crossword Puzzle](#)” (provided in activity sheets)
- “[Two Sisters Who Loved the Lord True or False](#)” activity (provided in activity sheets)
- “[Who Said...?](#)” (provided in activity sheets)
- Have the children read the following:
 - *Martha and Her Sister Mary*, Famous People of the Bible, Scandinavia Publishing, Joy Melissa Jensen
 - *Jesus, Mary, and Martha*, The Beginner’s Bible, Zonderkidz, Catherine DeVries
 - *Good, Better, Best: The Story of Mary and Martha*, Me Too! Books, Candle Books, by Marilyn Lashbrook
 - *Martha & Mary: Friends of Jesus*, A Bible Time Book, Christian Focus, Carine Mackenzie (DISCLAIMER: add note on p. 14 that says, “Those who truly believe will be saved, because they will obey Jesus and be baptized (Mark 16:16).”)
 - *Get Up, Lazarus!* Arch Book
 - *If Jesus Came to My House*, by Joan G. Thomas, Harper Collins Publishers

(DISCLAIMER: Skip two pages depicting worship. You could tape them together.)

- *Jesus Raises Lazarus*, Zonderkidz “I Can Read!” Series
- *A Better Thing to Do: The Story of Jesus and Mary and Martha*, by Patricia L. Nederveld, God Loves me Series (DISCLAIMER: Skip the “Suggestions for Follow-up” at the end)

SONGS:

“MATTHEW 6:33”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart 2](#)” CD)

“MARY, MARTHA, AND LAZARUS” ([Click to Hear](#))

Author: Lora Laycook (adapted)

(Tune: “More, More About Jesus”)

Now about Martha let us tell; she liked to serve her company well,
But Mary chose the better part; she loved the Lord with all her heart.

CHORUS:

O how they did love Him! O how they did love Him!
O how they loved the Savior so, Mary and Martha, long ago.

Their brother, Lazarus, got sick one day, while the Master was gone away;
When He returned, Lazarus had died, and with the sisters, Jesus cried.

(CHORUS)

“Lazarus, come forth,” the Savior said; Jesus raised Lazarus from the dead.
“Loose him now and let him go!” O He did love his three friends so!

(CHORUS)

“SEEK YE FIRST, THE KINGDOM OF GOD”

[See Internet for words and tune]

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

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



Mary and Martha



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

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:

Luke 10:38-42; John 11:1-46; 12:1-9

MEMORY WORK:

YOUNGER CHILDREN: "But seek first the kingdom of God..." (Matthew 6:33a).

OLDER CHILDREN: "Set your mind on things above, not on things on the earth" (Colossians 3:2).

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.

- ["Matthew 6:33"](#)
- ["Mary, Martha, and Lazarus"](#)
- ["Seek Ye First the Kingdom of God"](#)

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
- Later Ministry of Jesus A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; skip card CD 4.3)

PERSONAL APPLICATION:

I must never be too busy to talk to God, or too busy to study His Word everyday.



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)

FOR YOUNGER CHILDREN:

2. The next time that we read about Jesus being with this family was after Lazarus died. He loved them very much and wept openly when He saw the sadness of Mary and Martha (John 11:5,35). Jesus helped them as only He could; He brought Lazarus back to life! Because of this great miracle, many people believed in Jesus and gave glory to God.
3. The third time we read about Jesus being with this family was six days before His final Passover meal (the Saturday before His crucifixion; John 12:1-8). He was in their home for another meal, and Martha was again busy working to prepare and serve the food. Lazarus was reclining at the table with the Lord. Mary chose to show her love and devotion to Jesus this time by giving Him something very special: a container of very expensive **perfume**. After all, her brother had recently been raised from the dead, and Mary was very grateful. She broke the container and poured the perfume on Jesus’ feet, then wiped His feet with her hair. Pouring the perfume over His feet was her way of giving something back to Jesus, as well as worshipping Him. Judas Iscariot criticized Mary for “wasting” the perfume, but Jesus praised her, saying she had anointed Him for His burial.



