

Beginning of the Church

Acts 1:12-Acts 2:47



New Testament 4
Part 1: Disciples of the Early Church

SUNDAY MORNING

New Testament 4 [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 1:12-Acts 2:47

MEMORY WORK:

YOUNGER CHILDREN: "Repent and let every one of you be baptized" (Acts 2:38a).

OLDER CHILDREN: "Then Peter said to them, 'Repent and let every one of you be baptized in the name of Jesus Christ for the remission of sins'" (Acts 2:38a).

FOR AN ADDED CHALLENGE: Have students memorize the plan of salvation and a verse to go with each step. This can be done by the end of the quarter.

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.

- ["Who Did It First?"](#)
- ["On Pentecost"](#)
- ["Here's the Church Building"](#)
- ["What Must I Do to Be Saved?"](#)
- ["The Church Was Built by Christ"](#)
- ["The Family of God"](#)
- ["The Church"](#)
- ["Christ Built His Church"](#)
- ["On the Day of Pentecost"](#)
- ["Plan of Salvation"](#)
- ["God Built the Church"](#)

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.]
- [N.T. Disciples & Peter Bible fact cards](#) (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Pictures from your files on the Church, Pentecost, salvation
- God's Plan of Salvation (magnetic "pie slices" on which you write God's plan of



salvation; put the “pie” together as you talk about each part)

- “One Way To Heaven” in *Creative Bible Teaching, Volume I*, Sarah Richey
- “The Church of Christ—God’s Happy Family” in *Creative Bible Teaching, Volume I*, Sarah Richey
- “The Beginning of the Church” in *Creative Bible Teaching, Volume II*, Sarah Richey
- “Jesus, the Head of the Body, the Church” in *Creative Bible Teaching, Volume II*, Sarah Richey
- “Up Up and Away! with Bible Facts About the Church” in *Creative Bible Teaching, Volume II*, Sarah Richey
- Peter flannel graph

PERSONAL APPLICATION:

When I am old enough, and understand what sin, repentance, forgiveness, and a Christian’s responsibilities are, I need to be willing to obey what God tells me in the Bible, change my life (repent), and be baptized.

LESSON STARTS HERE

TEACHING ALERTS:



- Acts 2 indicates that only the 12 apostles had the tongues of fire on them (i.e., Holy Spirit baptism) at Pentecost, not any of the other disciples. Be aware that some children’s books and artwork depict other disciples, including women, with tongues of fire. See the article “[On Whom did the Tongues of Fire Rest?](#)” by Kyle Butt on the Apologetics Press Web site for more information.

INTRODUCTION: (YOUNGER CHILDREN)

Today we are going to study about something that is very important! We are going to learn about when the Church first started. We know that the Church is made up of people. It’s not a building. The Church means those who are saved or Christians. We can learn about how this happened in Acts chapter two.

INTRODUCTION: (OLDER CHILDREN)

What were some of the things that Jesus did while He was here on this Earth? What were some of the things He wanted to “accomplish” while He was here? (Prepare the apostles for what they would do after He left; prepare the people for the New Law; etc.) One of the reasons Jesus came was to establish His Church. His true Church is not a building, but the people who obey Him and become Christians. Today, we are going to learn about when His Church first started.

POINTS TO EMPHASIZE:

1. Jesus only had about three years on Earth to teach people what they needed to do to be pleasing to God. He had chosen certain men (the apostles) to carry on His work after His death. He told them to be prepared for the coming of His Church, the “kingdom of Heaven” or “kingdom of God” (Matthew 16:18,19; Mark 9:1). After Jesus was resurrected, He spent about 40 days appearing to many different people, including the apostles (1 Corinthians

15:5-7). He took advantage of this time to teach the apostles more about the Church and their part in helping others become part of it (by becoming Christians). Before Jesus went back to heaven (i.e., ascended), He told them they should stay in Jerusalem (Luke 24:49; Acts 1:4,12) and wait for special powers from the Holy Spirit (miraculous powers that would confirm the Word they spoke, just as they had for Jesus; Mark 16:20) that would help them convince others He was the Son of God. Then Jesus told the apostles that they should go to many different places in the world and preach the good news about Him to **everyone**. [The apostles would not fully understand the concept of “everyone” until divine intervention occurred for the sake of Cornelius in Acts 10.]

2. After Jesus’ ascension, the eleven remaining apostles (Judas having betrayed Jesus and killed himself) and some other disciples (including His mother Mary and His brothers) went to an upper room in Jerusalem to wait as He had told them to do. It may well have been the same upper room where He and the apostles ate their last supper together. They prayed about choosing someone to take Judas’ place. Then they chose Matthias.
3. On the Day of Pentecost, some very strange things happened:
 - A sound **like** a great rushing wind filled the house where they were.
 - The noise, **heard** by many in the city, was followed by something **seen** by everyone: “**tongues as of [like] fire**” that “rested” (“sat,” NASB) on each of the apostles.



NOTES: The word “cloven” used in the KJV to describe the “tongues” which rested on the apostles’ heads is correctly translated in the NASB as “distributing themselves.” The word comes from a Greek word meaning “to cut in pieces as a butcher does meat.” With that in mind, it seems that a “fire-like appearance presented itself at first, as it were, in a single body, and then suddenly parted in this direction and that, so that a portion of it rested on each of those present” (*Word Pictures in the New Testament*, Vol. III, p. 21).

Many in the crowd would have spoken Aramaic, in addition to the languages of their respective countries. Many were from widespread parts of the Roman Empire, and Greek was the accepted language of the Empire. It would not have surprised the multitudes to hear the apostles speak in Aramaic or Greek, but to hear their own languages so far from home—all at the same time—was astonishing.

- The apostles were “filled with” (enabled by) the Holy Spirit in a miraculous way, and they began to speak to the crowd in languages they had not been taught, languages which everyone in the crowd (from about 17 countries) **heard** and **understood**. This was yet another miracle to prove that the words of the apostles were from God, Himself.



NOTE: The ability to do miracles, like speaking in languages (tongues) that a person has not studied, could be passed on when the apostles laid their hands on others. When the apostles died, and those on whom they had laid their hands died, miracles ceased. The Word was being written down and passed on. So the miracles eventually would not be needed to confirm the message. Besides the direct gift from God to the apostles in Acts two, the only other instance of God directly giving miraculous powers to anyone in the New Testament is to Cornelius and his household in Acts 10. (There is no direct indication that they were able to pass on the ability to do miracles.) Cornelius and his household received special gifts simply to verify, to prove, that Gentiles should be accepted without reservation into the Church.



RECOMMENDED READING FOR TEACHERS: See the article titled “[Modern-Day Miracles, Tongue-Speaking, and Holy Spirit Baptism: A Refutation](#)” by Dave Miller on the Apologetics Press Web site for an in depth study of New Testament miracles and their duration in the Christian age.

- All of this happened on the Day of **Pentecost**. The apostles went outside the house and saw thousands of people who had gathered because of the loud noise they had heard. (Thousands of Jews had come from many different parts of the world to celebrate Pentecost and to worship God. Many had come for the **Passover** and stayed in town for the next feast because travel was so difficult and time-consuming.) So the apostles had a ready-made audience.

HISTORICAL NOTE: **Passover** was the most important feast of the year for Jews because it was a time to remember their ancestors’ escape from slavery, under the leadership of Moses. It was a one day feast [the 14th day of Nisan or Abib (the first month on the Jewish calendar, i.e., mid-April)], followed by seven days of the Feast of Unleavened Bread. **Pentecost** was celebrated on the 6th day of Sivan [June], 50 days after the Passover. [“Pentecost” means 50th.] It is also called the Feast of Harvests because it falls during the wheat harvest.

- Most of the people who heard them speak in their own languages were excited and amazed, but some accused them of being drunk! Peter spoke up and assured the crowd that they were not drunk. After all, it was only 9:00 in the morning. Then he began to use Old Testament prophecies from Joel and the Psalms to tell the Jews that the man Jesus, who had been crucified seven weeks before, really was the Messiah for whom they had waited so long. Weeks before, Peter had been afraid to even say that he knew Jesus. But on that day, he stood bravely before thousands and told them that **they were responsible** for Jesus’ death! He assured them that Jesus did not remain in the tomb though; God had raised Him from the dead.
- Peter wanted to make the people feel sorry for what they had done so that they would accept responsibility for their actions and change their lives. Many in the crowd believed Peter’s message which had been confirmed with miracles and were convinced they really had been responsible for the crucifixion of the Son of God. They asked him, “What shall we do?” Peter took advantage of that question to tell them to repent (change their thinking and proceed to change their actions as well) and be baptized for the remission (forgiveness, wiping away) of their sins. [Before His ascension, Jesus told the apostles to preach that very message in Matthew 28:18-20, Mark 16:15-16, and Luke 24:46-47.] That day—the Day of Pentecost—about 3,000 believed Peter’s message and were baptized into Christ. They were the first Christians [although the word “Christian” isn’t used until Acts 11:26].
- Can you imagine how excited the apostles were? Every day after that they went to the Temple area to teach other Jews about the Savior, Jesus Christ. God gave them the ability to perform miracles to further confirm their message (2:43). “And the Lord added to the church daily those who were being saved” (2:47). In a short time, there were many thousands of Christians in Jerusalem.

YOUNGER CHILDREN: MAY WANT TO SAVE THE REMAINDER OF THE LESSON FOR WEDNESDAY NIGHT



RECOMMENDED READING FOR TEACHERS: See the article titled “[Calling on the Name of the Lord](#)” by Eric Lyons on the Apologetics Press Web site for a discussion of the meaning and misunderstandings about the phrase as it is used in Acts 2:21. See also “[One Question, Three Different Answers](#)” by Eric Lyons for a study of the different answers that are given in the New Testament to the question, “What must I do to be saved?”

8. When you are old enough to understand what sin, forgiveness, repentance, and Christian responsibilities are, you can become a Christian in the same way those people (and many more) did 2,000 years ago. God has given us the same instructions in the New Testament:

Hear: Before we can obey, we have to know what God wants us to do. We listen to preachers, teachers, and parents; and we read the New Testament for ourselves (Romans 10:17; 2 Timothy 2:15).