HISTORICAL NOTE: Spikenard perfume was the fragrant oil from an Indian plant grown near the Himalayas. The “pound” (or “pint”) may have been as much as 12 ounces; the average perfume container contained not more than an ounce. The amount Mary poured on Jesus’ feet would have cost almost a year’s wages. It was customary to anoint the head of an important guest with small amounts of oil or perfume, but water was normally provided to wash feet.

4. Jesus loved Mary, Martha, and Lazarus very much, just as He loves us. He wants us to learn from the choices they made. From Mary and Martha we learn that physical things are not what are most important. Regardless of how many things we have to do, or how busy we are, we must always keep spiritual things in mind—especially prayer and studying God’s Word everyday. These are ways we can “sit at Jesus’ feet” and choose “the best part.” We have choices to make everyday: to talk to God or talk to friends for hours on the phone (or through e-mail); to study God’s Word or watch TV; to do things for ourselves or do something for someone else, etc.

FOR OLDER CHILDREN:

5. Spend more time emphasizing the choices we make each day, especially ones that deal with making God happy (how we treat our friends; obeying our parents; how we dress; the words that come out of our mouths; the things we watch on TV; how we spend our free time; etc.).

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

- See Sunday morning’s lesson.
- Prepare and practice a skit with a narrator, Jesus, Mary, Martha, and Lazarus. Let the children take turns to ensure that all are able to participate. Bring old sheets or pillowcases to make a headscarf for each child. Bring old kitchen items for Martha to use such as a mixing bowl, pitcher, dishcloths, etc. Can have a skit about each time Jesus was with Mary, Martha, and Lazarus.

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



Peter and John



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

SUNDAY MORNING

New Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Acts 3:1-5:42

MEMORY WORK:

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

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

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

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

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

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Apostles & N.T. Teams](#) Bible fact cards (provided under “N.T. 3 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt pieces

PERSONAL APPLICATION:

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

INTRODUCTION: (YOUNGER CHILDREN)

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



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

INTRODUCTION: (OLDER CHILDREN)

Review last Sunday's lesson.

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

LESSON STARTS HERE

POINTS TO EMPHASIZE:

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



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

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

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

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



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

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

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

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

Ages 2-5:

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

1st-2nd Graders:

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

3rd-4th Graders:

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

points (collecting the point values of the numbers on the numbers in the hop-scotch grid).

- “[Persecuted Preachers](#)” activity (provided in activity sheets)
- “[Preaching Partners Code Activity](#)” (provided in activity sheets)
- “[New Testament Partners Word Search](#)” (provided in activity sheets)
- “[When Times are Tough...](#)” activity (provided in activity sheets)
- “[Persecuted? Persevere!](#)” activity (provided in activity sheets)

SONGS:

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

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

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

CHORUS:

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

“SILVER AND GOLD HAVE I NONE”

[See Internet for words and tune]

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

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



Peter and John



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

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:

Acts 3:1-5:42

MEMORY WORK:

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

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

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

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

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

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Apostles & N.T. Teams](#) Bible fact cards (provided under “N.T. 3 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt pieces

PERSONAL APPLICATION:

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

INTRODUCTION:

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



POINTS TO EMPHASIZE:

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

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

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

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

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

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Review

New Testament 3



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

SUNDAY MORNING

New Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

POINTS TO EMPHASIZE:

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

LESSON 1—TWELVE THINGS TO REMEMBER ABOUT THE APOSTLES

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

Personal Application:

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

Review Questions:

1. How old was Jesus when He began His ministry? (30)
2. How long did His ministry last? (about three years)
3. How many men did Jesus teach and train to carry on His work? (12)
4. What were these men called? (Apostles)
5. What were other followers of Jesus called? (Disciples)
6. What two other men were later chosen to become apostles as well? (Matthias and Paul)
7. Can you name the occupations of some of the apostles? (Tax collector, fishermen)



8. Can you name the 12 apostles? [Peter, Andrew, James, John, Philip, Matthew, James son of Alphaeus, Simon, Nathanael (Bartholomew), Thomas, Judas son of James (Thaddeus), and Judas Iscariot]

LESSON 2—JESUS CHOSE MATTHEW

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:

- Names of the original 12 apostles

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.