Believe: We must believe that Jesus is God’s Son and our Savior (Mark 16:15-16; Acts 8:37; Hebrews 11:6; John 8:24).

Repent: We must change the way we think about sin and decide to change the way we live (Acts 17:30; 3:19; Luke 13:3,5; Acts 2:38; 2 Corinthians 7:9-10)

Confess: We must be willing to say with our mouths that we believe that Jesus is God’s Son (Romans 10:9-10).

Be baptized: Baptism is a burial/immersion with Christ (Romans 6:3-4; Acts 8:38; John 3:23), not having water sprinkled or poured over my head. Baptism washes away our sins and saves us (1 Peter 3:21; Acts 2:38; 22:16). Baptism clothes us with Christ (Galatians 3:27), and is the point at which we have officially chosen to submit to the authority of Christ (Matthew 28:18-20). Being baptized makes us Christians and a part of Jesus’ Church (His family, His body; Mark 16:16; Acts 2:47). [No person or group of people have the right to “vote us into the Church.” Jesus alone has the right to make us part of His body (Acts 2:47). The Church is not a group that we can “join” like a club.]

Obey God: We must do all these things and continue to do those things God expects of us as Christians and not do those things He has told us not to do (Revelation 2:10). We do them because we love our Heavenly Father and because He told us to (John 14:15)!



RECOMMENDED READING FOR TEACHERS: See the Apologetics Press booklet, [Receiving the Gift of Salvation](#), by Eric Lyons and Kyle Butt for a concise study on how to receive God’s gift of salvation.

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:

- “[Tongues of Fire Coloring Sheet](#)” (provided in activity sheets)
- Help kids make paper chains with each “step” of salvation written on a link ([provided](#) in activity sheets).
- Help kids draw an outline of their hands on pieces of paper. Write one of the steps of salvation on each finger, and “Live Faithfully” on the palm of the outlined hand.

1st-2nd Graders:

- “[Paper Chain Cutout](#)” (provided in activity sheets)
- “[Church Growth Activity Fill in the Blank](#)” (provided in activity sheets)
- Play Hang Man or Bible Word Scramble with key words from this lesson: Peter, apostles, miracle, repent, believe, baptism, sermon, etc.

3rd-4th Graders:

- Play Hang Man or Bible Word Scramble with key words from this lesson: Peter, apostles, miracle, repent, believe, baptism, sermon, etc.
- “[Paper Chain Cutout](#)” (provided in activity sheets)
- “[Church Growth Activity Fill in the Blank](#)” (provided in activity sheets)
- Give the students verses that go with the steps of salvation. Have them look up the verses and decide which step goes with each verse. You can divide the class into teams and play as a race game.
- Have the children read:
 - Acts 2
 - *Discovery* magazine: [April, 2005](#) (“The Spiritual Family of God”); [January, 2002](#) (entire issue); [February, 2006](#) (entire issue)
 - *The Pumpkin Patch Parable*, by Liz Curtis Higgs, Tommy Nelson Publishers

FINGERPLAYS:

“WHO DID IT FIRST?”

Author: Unknown*

Who preached the Gospel, (spread hands with puzzled look on your face)

The very first time? (hold up one finger)

One of the twelve apostles—Peter— (hold up one finger)

Just as Jesus had told him he would. (point upward)

And where? In Jerusalem!

“ON PENTECOST”

I have ten fingers. (hold up ten fingers)
Is that enough to show the number baptized that day? (finger to head, as if thinking)
I show three fingers. (hold up three fingers)
Then three zeroes (draw three circles in the air)
3,000 were baptized that day! (repeat number actions)

“HERE’S THE CHURCH BUILDING”

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

SONGS:

“WHAT MUST I DO TO BE SAVED?” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “Wonderful Story of Love”)

(This song works best if half of class asks questions and the other half responds.)

“What must I do to be saved?”
The question comes today.
“What must I do to be saved?
O answer me, I pray.”

The gospel of Christ, you must hear;
Believing, you then must repent.
Confess the name of our Savior,
Who down from Heaven was sent.

CHORUS:

Be bap-tized, be bap-tized,
Be baptized, from your past sins you’ll be saved.

“THE CHURCH WAS BUILT BY CHRIST” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “My Hope Is Built on Nothing Less”)

VERSE 1:

The Church was built by Christ, our Lord;
Our Father tells us in His Word.
‘Twas on the Lord’s day, this we know,
On Pentecost of long ago.

CHORUS:

'Twas built by Jesus, God's own Son,
We know that He built only one.
We know that He built only one.

VERSE 2:

Then let us worship Christ, our Lord;
As He commands us in His Word;
We'll give and teach, we'll sing and pray,
And we will worship on His day.

(CHORUS)

VERSE 3:

On the first day of every week,
Our Lord has taught us we should meet,
He gave His body; we eat the bread.
We drink the cup; His blood was shed.

(CHORUS)

“THE FAMILY OF GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: “The Farmer in the Dell”)

The family of God, the family of God,
We grow in Jesus day by day,
The family of God.

The family of God, the family of God,
We learn God's Word and pray each day,
The family of God.

“THE CHURCH” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mary Had a Little Lamb”)

On the day of Pentecost, Pentecost, Pentecost,
On the day of Pentecost, the Holy Spirit came.

Peter preached the Gospel first, Gospel first, Gospel first.
Peter preached the Gospel first.
3,000 souls were saved.

That was the day the church began, church began, church began,
That was the day the church began.
God fulfilled His promised plan.

Believe the Word and be baptized, be baptized, be baptized.
Believe the Word and be baptized.
Then God adds you to the church.

The church of Christ is not a building, not a building, not a building.
The church of Christ is not a building. It's the baptized believers inside!

“CHRIST BUILT HIS CHURCH” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “There’s a Fountain Free”)

“On this rock I’ll build, I will build my church,
And the gates of hell shall not prevail.”
Our dear Lord thus said in the long ago,
And we know this promise did not fail.

CHORUS:

“I will build, I will build my church;
I will build, I will build my church.”
And He did, yes, He built His church,
He built it for you and for me.

‘Twas at 9 o’clock on a Sunday morn,
On that Pentecost of long ago,
Peter preached to them at Jerusalem,
And the church of Christ began, we know.

(CHORUS)

“ON THE DAY OF PENTECOST” ([Click to Hear](#))

Author: Sarah Richey
(Tune: “If You’re Happy and You Know It”)

On the day of Pentecost, the church began—Acts 2!(REPEAT)
Jesus died on the tree, from my sins to set me free,
On the day of Pentecost, the church began—Acts 2!

In Jerusalem, when Peter preached the word—the first time! (REPEAT)
Many people did obey, all their sins were washed away.
In Jerusalem, when Peter preached the word—the first time!

When Peter said, “Repent and be baptized”—they obeyed! (REPEAT)
More than 3,000 souls, the Lord added to the church.
When Peter said, “Repent and be baptized”—they obeyed!

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

Author: Unknown*

(Tune: “Pop Goes the Weasel”)

Hear, believe, repent, confess,
Be baptized in the water.
Rise up again to walk with Christ,
And live like you ought too.

(REPEAT)

“GOD BUILT THE CHURCH” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mulberry Bush”)

On the day of Pentecost, Pentecost, Pentecost,
On the day of Pentecost, God built His holy Church.

He placed Jesus at the head, at the head, at the head.
He placed Jesus at the head, at the head of the Church.

Elders or shepherds lead the Church, lead the Church, lead the Church.
Elders or shepherds lead the Church, by the Word of God.

Then the deacons serve the Church, serve the Church, serve the Church.
Then the deacons serve the Church, in the Church of Christ

Teachers and preachers teach God’s Word, teach God’s Word, teach God’s Word.
Teachers and preachers teach God’s Word, in the Church of Christ.

All the members serve the Lord, serve the Lord, serve the Lord,
All the members serve the Lord, in the Church of Christ.

*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.



Beginning of the Church

Acts 1:12-Acts 2



New Testament 4
Part 1: Disciples of the Early Church

WEDNESDAY EVENING

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Acts 1:12-Acts 2:47

MEMORY WORK:

YOUNGER CHILDREN: "Repent and let every one of you be baptized" (Acts 2:38a).

OLDER CHILDREN: "Then Peter said to them, 'Repent and let every one of you be baptized in the name of Jesus Christ for the remission of sins'" (Acts 2:38a).

FOR AN ADDED CHALLENGE: Have students memorize the plan of salvation and a verse to go with each step. This can be done by the end of the quarter.

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PERSONAL APPLICATION:

When I am old enough, and understand what sin, repentance, forgiveness, and a Christian’s responsibilities are, I need to be willing to obey what God tells me in the Bible, change my life (repent), and be baptized.

INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

- Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)

YOUNGER CHILDREN: Teach the remainder of Sunday morning’s lesson:

1. When you are old enough to understand what sin, forgiveness, repentance, and Christian responsibilities are, you can become a Christian in the same way those people (and many more) did 2,000 years ago. God has given us the same instructions in the New Testament:

Hear: Before we can obey, we have to know what God wants us to do. We listen to preachers, teachers, and parents; and we read the New Testament for ourselves (Romans 10:17; 2 Timothy 2:15).

Believe: We must believe that Jesus is God’s Son and our Savior (Mark 16:15-16; Acts 8:37; Hebrews 11:6; John 8:24).

Repent: We must change the way we think about sin and decide to change the way we live (Acts 17:30; 3:19; Luke 13:3,5; Acts 2:38; 2 Corinthians 7:9-10)

Confess: We must be willing to say with our mouths that we believe that Jesus is God’s Son (Romans 10:9-10).

Be baptized: Baptism is a burial/immersion with Christ (Romans 6:3-4; Acts 8:38; John 3:23), not having water sprinkled or poured over my head. Baptism washes away our sins and saves us (1 Peter 3:21; Acts 2:38; 22:16). Baptism clothes us with Christ (Galatians 3:27), and is the point at which we have officially chosen to submit to the authority of Christ (Matthew 28:18-20). Being baptized makes us Christians and a part of Jesus’ Church (His family, His body; Mark 16:16; Acts 2:47). [No person or group of people have the right to “vote us into the Church.” Jesus alone has the right

to make us part of His body (Acts 2:47). The Church is not a group that we can “join” like a club.]

Obey God: We must do all these things and continue to do those things God expects of us as Christians and not do those things He has told us not to do (Revelation 2:10). We do them because we love our Heavenly Father and because He told us to (John 14:15)!



RECOMMENDED READING FOR TEACHERS: See the Apologetics Press booklet, *Receiving the Gift of Salvation*, by Eric Lyons and Kyle Butt for a concise study on how to receive God’s gift of salvation.

2. Explain that “the Church **of** Christ” means the Church that **belongs to** Christ. That is not the name of just another religious group. The Church is **His** people. (With YOUNGER CHILDREN use examples of things that belong to each of them and ask questions like, “Who does this Bible belong to? It’s Joe’s Bible, or the Bible of Joe.” “Who does this purse belong to?” etc.)

OLDER CHILDREN

1. Explain that “the Church **of** Christ” means the Church that **belongs to** Christ. That is not the name of just another religious group or a denomination. The Church is **His** people. This name (i.e., this description) can be found in the Scriptures (Romans 16:16), unlike names of denominational groups.
2. Explain God’s plan for the organization of the Lord’s Church. Draw the shape of a human body on the board, labeling the head “Jesus” (Colossians 1:18), and the rest of the body “members,” or “Christians.” With Jesus as the Head of the Church, the elders are His shepherds over the Church. Deacons are given responsibilities over daily things by the elders, such as the building, dispersing funds, and helping other Church members, etc. Preachers, teachers, elders, and deacons help us learn and remember God’s Word.
3. God wants every member to work together, to help one another, just as the parts of a body must work together. Your brain (head) sends signals to every other part of your body so that each part knows what to do and when to do it. If your eyes see a piece of chocolate cake on a table, and your brain tells your feet to walk to the table, you expect your whole body to move that way. If your body doesn’t do what the brain tells it to do, you know something is seriously wrong somewhere in your body. [Spend as much time as you want/can on the ways involuntary and voluntary muscles work in response to nervous system signals through the brain.] If we (the body) don’t do what Jesus (the Head) wants us to, then there is something seriously wrong within the spiritual body.



RECOMMENDED READING FOR TEACHERS: See the Apologetics Press book, *What the Bible Says About the Church of Christ* by Dave Miller for a more in depth study of the Church described in the New Testament—Christ’s Church. See also:

- “**The Unique Church**” by Dave Miller
- “**Who Are These People?**” by Dave Miller
- “**Is Denominationalism Scriptural?**” by Dave Miller
- “**Choose the God of Your Choice?**” by Dave Miller
- “**Exclusivism and Christ’s Church**” by Dave Miller

4. You can write one or more of the following acrostics on the board (or make up your own) and talk about each point, illustrating with pictures from your picture file:

C **Christ** is the head of the Church; the Church belongs to Christ (because He bought our

salvation with His blood).

H Household of faith; the family of God.

U Unique; there is only one Church (Ephesians 1:22-23; 4:4).

R Respect for elders is crucial for the spiritual health of the whole church.

C Christians who want to be like Jesus.

H Heaven—the ultimate goal of all Christians.

B Bought with a price.

O Only one Church, and we care about one another.

D Devoted to Christ, we try daily to live for Him.

Y Yield to (submit to; obey) the leaders of the church and to the instructions of Jesus, Himself. No one part of the body can have its own way or choose to do whatever it wants.

F Forgiveness; Christians forgive one another.

A Acceptance; the Church provides an atmosphere of acceptance.

M Making time for one another; we share both happy and sad times together.

I Individuals working together; we are all different and we all have different talents.

L Love for one another.

Y Young and old are important in the family of God.

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

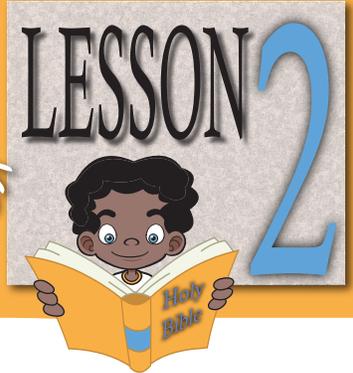
See Sunday morning's lesson

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



Ananias and Sapphira

Acts 5:1-6



New Testament 4
Part 1: Disciples of the Early Church

SUNDAY MORNING

New Testament 4 [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 5:1-6; Matthew 12:36-37; Hebrews 4:12-13; Revelation 21:8; Ephesians 4:25; Colossians 3:8-10

MEMORY WORK:

YOUNGER CHILDREN: "Do not lie to one another" (Colossians 3:9).

OLDER CHILDREN: "Therefore, putting away lying, 'Let each one of you speak truth with his neighbor,' for we are members of one another" (Ephesians 4:25).

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 Did Barnabas Do?"](#)
- ["God Hates a Lying Tongue"](#)
- ["I Will Always Tell the Truth"](#)
- ["Let's Put Away Lying"](#)
- ["Ananias and Sapphira"](#)

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.]
- [N.T. Disciples & Peter Bible fact cards](#) (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens" felt pieces

PERSONAL APPLICATION:

It is always wrong to lie. God expects me to always tell the truth.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we studied about when the Church first began. Where did the Church begin? When did it begin? Today, we are going to learn about two Christians and how they told a lie and were punished. The Bible teaches that lying is a sin, and we must always tell the truth and not lies!

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

How does it make you feel when a friend or someone in your class does something good and everybody praises him/her for it? Does it ever make you feel jealous? Do you ever think about doing something like they did so you'll get a lot of attention? Have you ever thought about lying about what you did, making what you did sound better so you'd get more praise? (Discuss this for a few minutes.) Today, we're going to learn about a couple who wanted people to praise them. So they lied about what they did. Lying is **always** wrong, and they were punished for it.

POINTS TO EMPHASIZE:

1. Many thousands of people were baptized on the day of Pentecost and during the feast days that followed. Many of those new Christians stayed a long time in Jerusalem, learning more every day from the apostles about Jesus and how they should live as His followers. The Christians ate together, prayed together, studied together, and worshipped together. And they shared what they had with one another, taking care of each other's needs.
2. Some of the Christians who lived in Jerusalem and in nearby areas sold their land and gave the money to the apostles to be used to help other Christians in need. They did it out of love for the Lord and love for their brothers and sisters in Christ. The Lord's Church is a family, and members of a family take care of one another.
3. A Christian named Joses (a Levite, from the island of Cyprus) sold some property that he owned and brought the money to the apostles. This was the first of many times that this special man would help and encourage others. In fact, he became known as Barnabas, which means "Son of Encouragement."
4. Acts 5 tells us about two other Christians (a man and his wife) in the Jerusalem church who decided to follow Barnabas' example and sell some property. Their names were Ananias and Sapphira. They sold their land, but, before taking the money to the apostles, decided they would lie about how much profit they had made. There was no reason for them to lie. No one was forcing them to sell their property in the first place, and they did not **have** to give away **all** their profit. Apparently they were jealous of the attention given to others who had sold land and wanted to receive some public recognition for their "generosity." They wanted to be "seen by men" (an attitude condemned by Jesus in Matthew 5:20 and 6:1-6).
5. When Ananias went to the apostles to give them the money, he told them that the money he was giving was **all** their profit from the sale of their land. But God helped Peter to know Ananias was lying. Peter told Ananias that he was not only lying to the apostles, but more importantly, he was lying to God. Instantly, Ananias fell down dead! Younger men who were there with the apostles carried out the body and buried it.



RECOMMENDED READING FOR TEACHERS: See the article “[Capital Punishment and the Bible](#)” by Dave Miller on the Apologetics Press Web site for a discussion about what God thinks about capital punishment according to the Bible.

6. About three hours later, Sapphira came to the apostles looking for her husband. Peter asked her, “Tell me if you sold the land for such and such a price” (the price which Ananias told them). She said the same thing as Ananias because they had agreed to lie. Peter said that because she committed the same sin as her husband, she would suffer the same punishment, and immediately, Sapphira fell down dead, too. The younger men returned from burying Ananias just in time to find his wife and take her body out for burial as well. [They apparently owned no family tomb, or perhaps a family tomb was part of the property they had sold.]
7. Acts 5:11 says that “great fear came upon the whole church” when the news spread about this couple’s deaths. Their punishment was an example to all the Christians how important honesty is to God and how important our examples are to others. Ananias and Sapphira were not acting or thinking like Jesus would; they were only pretending to be like Jesus (being hypocrites). Doing what God wanted them to do was not as important to them as doing what **they** wanted to do.
8. When we lie, people will think we cannot be trusted because we aren’t always honest. When others know we lie sometimes, they cannot know when we are lying and when we are telling the truth at other times. So it makes them not trust us altogether. We can’t be a good example to others (we certainly aren’t acting like Jesus) if we tell lies.
9. When we lie to others, we also lie to God, and that makes Him very sad. God hates lies and has promised to punish liars as severely as murderers (Revelation 21:8). Jesus said that we will answer to God for every word we speak. He knows when we lie, even if no one else does. Sometimes telling the truth may mean we get into trouble, but we should never lie just to stay out of trouble.



RECOMMENDED READING FOR TEACHERS: See the article “[Political Correctness and ‘Bashing’](#)” by Dave Miller on the Apologetics Press Web site for a discussion of the importance of confronting sin, even publically when necessary, and even when it is not “politically correct.”

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:

- “[Ananias and Sapphira Coloring Sheet](#)” (provided in activity sheets)
- Explain how we are transparent to God. He knows everything, including what we are thinking. Pass out 3x5 white cards. Have each child write his name and draw a heart with a white crayon. Mix up the cards. Discuss how we can’t see which card is which, but God can. Take a marker and color over each of the cards. Each name will show up. Explain that God can see what we can’t.
- Truth Bowling: Set up a small “tower” of cups. Make up scenarios where a child might be tempted to lie (especially for personal gain). Have enough scenarios where there are two for each child. Ask each child in turn what he should do if he was in that scenario. If he gets the correct answer, allow him to roll a ball at the tower to try to knock it down. Rebuild the tower between rolls.

1st-2nd Graders:

- “[Ananias and Sapphira Word Search](#)” (provided in activity sheets)
- “[Ananias and Sapphira Crossword Puzzle](#)” (provided in activity sheets)
- Explain how we are transparent to God. He knows everything, including what we are thinking. Pass out 3x5 white cards. Have each child write his name and draw a heart with a white crayon. Mix up the cards. Discuss how we can't see which card is which, but God can. Take a marker and color over each of the cards. Each name will show up. Explain that God can see what we can't.
- You can also use a white crayon to write the memory verse on white paper, then color over it with a marker and it will show up.

3rd-4th Graders:

- Help students use concordances to find more scriptures about lying.
- “[Ananias and Sapphira Word Search](#)” (provided in activity sheets)
- “[Ananias and Sapphira Crossword Puzzle](#)” (provided in activity sheets)
- Explain how we are transparent to God. He knows everything, including what we are thinking. Pass out 3x5 white cards. Have each child write his name and draw a heart with a white crayon. Mix up the cards. Discuss how we can't see which card is which, but God can. Take a marker and color over each of the cards. Each name will show up. Explain that God can see what we can't.
- Can also use a white crayon to write the memory verse on white paper, then color over it with a marker and it will show up.
- Have the children read the following:
 - The following *Discovery* magazine articles on lying: [March, 2004](#) (“The Trouble with Lying”) and [May, 2009](#) (the entire issue)
 - *Piglet Tells the Truth*, by Mary Manz Simon, Standard Publishing

FINGERPLAYS:

“WHAT DID BARNABAS DO?”

There goes Barnabas, (walk fingers away)
To sell his land, to buy food for the poor. (hold palms open)
Here comes Barnabas, (walk fingers back)
With the money, (cup hands as if holding coins)
To put at the apostles' feet. (pretend to empty cupped hands)

Ananias and Sapphira went to sell their land. (walk fingers away)
They wanted to show off. (put fingers to chest as if to show off)
They came back, (walk fingers back)
With only some of the money. (pretend to divide money)
They lied to God, (point to mouth, then shake finger)
And God was sad. (make sad face).

POEM:

“GOD HATES A LYING TONGUE”

Author: Lora Laycook
(Illustrate with pictures)

I know God hates a lying tongue, and I should honest be.
I'll tell the truth to all my friends and happy they will be.
I know that God will hear my prayer;
He'll make me brave and strong.
He'll help me say the things I should,
And keep me from doing wrong.

SONGS:

“I WILL ALWAYS TELL THE TRUTH” ([Click to Hear](#))

Author: Rhonda Thompson
(Tune: “Row, Row, Row Your Boat”)

I will tell the truth, every single day.
When I'm at home or I'm at school, even when I play.

Jesus knows about, every word I say,
I won't use words that make Him sad or hurt my friends today.

“LET'S PUT AWAY LYING” ([Click to Hear](#))

Author: Rhonda Thompson
(Tune: “On Top of Old Smokey”)

Let's put away lying, and speak only the truth,
'Cause if we love Jesus, our words are the proof.

If we are not honest, telling lies “big” and “small,
We become like the devil, the worst liar of all.

“ANANIAS AND SAPPHIRA” ([Click to Hear](#))

Author: Rhonda Thompson
(Tune: “Clementine”)

Ananias and Sapphira chose to sell some land they owned.
But they lied to the apostles, and they lied to God above.

Be truthful to one another; keep your tongue from speaking lies.
Never lie when you're in trouble. Oh, be careful what you say!

Is it ever, is it ever, okay for me to lie?
No, it's never, never ever, okay for me to lie.

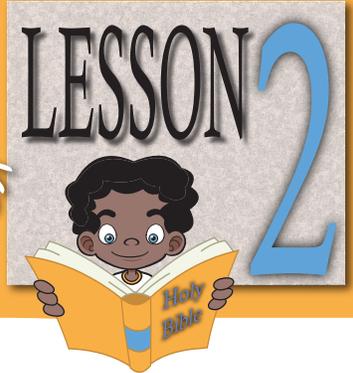
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Ananias and Sapphira

Acts 5:1-6



New Testament 4
Part 1: Disciples of the Early Church

WEDNESDAY EVENING

New Testament 4 [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 5:1-6; Matthew 12:36-37; Hebrews 4:12-13; Revelation 21:8; Ephesians 4:25; Colossians 3:8-10

MEMORY WORK:

YOUNGER CHILDREN: "Do not lie to one another" (Colossians 3:9).

OLDER CHILDREN: "Therefore, putting away lying, 'Let each one of you speak truth with his neighbor' for we are members of one another" (Ephesians 4:25).

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 Did Barnabas Do?"](#)
- ["God Hates a Lying Tongue"](#)
- ["I Will Always Tell the Truth"](#)
- ["Let's Put Away Lying"](#)
- ["Ananias and Sapphira"](#)

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.]
- [N.T. Disciples & Peter Bible fact cards](#) (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens" felt pieces

PERSONAL APPLICATION:

It is always wrong to lie. God expects me to always tell the truth.



INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)
2. Remind the children that Jesus called the devil “the father of lies” (John 8:44) because he was the first liar. He told Eve that she would not die by eating the forbidden fruit. He encouraged Eve to disobey God (to sin) and then to try to escape the consequences. He has been doing the same thing to people ever since.
3. Discuss briefly the numerous Bible characters who lied and the consequences of their lies. Examples:
 - Laban (Genesis 29:1-30). His lies caused a terrible division in the family of Jacob.
 - Old prophet who lied to a younger prophet, convincing him to disobey God (1 Kings 13:7-24). God caused a lion to kill the younger prophet for disobeying Him.
 - Jewish leaders told Roman guards to lie about Jesus’ body “disappearing” (Matthew 28:11-15). Many Jews believed that lie for a long time.
 - Peter lied three times about knowing Jesus (Matthew 26:69-75). He was terribly sad about his lies and would never forget them. (1 Peter 2:1).
 - Jacob lied to his father Isaac, saying he was Esau (Genesis 27). The descendants of the two brothers were at war for centuries.
 - Laban lied to Jacob, giving him Leah as wife instead of Rachel (Genesis 29). Jacob had to work for Laban 14 years in all to have Rachel.
4. Jacob’s 10 sons led him to believe that Joseph was dead, and Jacob mourned for Joseph for many years and never went to rescue him, not knowing he was alive (Genesis 37). This can lead into a discussion that even when we don’t actually **tell** a lie, if we let someone believe what is untrue, it can be just as bad as lying (e.g., Abraham and Abimelech; Genesis 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):

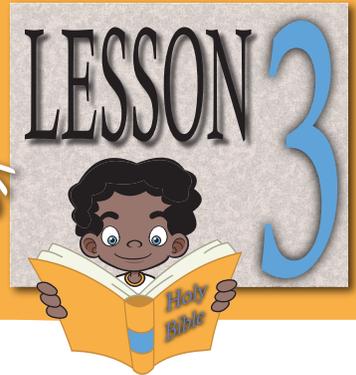
See Sunday morning’s lesson

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Special Men for a Special Service

Acts 6:1-7



New Testament 4
Part 1: Disciples of the Early Church

SUNDAY MORNING

New Testament 4 [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 6:1-7; 1 Timothy 3:8-13

MEMORY WORK:

YOUNGER CHILDREN: "[T]hrough love serve one another" (Galatians 5:13).

OLDER CHILDREN: "[L]et each esteem others better than himself" (Philippians 2:3b, NASB).

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.

Use songs and fingerplays from previous lessons in this unit.

- ["Make Me a Servant"](#)

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.]
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- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces to represent the seven men chosen
- Pictures or drawings to illustrate qualifications of elders and deacons
- Pictures of the elders and deacons in your congregation

PERSONAL APPLICATION:

Elders and deacons are special servants in the church. I should show them respect and help them take care of others. I can learn to be a servant (helper), too.



INTRODUCTION: (YOUNGER CHILDREN)

We have been learning about the book of Acts. In Acts chapter 6, we can read about seven men who were chosen to be special helpers in the church. They were to serve others. We need to always try to find ways that we can help other people.

INTRODUCTION: (OLDER CHILDREN)

Review last Sunday's lesson.

How many of you like to help others? (Discuss ways we help others.) We should always be helping others, especially in the Church. Even though we should all be helpers, there are special jobs created by God in the Church. Today, we are going to learn about men who were chosen to be servants in specific ways.

LESSON STARTS HERE

POINTS TO EMPHASIZE:

1. After Pentecost many new Christians, from all parts of the world, stayed in Jerusalem. They all shared what they had with one another. Some, like Barnabas, sold their land and gave the money to the apostles to buy food for those in need. Among those who stayed in Jerusalem and needed help, were "Grecian" (or "**Hellenistic**") Jews. As the food was distributed, some of the Grecian **widows** were not getting what they needed; they asked the apostles for help.
2. The apostles wanted to help, but they didn't want to take away any of the time they had to preach and teach about Jesus. So they asked the other church members ("the congregation of the disciples") to choose seven men with good reputations and strong faith to be special servants. The congregation chose Stephen, Philip, Prochorus, Nicanor, Timon, Parmenas, and Nicolas.



NOTES:

Hellenistic Jews—Jews who spoke Greek and practiced Greek customs, or Jews who were actually from Greece but were living in Palestine.

Widow—a woman whose husband has died

3. The apostles "laid their hands on" these seven men to give them the ability to perform miracles. Remember that miracles (in both the Old and the New Testaments) had a specific purpose: to prove that their message (spoken by prophets, teachers, apostles, etc.) was from God.
4. Sometimes these seven men are considered to be the first deacons in the Church. Although they are not called deacons in Acts 6, the Greek word *diakonia* (which means "to serve") is used to describe what they were to do (6:1-2). They were chosen to be special servants, to help people who could not repay them or return the favor. These men helped others because they cared about others and because they loved the Lord.
5. Elders are also special servants and leaders in a congregation. Elders and deacons are to help other church members and to be good examples. We should show them respect and help them by being willing to serve others, too. They are working to help our church family to go to heaven.

OLDER CHILDREN: In 1 Timothy 3 and Titus 1, Paul tells us what kind of men should serve the Church as deacons and elders. [Go over these qualifications/characteristics with your 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):

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

Ages 2-5:

- “[First Deacons Coloring Sheet](#)” (provided in activity sheets)
- Write thank you notes to the elders and deacons of your congregation and have the children write their names on the cards and/or decorate the cards.
- Using paint, place the child’s handprints on a piece of cardstock that has the memory verse or “Helping Hands” typed/written on the sheet. (The teacher may need a helper for this activity.)
- Make a matching game with the elders’ and deacons’ names and photos.

1st-2nd Graders:

- Play [Tic-Tac-Toe](#) using review questions about [this lesson](#) and previous lessons (board provided in activity sheets).
- “[Qualifications of Deacons Fill in the Blank](#)” (provided in activity sheets)
- “[Qualifications of Deacons True or False](#)” activity (provided in activity sheets)
- “[Deacons Word Search](#)” (provided in activity sheets)
- Make a matching game with the elders’ and deacons’ names and photos.
- Have children write thank you notes to the elders and deacons of your congregation.

3rd-4th Graders:

- Play [Tic-Tac-Toe](#) using review questions about [this lesson](#) and previous lessons (board provided in activity sheets).
- Have children write thank you notes to the elders and deacons of your congregation.
- “[Qualifications of Deacons Fill in the Blank](#)” (provided in activity sheets)
- “[Qualifications of Deacons True or False](#)” activity (provided in activity sheets)
- “[Deacons Word Search](#)” (provided in activity sheets)
- Have the children read:
 - 1 Timothy 3; Titus 1
 - “Special Servants: Deacons” *Discovery* magazine article, [October, 2012](#)

SONGS AND FINGERPLAYS:

Use songs and fingerplays from previous lessons.

“MAKE ME A SERVANT” ([Click to Hear](#))

Author: Unknown*

Make me a servant,
Lord, make me like you.
For you are a servant,
Make me one, too.

Make me a servant,
Do what you must do.
To make me a servant,
Make me like you.

*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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Special Men for a Special Service

Acts 6:1-7



New Testament 4
Part 1: Disciples of the Early Church

WEDNESDAY EVENING

New Testament 4 [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 6:1-7; 1 Timothy 3:8-13

MEMORY WORK:

YOUNGER CHILDREN: "[T]hrough love serve one another" (Galatians 5:13).

OLDER CHILDREN: "[L]et each esteem others better than himself" (Philippians 2:3b, NASB).

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.

Use songs and fingerplays from previous lessons in this unit.

- ["Make Me a Servant"](#)

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.]
- [N.T. Disciples & Peter Bible fact cards](#) (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces to represent the seven men chosen
- Pictures or drawings to illustrate qualifications of elders and deacons
- Pictures of the elders and deacons in your congregation

PERSONAL APPLICATION:

Elders and deacons are special servants in the church. I should show them respect and help them take care of others. I can learn to be a servant (helper), too.



INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)

Remind the children that the early Christians cared about one another, loved one another, and helped one another, and we should do the same. Remind them of ways your congregation has reached out to members in need, etc. Talk to them about ways they can help others.

OLDER CHILDREN: Help them look up “one another” passages in concordances. **Or** give them slips of paper with several “one another” passages; tell them to find each scripture and place their finger on the passage when they find the verse. Let them race against one another to find all the passages (or time them as they find the passages).

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

See Sunday morning’s lesson.

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Stephen

Acts 6:7-15; 7:1-60



New Testament 4
Part 1: Disciples of the Early Church

SUNDAY MORNING

New Testament 4 [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 6:7-15; 7:1-60; 8:1-2; Matthew 6:10-12; Hebrews 11:35-40; 2 Corinthians 11:22-33

MEMORY WORK:

YOUNGER CHILDREN: "I am not ashamed of the gospel of Christ" (Romans 1:16a).

OLDER CHILDREN: "For I am not ashamed of the gospel of Christ, for it is the power of God to salvation for everyone who believes, for the Jew first and also the Greek" (Romans 1:16).

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

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

- ["I'm a Hard Fighting Soldier on the Battlefield"](#)
- ["This Little Christian Light of Mine"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces

PERSONAL APPLICATION:

Some people may make fun of me for believing in Jesus, but I won't be afraid or embarrassed to tell others about Him.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we learned about the seven men chosen to serve the Church in a special way. A man named Stephen was one of the men chosen. He was a great man, and we are going to study about him and how he wanted to teach others about Jesus no matter what happened to him. He was very brave. We also must tell others about Jesus and do the right thing even when it is the hard thing to do.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Have you ever been made fun of for going to Bible class or worship services? Have you ever been teased because you believe in Jesus? That's hard to bear sometimes. Today, we are going to learn about a man who wanted to teach about Jesus no matter what happened to him. He was so brave that even when his life was threatened, he kept teaching about Jesus. We may never face persecution like that, but we may be teased and made fun of. We should not let that stop us; we should always tell others about Jesus, even when it's hard.

POINTS TO EMPHASIZE:

1. Stephen was one of the seven men chosen by the Christians in Jerusalem to be a special servant (deacon). He was chosen to help the widows who did not have enough food (Acts 6:1-6) in the weeks that followed the beginning of the Church on Pentecost. Stephen was a well-educated young man, a young Christian who was said to be "full of faith and filled with [controlled by] the Holy Spirit." He was a very spiritually minded man who wanted to do all he could for the Lord and the Lord's Church.
2. Stephen spent much of his time teaching about Jesus and performing miracles. One day when Stephen was teaching in the synagogue, a group of Jews, from several different places outside of Jerusalem, angrily argued with him. They did not want to hear about Jesus and did not want others to hear either. They were afraid that they would lose their influence and power if many people became followers of Jesus (i.e., Christians). Nothing the Jews said or did could stop Stephen from preaching or others from listening. So they convinced some men to lie about Stephen and accuse him of **blasphemy** against Moses and God.



Blasphemy: "to spurn or treat with contempt...to slander or speak lightly of the sacred; slanderous, abusive, and damaging speech" (*Expository Dictionary of Bible Words*, L.O. Richards, p. 131). Since the Jewish leaders refused to accept the divinity of Jesus, anyone who taught that He was the Son of God or performed miracles in His name was considered guilty of treating Almighty God with contempt. To blaspheme Moses was to have the same contempt and disrespect for him and for the Law which God established to set the Jews apart from all other nations.

3. The Jewish leaders grabbed Stephen and took him by force to the Jewish court called the Sanhedrin. The men who lied about Stephen testified before the court. Then Stephen was given the opportunity to speak. He was not afraid of these men who had also mistreated Jesus. Acts 6:17 tells us that his face looked "like the face of an angel."

**NOTES:**

The Sanhedrin was made up 72 men, and could make judgments about religious matters instead of turning the problem over to the Romans.

Most commentators do not think that the phrase “face of an angel” indicated a supernatural glow, but rather, obvious confidence on his face.

- Acts 7 is Stephen’s speech or sermon; it is the longest sermon in the book. He spoke to the court about some of the most important events and people in Jewish history. He told the Jews that throughout their history, their ancestors refused to follow those chosen by God to lead them. They rejected God’s promises over and over. They even refused to listen to Moses and others who told them about the coming Messiah.



RECOMMENDED READING FOR TEACHERS: See the articles “[Jacob’s Journey to Egypt](#),” “[How Many of Jacob’s Descendants Moved to Egypt?](#)” and “[Was Moses Ineloquent or ‘Mighty in Words?’](#)” by Eric Lyons on the Apologetics Press Web site for discussions about alleged biblical discrepancies from this section of Scripture.

- At the end of his speech, Stephen told the Jewish leaders that they were stubborn people, like their ancestors, because they refused to follow God’s Son. He called them murderers because they had killed Jesus, the last Prophet and the Savior Who was sent by God, just as their ancestors killed the prophets whom God had sent before (See Jesus’ similar comments in Matthew 23:34-36). When the men heard Stephen call them murderers and accuse them of not obeying God, they became very angry. He looked toward heaven and told them that he could see Jesus standing at the right hand of God. This made the Jews even angrier. They rushed toward him, dragged him outside the city, and stoned him to death. Standing to the side, holding the coats of those throwing rocks, was a man named Saul of Tarsus.



NOTES: It was against Jewish law to carry out an execution inside the gates of their holy city.

- As Stephen was dying, he asked God to forgive the angry mob, just as Jesus had done from the cross. After Stephen’s death, there was a terrible sadness among the Christians in Jerusalem. This was a turning point in the history of the Church. The Jews made their rejection of Jesus and the Gospel very clear, and persecution of Christians began in earnest. Most of the Christians, except for the apostles, left Jerusalem. Everywhere they went, they taught others about Jesus. So the Church continued to grow, and the Gospel was spread to many places all over the world—because of and in spite of persecution.
- Until this time, the apostles were the ones being persecuted. Now all Christians had to decide how much their faith meant to them and whether or not they would remain faithful. At some point, each of us may have to stand up for what is right and not be ashamed that we believe in Jesus. We probably won’t be faced with death, like Stephen was, but we will often be in situations where people make fun of us or try to get us to do something we know God would not want us to do. No matter what other people say about us or do to us, we must never be afraid to tell others that we believe in Jesus, or be embarrassed to do what He wants us to do.

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:

- “[Stephen 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.
- Write key words from this lesson and previous lessons on large cards. Go over each word with the children. Then write each word on the board, with certain letters missing. Let children fill in the blanks and tell what they remember about the word.
- Spend time talking about deacons and how they are servants for the Lord.
- Show pictures of the deacons in your congregation.
- Play the matching game from last week with the pictures of the elders and deacons.

1st-2nd Graders:

- 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.
- Play Bible Alphabet Soup: Give each student or group of students a set of alphabet letters (bought or cut out) and have them spell the answers. This can be a race. Use questions like the following:
 - Who wrote the book of Acts?
 - Who held the coats of those who stoned Stephen?
 - “I am not ashamed of the _____.”
 - How did Stephen die? He was _____.
 - Who were responsible for killing Jesus and Stephen?
 - In Acts 6, Stephen was chosen to help care for _____.
 - Stephen was chosen to be one of the first _____.
 - What N.T. book tells us about the beginning of the Church?
- “[Stephen Acronym Activity](#)” (provided in activity sheets)
- “[Stephen Matching Activity](#)” (provided in activity sheets)
- “[Stephen Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Play Bible Alphabet Soup: Give each student or group of students a set of alphabet letters (bought or cut out) and have them spell the answers. This can be a race. Use questions like the following:
 - Who wrote the book of Acts?
 - Who held the coats of those who stoned Stephen?
 - “I am not ashamed of the _____.”
 - How did Stephen die? He was _____.

- Who were responsible for killing Jesus and Stephen?
- In Acts 6, Stephen was chosen to help care for _____.
- Stephen was chosen to be one of the first _____.
- What N.T. book tells us about the beginning of the Church?
- “[Stephen Acronym Activity](#)” (provided in activity sheets)
- “[Stephen Matching Activity](#)” (provided in activity sheets)
- “[Stephen Word Search](#)” (provided in activity sheets)
- Have the children read scriptures about persecution: Daniel 3:18; Acts 16:25; 1 Samuel 19:10-11; Matthew 5:44; 1 Peter 4:16; Daniel 6:14; Acts 12:2. Talk about how each Bible character handled persecution.
- Have the children read *Discovery* magazine articles: “Lions and Tigers and Christians,” [August, 2000](#); “Saul the Enemy of Christ,” [May, 2007](#)

SONGS:

“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.

“THIS LITTLE CHRISTIAN LIGHT OF MINE” ([Click to Hear](#))

Author: Unknown*

This little Christian light of mine,
I’m gonna let it shine.
This little Christian light of mine,
I’m gonna let it shine.
This little Christian light of mine,
I’m gonna let it shine,
Let it shine, all the time, let it shine.

All around the neighborhood,
I’m gonna let it shine.
All around the neighborhood,
I’m gonna let it shine.

All around the neighborhood,
I'm gonna let it shine,
Let it shine, all the time, let it shine.

Hide it under a bushel? No!
I'm gonna let it shine.
Hide it under a bushel? No!
I'm gonna let it shine.
Hide it under a bushel? No!
I'm gonna let it shine,
Let it shine, all the time, let it shine.

Won't let Satan [blow on finger] it out.
I'm gonna let it shine.
Won't let Satan [blow on finger] it out.
I'm gonna let it shine.
Won't let Satan [blow on finger] it out.
I'm gonna let it shine,
Let it shine, all the time let it shine.

*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.



Stephen

Acts 6:7-15; 7:1-60



New Testament 4
Part 1: Disciples of the Early Church

WEDNESDAY EVENING

New Testament 4 [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 6:7-15; 7:1-60; 8:1-2; Matthew 6:10-12; Hebrews 11:35-40; 2 Corinthians 11:22-33

MEMORY WORK:

YOUNGER CHILDREN: "I am not ashamed of the gospel of Christ" (Romans 1:16a).

OLDER CHILDREN: "For I am not ashamed of the gospel of Christ, for it is the power of God to salvation for everyone who believes, for the Jew first and also the Greek" (Romans 1:16).

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

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

- ["I'm a Hard Fighting Soldier on the Battlefield"](#)
- ["This Little Christian Light of Mine"](#)

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.]
- [N.T. Disciples & Peter Bible fact cards](#) (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces

PERSONAL APPLICATION:

Some people may make fun of me for believing in Jesus, but I won't be afraid or embarrassed to tell others about Him.



INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)
2. With OLDER CHILDREN, spend more time talking about how we can handle **persecution**. For example, write situations on strips of paper and put them in a can or jar. Let each child draw out a strip of paper and then discuss what might be the best way to handle the problem.



Persecution: the abuse of others (in words or actions) because of their religious beliefs

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.



Simon the Sorcerer

Acts 8:4-25



New Testament 4
Part 1: Disciples of the Early Church

SUNDAY MORNING

New Testament 4 [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 8:4-25; 1 John 1:6-10; 2:1-2; Psalm 103

MEMORY WORK:

YOUNGER CHILDREN: “[God] is faithful and just to forgive us our sins” (1 John 1:9b).

OLDER CHILDREN: “If we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness” (1 John 1:9).

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 Must I Do to Be Saved?”](#)

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.]
- [N.T. Disciples & Peter Bible fact cards](#) (provided under “N.T. 4 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:

When Christians do something wrong, we know that God will forgive them when they admit what they did, say they are sorry, and try not to make the same mistake again.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

We have been learning about things that happened when the Church first began. The apostles and other Christians were teaching about Jesus and many people were baptized. Today, we are going to learn about a man named Simon and how he did not fully understand what being a Christian was all about.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Have you ever been taught something and thought you really understood it, only to find out later that you didn't quite have it right (maybe how to do some math, etc.)? Today we're going to learn about a man who became a Christian, but still did not really understand what it was all about and made a big mistake.

POINTS TO EMPHASIZE:

1. After Stephen's death, the early Christians were scattered to many different places. Some of them, including Philip, went to **Samaria** to teach about Jesus. [Remind older children that Jesus had taught the Samaritan woman at the well and her neighbors.] Philip was one of the men who had been chosen to help the needy widows in Acts 6. He also became an important **evangelist** (Acts 21:8) for the early Church.



HISTORICAL NOTE: Samaria: the name of the middle province of Palestine in New Testament times. It was also the name of the capital city of the Kingdom of Israel, built by King Ahab. After the Assyrian conquest in 722 B.C., most of the Jews living in the area were transported to other areas in the Assyrian empire. People from other areas were brought into Palestine; they intermarried with the remaining Jews. The **Samaritans** were considered “half-breeds” and “dogs” by the Jews; both groups hated one another. The Samaritans worshipped on Mt. Gerazim, instead of in Jerusalem, and accepted only the five books of Moses as authoritative. [See the article “[Samaria](#),” p. 27 in the April, 2014 issue of *Discovery* magazine, for more on Samaria.]



NOTE: Because of the centuries of hatred toward one another, for Philip, a Jew, to go into Samaria was remarkable. Perhaps some remembered hearing about Jesus from His earlier visit (John 4) or had heard the news of His ministry and crucifixion. Nonetheless, it would have been a “hard pill to swallow” for the Samaritans to think that their eternal destinies depended on a Jew. It may have appeared to them, as it did to some Jewish Christians later, that they needed to convert to Judaism before becoming Christians. That would have been tantamount to turning their backs on their own people and their heritage. And for some Jewish Christians, allowing Samaritans to have any part in “their Messiah” would have been a betrayal of **their** heritage and **their** people. Thus, it was important for the leadership in Jerusalem to send Peter and John to lend support to Philip's cross-cultural ministry and to try to quell any opposition from Jewish Christians.



Evangelist: one who preaches or evangelizes to others

2. God gave Philip the ability to perform miracles so that the Samaritans would believe that the words he spoke were from God (Mark 16:20). Because Philip did so much good for the people, there was “much rejoicing in the city.” Many people in Samaria became Christians. Peter and John came from Jerusalem to pray with these new Christians. They laid hands on them to give them the ability to do miracles and speak in other languages. As they spread the Gospel, they would use miraculous gifts, as did the apostles and others, to prove that their teachings were from God.



RECOMMENDED READING FOR TEACHERS: See the article “[Modern-Day Miracles, Tongue-Speaking, and Holy Spirit Baptism: A Refutation](#)” by Dave Miller on the Apologetics Press Web site for an in depth study on those topics.

3. One man who was baptized was named Simon. He was a famous magician (sorcerer). He claimed to be “someone great” (Acts 8:9), and all the people called him “the Great Power of God” (vs.10). He did not refuse their adoration as the apostles did (3:11ff., 14:11ff.). He was amazed at the things Philip was able to do. When he saw what other Christians could do after Peter and John “laid hands on them,” he was even more amazed. He wanted to be able to do the same kinds of miracles that Philip could do, and he wanted to be able to give the miraculous gifts to others, as the apostles did. He thought that maybe he could **buy** these abilities. After all, he had been able to buy magic potions and make money by deceiving people with tricks.



RECOMMENDED READING FOR TEACHERS: See the article “[Exorcism, Demons, Witchcraft, and Astrology](#)” by Dave Miller on the Apologetics Press Web site for an in depth study on those topics.

4. Peter told Simon the sorcerer that his money was worthless. No one could do miracles unless **God** wanted them to, and no one could **buy** the ability to do miracles. Peter told him, “Your heart is not right before God. Repent of this wickedness and pray.” Suddenly Simon understood what a terrible mistake he had made and how badly he had misunderstood the purpose of the miracles—and his commitment to Christ. Simon repented and asked Peter to pray for him. [Review the meaning of repent, i.e., completely changing your thinking so that you change the direction of your life; make a complete about-face.]
5. Simon believed and was baptized, but he obviously didn’t have a clear understanding of what being a Christian was all about. Even Christians do things that are wrong sometimes. But God has promised that if Christians repent and ask for forgiveness, He will forgive them and help them to do better. Christians are not perfect people. They are just people trying to follow Jesus; we are grateful that God forgives and wants to help us do better. [With OLDER CHILDREN, read 1 John 1:6-10.]



NOTE: Some commentators do not believe that Simon’s conversion was genuine. Many believe in the doctrine known as “Once Saved Always Saved,” which means that after a person becomes a Christian, he cannot so sin as to fall away and be lost again. If that doctrine were true (and it is not—cf. “[God’s Love and Christian Perseverance](#)” by Eric Lyons on the Apologetics Press Web site), Simon could not have yet become a Christian before he was rebuked by Peter in Acts 8:22-24. Peter’s rebuke was a clear statement about the wicked spiritual state of Simon, and the fact that he was in an unforgiven state. If Simon was already a Christian by that point, then “Once Saved Always Saved” is false.

Before Peter’s rebuke, the text says that, like the others that were becoming Christians in Samaria, “Simon himself also **believed** and...was **baptized**” (Acts 8:13)—the prescription given by Jesus for being saved (Mark 16:16). So it is clear that Simon did in fact become a Christian prior to Peter’s rebuke and yet had fallen out of grace in the intervening period between his conversion and the unspecified period of time that “he continued with Philip” (Acts 8:13) before he was rebuked by Peter. Sadly, uninspired Church history records that he may have gone on to be a terrible influence on the Church, buying and selling important positions in the Church, a practice which is known as “simony.”

This account is important because it demonstrates again the temporary nature and selective giving of miraculous abilities. Philip could not pass on miraculous gifts; only the apostles could do so. Simon desired this ability, but did not receive it. Indeed, Peter declared to him: “You have neither part nor portion in this matter” (Acts 8:21). Therefore, when the apostles died, the ability to pass on miraculous gifts ceased.

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:

- “[Simon the Sorcerer Coloring Sheet](#)” (provided in activity sheets)
- Make sight word cards using key words from this and previous lessons (Simon, Philip, Peter, John, miracle, repent, etc.). Hide the same words around the classroom before class. After you have gone over each word with the children, let them go on a “scavenger hunt” to find the words in your classroom. For each card a child finds, he must tell something about that word/person.
- Have students share a time when they did something wrong and tell how they felt after they did it. Also ask if they apologized for the wrongdoing.
- “[Plan of Salvation](#)” (provided in activity sheets)

1st-2nd Graders:

- Make word cards of names of key people in this and previous lessons; make sets of cards for two or three teams. Divide the class into two or three teams. Give them one or two minutes to alphabetize the cards. Then the winning team should tell something about each person named on the cards.
- Play Hang-Man with names/words from this and previous lessons.
- Have the kids sit in a circle. Play Toss Across with a foam ball: Tell the kids you will start

with the name of one New Testament book, then toss the ball to another student who must say the name of the next book before tossing the ball to another student. The game continues until all the books of the New Testament have been said in order.

- Learning center about sorcery and witchcraft
- “[Simon the Sorcerer Crossword Puzzle](#)” (provided in activity sheets)
- “[Simon the Sorcerer Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Write each of the “[steps of salvation](#)” on a separate slip of paper, along with an appropriate scripture. Make a set of these slips of paper for every student in your class. Using an egg timer or stop watch, give them a certain amount of time to find each scripture and place the appropriate slip of paper in their Bibles.
- Play Hang-Man with names/words from this and previous lessons.
- Have the kids sit in a circle. Play Toss Across with a foam ball: Tell the kids you will start with the name of one New Testament book, then toss the ball to another student who must say the name of the next book before tossing the ball to another student. The game continues until all the books of the New Testament have been said in order. Then challenge the kids to do the same with the Old Testament books.
- Learning center about sorcery and witchcraft
- “[Simon the Sorcerer Crossword Puzzle](#)” (provided in activity sheets)
- “[Simon the Sorcerer Word Search](#)” (provided in activity sheets)
- Have the children read the following:
 - *Discovery* magazine ([June, 2005](#))—“What Does It Mean to Repent?”—p. 42, “You Can Be Forgiven—If You Repent!”—p. 44, “Repent and Pray”—p. 45
 - *Discovery* magazine ([July, 2013](#))—“Simon, the Street Magician” and “What is the Difference Between Miracles and Magic?”
 - *Oops! I Made a Mistake* by Susan Hood, Reader’s Digest Children’s Books

SONGS:

“WHAT MUST I DO TO BE SAVED?” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Wonderful Story of Love”)

(This song works best if half of class asks questions and the other half responds.)

“What must I do to be saved?”
The question comes today.
“What must I do to be saved?”
O answer me, I pray.”

The gospel of Christ, you must hear;
Believing, you then must repent.
Confess the name of our Savior,
Who down from Heaven was sent.

CHORUS:

Be bap-tized, be bap-tized,
Be baptized, from your past sins you’ll be saved.

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



Simon the Sorcerer

Acts 8:4-25



New Testament 4
Part 1: Disciples of the Early Church

WEDNESDAY EVENING

New Testament 4 [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 8:4-25; 1 John 1:6-10; 2:1-2; Psalm 103

MEMORY WORK:

YOUNGER CHILDREN: “[God] is faithful and just to forgive us our sins” (1 John 1:9b).

OLDER CHILDREN: “If we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness” (1 John 1:9).

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 Must I Do to Be Saved?”](#)

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.]
- [N.T. Disciples & Peter Bible fact cards](#) (provided under “N.T. 4 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:

When Christians do something wrong, we know that God will forgive them when they admit what they did, say they are sorry, and try not to make the same mistake again.



INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under “N.T. 4 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning’s lesson (see [N.T. 4 Review Questions](#) for example questions)
2. Remind the children that we should pray for one another and try to help one another to make good choices (James 5:16).
3. With OLDER CHILDREN talk more about 1 John 1:7-10. It is important for Christians to try **not** to do wrong, even though we are promised God’s forgiveness.

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.



Philip Teaches the Ethiopian

Acts 8:26-39



New Testament 4
Part 1: Disciples of the Early Church

SUNDAY MORNING

New Testament 4 [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 8:26-39

MEMORY WORK:

YOUNGER CHILDREN: "Go into all the world and preach the gospel to every creature" (Mark 16:15).

OLDER CHILDREN: "Go into all the world and preach the gospel to every creature. He who believes and is baptized will be saved; but he who does not believe will be condemned" (Mark 16:15-16).

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.

- ["This is a Chinese"](#)
- ["Jesus Loves the Little Children"](#)
- ["This Little Christian Light of Mine"](#)
- ["What Must I Do to Be Saved?"](#)
- ["Go, Go Preach the Word"](#)
- ["I Can Be a Missionary"](#)
- ["What if All the Raindrops Were Lemon Drops and Gumdrops?"](#)
- ["Philip"](#)

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.]
- [N.T. Disciples & Peter Bible fact cards](#) (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Pictures or felt figures of people from all over the world
- World map or globe
- [Map of New Testament World](#) (provided in activity sheets)
- Pictures of missionaries your congregation supports



PERSONAL APPLICATION:

Jesus wants everyone in the world to become a Christian so they can go to heaven. Even though I'm not yet a preacher or teacher, I can talk to other people about Jesus and invite them to Bible classes and worship services.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we studied about Simon. What did he try to buy? This week we are going to learn about how Philip taught others about Jesus. We can see that the early Christians we read about in the Bible saw how important it was to teach about Jesus so everyone would have the chance to be baptized and one day go to heaven. Today, we also should teach our friends, neighbors, and family about Jesus!

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

How many of you know someone who believes in God but worships with a denominational group? Those people have some knowledge, but they need someone to teach them what the scriptures say about how to be a true Christian. Today, we are going to learn about how Philip taught a man who had some knowledge of the scriptures, but who needed someone to teach him the full truth.

POINTS TO EMPHASIZE:

1. God spoke to Philip, while he was in Samaria, and told him to go to the "desert road" that went from Jerusalem to Gaza (Acts 8:26b). He might have wondered who he could possibly find there, but Philip did as God commanded and went immediately.



HISTORICAL NOTE: "Two roads led south from near Jerusalem, one through Hebron into Idumea (Edom) and the other joining the coast road before Gaza heading for Egypt, both with plenty of Roman milestones as road markers" (*Bible Background Commentary*, p. 345).

2. Traveling in a chariot down that deserted road was a man from the African nation of **Ethiopia**. He was a very important man in the government of **Candace**, the Queen, because he took care of the country's money.



NOTE: The Ethiopian eunuch may have been traveling with a caravan since he was such an important official. Riding in a fine chariot, with a driver, would have instantly identified him as a man of wealth and made him an easy mark for robbers, which were common. Another indication of his wealth was that he owned a scroll.



HISTORICAL NOTE: Candace: the title of the Ethiopian queen, not her name. Some scholars think that an Ethiopian queen ruled on behalf of her son, either because he was too young to deal with affairs of state or because he “was considered the child of the sun” and, therefore, “too holy to become involved in secular affairs” (*Nelson’s NKJV Study Bible*, p. 1833).

Ethiopia: a sparsely populated kingdom which is sometimes called “Cush” in Scripture, after the descendants of Cush, the son of Ham. The exact location of this ancient kingdom is not known with certainty; it was likely in east Africa, south of Egypt. It is not the same as today’s Ethiopia, which developed from the Abyssinian Empire, but may have been at least part of modern-day Sudan. Biblical and historical records tell us that Ethiopians were tall and dark-skinned.

Eunuch: literally means a man who has been castrated, but that is not always how it is used in Scripture (e.g., Matthew 19:12). If this Ethiopian was a true eunuch, he would not have been allowed to worship in the Temple (Deuteronomy 23:1). True eunuchs were chosen to supervise harems, for example. The term eventually was used to refer to different levels of government officials. This man may have been a convert to Judaism (proselyte) or a Gentile who worshipped with Jews, seeking a lifestyle and moral standard much higher than the Gentile world—one who feared God like Cornelius.



RECOMMENDED READING FOR TEACHERS: See the article “[The Early Church Did Not Affirm a Gay Eunuch](#)” by Kyle Butt on the Apologetics Press Web site for a response to an allegation about the eunuch of Acts 8.

3. The Ethiopian was traveling along this dusty road going home after spending time in Jerusalem worshipping God. He had probably been there for one of the yearly Jewish feasts. As he was returning home, he was reading aloud from a scroll which included what we call chapter 53 of the book of Isaiah. God told Philip to go up to the man’s chariot and talk to him. Philip **ran** to the chariot and asked the man, “Do you understand what you are reading?” The man said he needed help and was glad to have Philip join him in the chariot so they could read and discuss God’s Word together. From the words of Isaiah and other scriptures, Philip taught the Ethiopian about the Savior. (He may have heard about Jesus and the Church while he was in Jerusalem. If so, Philip helped him put together what he had heard, along with what the Old Testament taught about the Christ.)



RECOMMENDED READING FOR TEACHERS: See the article “[Preaching ‘Jesus’ Includes Preaching Baptism](#)” by Eric Lyons on the Apologetics Press Web site for further discussion of the eunuch’s conversion.

4. The Ethiopian man understood that he needed forgiveness from his sins and needed to be baptized to have those sins taken away (be saved). They came upon a pool of water, and the man asked to be baptized. Philip told him that if he believed in Jesus with all his heart, he could be baptized. Then the man ordered the chariot to stop, and they both went down into the water so that Philip could baptize him.



NOTE: Verse 37 of Acts 8 (the eunuch’s confession) is a textual variant, meaning there is evidence that it may not have originally been written by Luke (cf. J.W. McGarvey’s *Commentary on Acts*, pp. 158-159; H. Leo Boles’ *Gospel Advocate Commentary on Acts*, pp. 138-139). That said, there is little doubt that the eunuch would have made the confession in light of Romans 10:9-10 (cf. 1 Timothy 6:13).



RECOMMENDED READING FOR TEACHERS: See the article “[Who Can Baptize Another Person?](#)” by Kyle Butt on the Apologetics Press Web site for a study on who is authorized to baptize others.

5. When they both came up out of the water, God miraculously took Philip away from there to a town named Azotus (about 25 miles north of Gaza and about 35 miles west of Jerusalem). But the Ethiopian, a new Christian, continued his journey home rejoicing. He probably taught others about Jesus when he reached his homeland.
6. We do not know anything else about this man from Africa, but we do know that he was converted (i.e., taught about Jesus and then baptized), because the Spirit saw fit to direct Philip to him, and Philip cared enough to teach him.
7. Philip and the other Christians of that time knew how important it was to tell everyone they knew about Jesus. The Gospel is for **everyone**, no matter where they are from, or what color their skin is, or what language they speak.
8. Most of us won’t go to faraway countries, but we can still teach our friends and relatives about Jesus, just like Philip did. We can also give money to help support the kingdom, with its missionaries and evangelists in other places as they teach and preach about Jesus. In many different ways, we can help tell others how to become Christians, just like Philip did so long ago.

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:

- “Philip and the Ethiopian Coloring Sheet” (provided in activity sheets)
- Let the kids make cards to send to missionaries that your congregation sponsors.
- Using a flat map or globe, show the children the places where the congregation’s missionaries are working.
- Show pictures of the missionaries that your congregation supports.
- Have pictures or figures of children from different countries. Let them match the figures to houses where these children might live or put them on a world map to show where they live.

1st-2nd Graders:

- Let the kids make cards to send to missionaries that your congregation sponsors.
- Using a flat map or globe, show the children the places where the congregation’s missionaries are working.

- Write the “steps of salvation” on one side of the board, matching scriptures on the other side. Let the kids look up the scriptures and match them with correct “step.”
- Give each child six index cards to make flash cards. Ask them to write the “steps of salvation” on individual cards. For example, on one side of one card, they should write: HEAR. “Faith comes by hearing and hearing by the Word of God.” On the other side of the card, they should write: Romans 10:17.
- [“Philip Teaches the Ethiopian Word Search”](#) (provided in activity sheets)
- [“Plan of Salvation Matching Game”](#) (provided in activity sheets)
- Play Bible Bowling with review questions about this lesson and previous lessons.

3rd-4th Graders:

- Let the kids make cards to send to missionaries that your congregation sponsors.
- Using a flat map or globe, show the children the places where the congregation’s missionaries are working.
- Write the “steps of salvation” on one side of the board, matching scriptures on the other side. Let the kids look up the scriptures and match them with correct “step.”
- [“Philip Teaches the Ethiopian Word Search”](#) (provided in activity sheets)
- [“Plan of Salvation Matching Game”](#) (provided in activity sheets)
- Give each child six index cards to make flash cards. Ask them to write the “steps of salvation” on individual cards. For example, on one side of one card, they should write: HEAR. “Faith comes by hearing and hearing by the Word of God.” On the other side of the card, they should write: Romans 10:17.
- Play Bible Bowling with review questions about this lesson and previous lessons.
- Have the children read the following:
 - [“The Ethiopian Eunuch”](#) article in the December, 2008 issue of *Discovery*
 - *Philip and the Ethiopian* ARCH book, Martha Streufert Jander (DISCLAIMER: Skip the note to parents)

FINGERPLAY:

“THIS IS A CHINESE”

This is a Chinese (*hold up first finger*); his skin is yellow.
 This is an African (*hold up second finger*); he’s such a nice fellow.
 This is an Eskimo (*hold up third finger*); with a furry cap.
 This is a Mexican (*fourth finger*); with a great big hat.
 This little fellow (*pinky finger*); has a face like me.
 Jesus loves all of us, you see. We must try like Him to be!

SONGS:

“JESUS LOVES THE LITTLE CHILDREN” ([Click to Hear](#))

Author: Traditional
 (Tune: See Internet)

Jesus loves the little children,
 All the children of the world,
 Red and yellow, black and white,
 They’re all precious in His sight.
 Jesus loves the little children of the world.

Jesus died for all the children...
Jesus rose for all the children....

“THIS LITTLE CHRISTIAN LIGHT OF MINE” ([Click to Hear](#))

Author: Unknown*

This little Christian light of mine,
I’m gonna let it shine. (3X)
Let it shine, all the time, let it shine.

All around the neighborhood,
I’m gonna let it shine. (3X)
Let it shine, all the time, let it shine.

Hide it under a bushel? No!
I’m gonna let it shine. (3X)
Let it shine, all the time, let it shine.

Won’t let Satan [blow on finger] it out.
I’m gonna let it shine. (3X)
Let it shine, all the time let it shine.

“WHAT MUST I DO TO BE SAVED?” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Wonderful Story of Love”)

(This song works best if half of class asks questions and the other half responds.)

“What must I do to be saved?”
The question comes today.
“What must I do to be saved?”
O answer me, I pray.”

The gospel of Christ, you must hear;
Believing, you then must repent.
Confess the name of our Savior,
Who down from Heaven was sent.

CHORUS:

Be bap-tized, be bap-tized,
Be baptized, from your past sins you’ll be saved.

“GO, GO, PREACH THE WORD” ([Click to Hear](#))

From: *Tiptoe Through the Bible with Tunes*

From: Pat Baker and Linda Chiles

(Tune: “Row, Row, Row Your Boat”)

Go, go, preach the word, preach to every land.
Tell of Jesus and how He died and of His saving plan.

Hear, hear, hear the Word, hear the Word of God.
Believe on Jesus the Son of God, that on this Earth He trod.

Repent, repent, turn away, turn away from sin.
Tell the devil you’re through with him; there’s been a change within.

Confess, confess, confess His name. He is the Father’s Son.
He lived and died, and over death, a victory He won.

Buried, buried, buried with Him, in a watery grave.
We’ve been baptized, we have obeyed, and now we know we’re saved.

Live, live, live for Him, live for Him each day.
At work or play, every day, we’ll follow in God’s way.

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

Author: Unknown*

(Tune: “Battle Hymn of the Republic”)

I can go to North Dakota, I can go to Timbuktu,
I can climb the highest mountain, I can cross the ocean blue.
I can teach the Chinese people, I can teach the Indians, too.
And save the souls of men.

CHORUS:

I can be a missionary. (3X)
And save the souls of men.

“WHAT IF ALL THE RAINDROPS WERE LEMON DROPS AND GUMDROPS?” ([Click to Hear](#))

Author: Unknown*

(Tune: “Down at the Station”)

Illustrations for this song in Creative Bible Teaching by Sarah Richey

What if all the raindrops were lemon drops and gumdrops?

Oh, what a wonderful world this would be!

I’d go outside with my mouth opened wide—m-mm, m-mm, m-mm!

What if all the raindrops were lemon drops and gumdrops?

Oh, what a wonderful world this would be!

What if all the snowflakes were ice cream and milkshakes?

Oh, what a wonderful world this would be!

I’d go outside with my mouth opened wide—m-mm, m-mm, m-mm!

What if all the snowflakes were ice cream and milkshakes?

Oh, what a wonderful world this would be!

What if all the people in the world were Christians?

Oh, what a wonderful world this would be!

I’d go outside with my arms opened wide—m-mm, m-mm, m-mm!

What if all the people in the world were Christians?

Oh, what a wonderful world this would be!

“P-H-I-L-I-P” ([Click to Hear](#))

Author: Unknown*

(Tune: Mickey Mouse)

Whose the man who loved the lord and shared it with others?

P-H-I-L-I-P, Philip was his name.

He loved God (He loved God).

He loved God (He loved God).

He told everyone about His love (Yay! Yay! Yay!).

Come along and sing the song and do the very same.

Tell others about God’s Son, Jesus is His name!

*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.



Philip Teaches the Ethiopian

Acts 8:26-39



New Testament 4
Part 1: Disciples of the Early Church

WEDNESDAY EVENING

New Testament 4 [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 8:26-39

MEMORY WORK:

YOUNGER CHILDREN: "Go into all the world and preach the gospel to every creature" (Mark 16:15).

OLDER CHILDREN: "Go into all the world and preach the gospel to every creature. He who believes and is baptized will be saved; but he who does not believe will be condemned" (Mark 16:15-16).

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.

- ["This is a Chinese"](#)
- ["Jesus Loves the Little Children"](#)
- ["This Little Christian Light of Mine"](#)
- ["What Must I Do to Be Saved?"](#)
- ["Go, Go Preach the Word"](#)
- ["I Can Be a Missionary"](#)
- ["What if All the Raindrops Were Lemon Drops and Gumdrops?"](#)
- ["Philip"](#)

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.]
- [N.T. Disciples & Peter Bible fact cards](#) (provided under "N.T. 4 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Pictures or felt figures of people from all over the world
- World map or globe
- [Map of New Testament World](#) (provided in activity sheets)



- **Pictures of missionaries your congregation supports**

PERSONAL APPLICATION:

Jesus wants everyone in the world to become a Christian so they can go to heaven. Even though I'm not yet a preacher or teacher, I can talk to other people about Jesus and invite them to Bible classes and worship services.

INTRODUCTION:

- [N.T. 4 Bible Fact Flashcards](#) (provided under "N.T. 4 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

1. Briefly review Sunday morning's lesson (see [N.T. 4 Review Questions](#) for example questions)
2. Re-emphasize the steps that the Christians in Acts took to become Christians. Review the importance of following all the steps...leaving nothing out.

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
- On a cotton work glove, write each of the steps of salvation. Use the glove to talk about what each of the new Christians in the book of Acts did—and what we must do, too. You might want to have a glove for each child in the 1st-2nd grades.
- If you have someone in your congregation who can sign for the deaf, ask him/her to teach your class the signs for each of the steps of salvation.

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