Review Questions:

1. Where did Jesus find Matthew? (In Capernaum)
2. What did Matthew do for a living? (He was a tax collector.)
3. Why did the Jews dislike Matthew so much? (They resented fellow Jews collecting taxes for the Romans and themselves.)
4. What did Matthew do when Jesus told him to “follow Me”? (He left his work and followed Jesus.)
5. What did Matthew do for Jesus? (He took Him to his home and prepared a feast for him.)
6. What did the Pharisees ask Jesus about eating at Matthew’s house? (They wanted to know why He was eating with a “bad person” and not with “good people.”)
7. What was Jesus’ answer to them? (He said that people who were sinful were more willing to listen and repent than people who thought they were more righteous simply because they were religious.)
8. What did Matthew choose? (He chose to leave his life of luxury and follow Jesus.)

LESSON 3—ANDREW BROUGHT HIS BROTHER TO JESUS

Scripture References:

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

Memory Work:

- Names of the original 12 apostles

Personal Application:

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

Review Questions:

1. Of whom was Andrew a follower? (John the Baptizer)
2. After Andrew sat and listened to Jesus speak all night, who was the first person he went and told about Jesus' message? (His brother Peter)
3. When Jesus fed the multitude, who brought the boy with the loaves and fishes to Jesus? (Andrew)
4. Why is it so important that Andrew brought Peter to Jesus? (Because Peter became a leader of the apostles and gave the first sermon on the day of Pentecost)
5. What are the steps to becoming a Christian? (Hear, believe, repent, confess, and be baptized.)

LESSON 4—JESUS CHOSE FOUR FISHERMAN**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).

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.

Review Questions:

1. What were the names of the four fishermen Jesus chose? (Simon Peter, Andrew, James, and John)
2. One day, when Jesus was speaking to the people and they were crowding Him, what did He do? (He climbed into Peter's boat and asked him to push away from the shore a little.)
3. After His lesson, what did Jesus tell Peter to do? (Go into deeper water and let down his net.)
4. What did Peter and Andrew think about that directive? (They had worked all night, had not caught anything, and did not think they would catch anything now.)
5. What happened when they cast their nets overboard? (They had so many fish in their nets they had to get James and John to help.)
6. What did Peter, Andrew, James, and John give up to follow Jesus? (They gave up their jobs, and left their homes and families to learn and work closely with Jesus.)

LESSON 5—THOMAS THE DOUBTER**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).

Personal Application:

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

Review Questions:

1. Why were the apostles and disciples gathered together behind locked doors? (They were afraid of what the Jews might do to them because they were followers of Jesus.)
2. What were they talking about when Jesus suddenly appeared to them? (His resurrection)
3. What did they think Jesus was? (A ghost)
4. What did Jesus say to them to get them to see that it was really Him and not a ghost? (“Peace to you!”)
5. What did Jesus show them to prove that He was real? (The nail holes in His hands and the spear hole in His side)
6. Was Thomas there to see Jesus? (No)
7. What did Thomas say when they told him about Jesus? (He said he would have to **see** His hands himself.)
8. How long was it before Jesus showed Himself to the apostles again? (One week)
9. What did Jesus do when He saw Thomas? (He went directly to Thomas to show him His hands and side, and told him to be believing—not unbelieving.)
10. Was Jesus angry with Thomas for wanting to see proof? (No)

LESSON 6—JUDAS AND MATTHIAS**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).

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.

Review Questions:

1. What happened to Judas that tempted him to turn away from Jesus? (He became greedy.)

2. What was Judas' role as an apostle? (He took care of the money.)
3. When the leaders of the Jews wanted to kill Jesus, what did Judas do? (He saw an opportunity to make money. He went to the Sanhedrin and offered to help find a way to get rid of Jesus.)
4. What did they pay Judas to betray Jesus? (30 pieces of silver)
5. Before Jesus was arrested, what final meal did He share with the apostles? (The Passover meal)
6. After Jesus had washed their feet, and while they were eating the meal, He became upset. What did He tell the apostles that one of them would do? (One of them would betray Him.)
7. When they asked, "Is it I?" what did Jesus answer? (It would be the one to whom He handed bread.)
8. When He handed the bread to Judas, what did Jesus tell Judas? ("What you do, do quickly.")
9. Where did Jesus and the rest of the apostles go after the meal? (The Garden of Gethsemane to pray)
10. What sign did Judas say he would give to let the Jews know who Jesus was? (He would kiss Jesus on the cheek.)
11. After Jesus was arrested, beaten, and crucified, what did Judas do with the 30 pieces of silver? (He tried to return it to the Jewish leaders.)
12. What did Judas then do? (He hanged himself.)
13. Who was chosen to take Judas' place as an apostle? (Matthias)
14. How was he chosen? (They cast lots.)

LESSON 7—PAUL AND BARNABAS

Scripture References:

- Acts 4:32-37; 9:19b-27; 11:19-30; 13:1-14; 14:1-28; 15:1-12,36-41; 1 Corinthians 9:6; Galatians 2:1,9,11-14; Colossians 4:10

Memory Work:

- YOUNGER CHILDREN: "And be kind to one another, tenderhearted, forgiving one another" (Ephesians 4:32a).
- OLDER CHILDREN: "And be kind to one another, tenderhearted, forgiving one another, just as God in Christ forgave you" (Ephesians 4:32).

Personal Application:

- Good friends sometimes disagree and have arguments, but God wants us to make things right, forgive one another, and still be friends.

Review Questions:

1. Where was Barnabas from? (The island of Cyprus)
2. What does Barnabas' name mean? (Son of Encouragement)
3. Why did Saul have to leave Damascus? (To get away from the Jews who were trying to kill him)
4. When Barnabas was sent to Antioch to work with the people there, who did he want to go with him? (Paul)

5. Who did Barnabas and Paul take on their first missionary journey? (Barnabas' cousin, John Mark)
6. What happened when Paul was starting to go on his second journey? (He didn't want John Mark to go with him, while Barnabas would not go without him; so they had a strong disagreement, and Barnabas did not go with Paul on that journey.)

LESSON 8—PAUL AND SILAS

Scripture References:

- Acts 15:22-17:14; 18:5; 2 Corinthians 1:9; 1 Thessalonians 1:1; 2 Thessalonians 1:1; 1 Peter 5:12

Memory Work:

- “Rejoice in the Lord always. Again I will say, rejoice” (Philippians 4:4).

Personal Application:

- Even in bad situations or times of trouble, I know that God is with me and will help me if I trust Him.

Review Questions:

1. How many missionary journeys did Paul take? (Three)
2. The Lord spoke to Paul in a vision and told him to go to what region to preach? (Macedonia)
3. Paul and Silas went to the city of Philippi and found a woman and her household worshipping by the river. What was her name? (Lydia)
4. What did Lydia do for a living? (She was a seller of purple.)
5. Who else did they find by the river? (There was a young slave girl who was “demon possessed.”)
6. What did Paul and Silas do for her? (They told the demon to leave her alone.)
7. What happened when her owners found that Paul and Silas had cast out the demon from her, so they could no longer make money? (They had Paul and Silas arrested.)
8. What happened to them when they were in jail? (They were singing, when an earthquake shook the prison and their chains came off.)
9. What did the prison guard nearly do? (He was going to kill himself, because he thought all of the prisoners had escaped.)
10. What did Paul and Silas tell him? (Not to kill himself—all the prisoners were still in the prison; none had escaped.)
11. What happened to the prison guard and his family? (He took Paul and Silas back to his house and washed their wounds. He and his whole household became Christians.)

LESSON 9—AQUILA AND PRISCILLA

Scripture References:

- Acts 18:1-3,18,19,26; Romans 16:3-5; 1 Corinthians 16:19; 2 Timothy 4:19

Memory Work:

- YOUNGER CHILDREN: "...ready to give, willing to share" (1 Timothy 6:18b).
- OLDER CHILDREN: "Let them do good, that they be rich in good works, ready to give, willing to share" (1 Timothy 6:18).

Personal Application:

- "Ordinary" people can do great things for Jesus by sharing what they have and sharing the Good News about Jesus with others. We also want to grow up and marry a Christian so that one day we can work as a team for the Lord and have a good, Christian home.

Review Questions:

1. Where did Aquila and Priscilla live? (Corinth)
2. What did they do for a living? (They were tentmakers.)
3. What apostle was also a tentmaker? (Paul)
4. Where did Aquila and Priscilla go with Paul? (Ephesus)
5. To what Ephesian did they teach more about Jesus? (Apollus)
6. Where did Aquila and Priscilla finally move? (They moved back to Rome to teach the Christians there.)

LESSON 10—LOIS AND EUNICE

Scripture References:

- 1 Timothy 1:2; 2 Timothy 1:2,5; 3:14-17; Acts 16:1-3; Ephesians 5:23-6:1

Memory Work:

- YOUNGER CHILDREN: "Train up a child in the way he should go" (Proverbs 22:6a).
- OLDER CHILDREN: "Train up a child in the way he should go, and when he is old, he will not depart from it" (Proverbs 22:6).

Personal Application:

- God wants my parents to teach me His Word, and He expects me to respect and obey them.

Review Questions:

1. Where was Timothy from? (Lystra)
2. Who were Timothy's mother and grandmother? (Eunice and Lois)
3. Timothy spent a lot of time with Paul. What did Paul call Timothy? (His "son in the faith")
4. As Timothy continued to study under Paul, what did he become? (A preacher/evangelist like Paul)
5. In what city was Timothy left to work with the church? (Ephesus)

LESSON 11—MARY AND MARTHA

Scripture References:

- Luke 10:38-42; John 11:1-46; 12:1-9

Memory Work:

- YOUNGER CHILDREN: “But seek first the kingdom of God...” (Matthew 6:33a).
- OLDER CHILDREN: “Set your mind on things above, not on things on the earth” (Colossians 3:2).

Personal Application:

- I must never be too busy to talk to God, or too busy to study His Word everyday.

Review Questions:

1. In what city did Mary, Martha, and Lazarus live? (Bethany)
2. Why was Martha upset during Jesus’ first visit? (Mary would not help her with the cooking; instead, she sat at Jesus’ feet listening to Him speak.)
3. What did Jesus tell Martha when she complained to Him? (That she worried about too many things, and that Mary had chosen the good part which would not be taken away from her.)
4. What had happened the next time Jesus visited Mary and Martha? (Lazarus had died.)
5. What did Jesus do? (He brought Lazarus back to life.)
6. What happened the third time Jesus came to visit Mary and Martha? (Mary took expensive oil, washed Jesus’ feet with it, and dried His feet with her hair.)

LESSON 12—PETER AND JOHN

Scripture References:

- Acts 3:1-5:42

Memory Work:

- YOUNGER CHILDREN: “[B]e brave, be strong” (1 Corinthians 16:13b).
- OLDER CHILDREN: “[B]e steadfast, immovable, always abounding in the work of the Lord” (1 Corinthians 15:58).

Personal Application:

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

Review Questions:

1. Where did Peter and John go together soon after the Church began? (The Temple in Jerusalem)
2. Who did they find at the gate? (A man who had been lame since birth)
3. What was the man doing at the gate? (He was begging for money.)

4. What did Peter tell the man? (He told him that he did not have any money, but he could do something else for him. He took his hand and told him to stand up and walk—which he did.)
5. What happened to the people that saw the miracle? (They listened to the preaching of Peter and John, and many were baptized and became Christians.)
6. Were the Jewish leaders happy with Peter and John? What did they do to them? (No. They had them put in jail. They thought that with Jesus gone, they would be too afraid to keep spreading the Gospel.)
7. What happened that night when they were in prison? (An angel of the Lord took them out of the prison and then re-sealed the doors.)
8. What did the apostles endure to spread the Gospel to all who would listen? (They endured beatings, prison, and even death.)

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



Review

New Testament 3



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

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.)

POINTS TO EMPHASIZE:

1. Review [N.T. 3 Bible Fact Flashcards](#) (provided under “N.T. 3 Bible Facts” on curriculum Website)
2. Use learning center/activities to help review.
3. Utilize the questions from Sunday's lesson to review each lesson:



