

Ascension of Jesus; A New Apostle Chosen

Acts 1



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

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Acts 1; Luke 24:46-53

MEMORY WORK:

YOUNGER CHILDREN: "He was taken up, and a cloud received Him out of their sight" (Acts 1:9b).

OLDER CHILDREN: "Now when He had spoken these things, while they watched, He was taken up, and a cloud received Him out of their sight" (Acts 1:9).

Also help the children memorize the ABCs of Acts.

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

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

- ["Our Lord Went Back to God"](#)
- ["Go Everywhere"](#)
- ["I Can Be a Missionary"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- Take Home Visual: print a large "1" with the word "ACTS" printed vertically within it. Draw or print a large cloud (approximately 8½x11"). Draw two large feet and glue them to the bottom of the cloud (as though going into the cloud). Cut out



a 3x4” piece of cardstock/poster board, and tape the left and right edges to the back of the cloud, making a “tunnel.” (Laminate the “1” and the cloud/feet if possible.) Punch a hole at the bottom of the “1” and attach a piece of yarn to it. Thread the yarn through the back of the cloud. Punch a hole at the top of an ascension coloring sheet (8½x11” — to match the size of the cloud) and attach the end of the yarn to it. As the “1” is raised, Jesus should ascend into the cloud.

- Classroom decorations for Acts: “Acts Door Poster” (<http://store.bibleclassworkshop.com/shopexd.asp?id=363>)
- Classroom decorations for Acts: “ABCs of Acts” (<http://store.bibleclassworkshop.com/shopexd.asp?id=587>) [Take home version: <http://store.bibleclassworkshop.com/shopexd.asp?id=346>]
- Acts attendance record: “Acts Geography Passports” (<http://store.bibleclassworkshop.com/shopexd.asp?id=551>)
- On the wall or bulletin board, create an “ABCs of Acts” display: Make 4” (or larger) letters of the alphabet. Put a letter up with each week’s lesson. Beside each letter, put a picture or the phrase to go with that lesson. Can take pictures/phrases down each week before you review.
- Pictures of Jesus hanging on the cross, a New Testament tomb, Jesus’ ascension, 12 apostles, etc., to use as you teach the lesson
- “Jesus’ Ascension” (p. 24) from *Creative Bible Teaching: Volume 2*, by Sarah Richey
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, not the lesson book; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus’ wrists)
- Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick

PERSONAL APPLICATION:

I can invite my friends to Bible class, give them Bibles, and pray for them so they will learn about Jesus.

LESSON STARTS HERE

INTRODUCTION:

What happened to Jesus after He died on the cross? He came back to life (was resurrected). Today we’re going to start looking at the book of Acts, and in chapter 1 we find out what happened to Jesus after His resurrection.

RECOMMENDED READING FOR TEACHERS: See the article “[Fact—The New Testament is the Most Historically Accurate Book Ever Written](#)” by Kyle Butt on the Apologetics Press Web site for a discussion about the integrity of the Bible in light of the book of Acts.



POINTS TO EMPHASIZE:

1. To help us remember what happens in each chapter of Acts, we are going to use ABCs. Chapter 1 of Acts is the letter “A.” “A” is for **ascension**. “Ascend” means “to go up.” Today’s lesson is about Someone very special ascending (going up) to heaven. That Someone special was Jesus.
2. For over three years, Jesus taught people about God and how God wanted them to live. He also performed miracles wherever He went, proving He was the Son of God as He claimed. The Jews did not want Jesus to continue teaching because they did not want the crowds who followed Him to believe He was God’s Son. So they looked for ways to stop Jesus. They made a deal with Judas, one of Jesus’ 12 apostles, to betray Jesus so they could arrest Him. The Jews convinced Pilate (the Roman government official) to kill Jesus, saying that Jesus wanted to take Caesar’s place and be a king.
3. Jesus was crucified (nailed to a wooden cross) on a Friday (during the Passover festival). After six terrible hours of suffering on the cross, Jesus died. Two Jews who believed in Jesus—Joseph of Arimathea and Nicodemus—took Jesus’ body and buried it in Joseph’s unused **tomb**. A huge stone was rolled in the doorway of the tomb. The Jews asked to have a guard posted at the tomb, claiming that Jesus’ disciples might steal the body and pretend that He had come back to life. But on Sunday morning the stone rolled away without man’s help, and Jesus did come back to life! He was **resurrected** just as He had promised He would be! This was the most important miracle because it proved more than any other that Jesus had power over death and was the Son of God.



RECOMMENDED READING FOR TEACHERS: See the article “[Does the Bible Contradict Itself Regarding the Day of the Crucifixion?](#)” by Jeff Miller on the Apologetics Press Web site for a response to the charge that the Gospels contradict one another regarding the day of Christ’s crucifixion.



Tomb: in New Testament times, a cave hewn out of rock used to bury the dead. Often, families would use the same tomb for generations, burying all family members in the same tomb

Resurrected: to bring or be brought back to life

4. At the end of 40 days, as He was preparing to go back to heaven, Jesus commanded the apostles to spread the “good news” (the Gospel) [that “it was necessary for the Christ to suffer and to rise from the dead the third day, and that repentance and remission of sins should be preached in His name” (Luke 24:46-47; 1 Corinthians 15:1)]. We call these words of Jesus the Great Commission. He told them to wait in Jerusalem for special power (miraculous gifts of the Holy Spirit) that would help them to carry out the Great Commission, “even to the remotest part of the Earth” (Acts 1:8, NASB).
5. After Jesus had finished giving His final instructions to the apostles, He was lifted up into the clouds as they watched. They stood looking intently into the sky, even after Jesus had disappeared from view (**ascended** into heaven). Two men dressed in white clothing (angels) asked them why they were just standing there looking into the sky. The angels said Jesus had gone to heaven and would return some day in the same way He left. In the mean time, the apostles had much work to do. There was no more despair, uncertainty, or fear. “They returned to Jerusalem with great joy” (Luke 24:52).



RECOMMENDED READING FOR TEACHERS: See the article “[Did Jesus Begin His Ascension While in a Physical Body?](#)” by Eric Lyons on the Apologetics Press Web site for a response to the charge that Jesus did not physically die on the cross, or else He had to die a second time at the ascension.

6. Jesus expected the apostles to tell others about Jesus, who would then tell others, etc. (Acts 1:8). Now He expects us to carry on that work, telling others about God’s Word, Jesus’ death and resurrection, and how we must obey Him so that we can go to heaven to be with Jesus. Even though we can pray for and support missionaries who work to teach others about Jesus in different parts of the world, Jesus expects all of us to do our part to help others learn more about Him so that they (and we) can go to heaven to be with Him. Happiness is telling others about Jesus.

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

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

Ages 2-5:

- “[Jesus’ Ascension Coloring Sheet](#)” (provided in activity sheets)
- Memory Work Scroll: buy scroll paper or print a scroll from the Internet for each student. Write/print the memory verse on each scroll. After the children are able to say the verse to the teacher, puts the child’s name on the scroll and put it on the wall under the words “These were more noble.” Do this with each memory verse in the quarter. Be sure to discuss that memorizing Scripture is more noble than most of the other things they could be doing with their time.
- Make a large letter “A” for each child. Provide cutouts for each child representing Matthias and the ascension of Jesus. Let the children color their pictures and glue them to their letters.
- Help the children begin their own ABCs of Acts book: provide two sheets of cardstock or construction paper for each child’s book (one for the front cover, one for the back cover). Provide ABC letter cutouts or printed title pages (“ABCs of Acts”) that the children can glue onto the front covers of their books. With each lesson, let the children label a piece of paper with that lesson’s letter and title. Then have them draw a picture, glue pictures from magazines, put stickers that relate to the story, etc. on that page. Plan to bind the books at the end of the series (hole punch the pages and use yarn to tie them, or spiral bind them if a machine is available, etc.). (“[ABCs of Acts Booklet](#)” cover provided in activity sheets)
- Provide “cloud” outlines for each child. On one side write/copy, “Jesus went back to heaven.” Let the children glue cotton balls to the other side of their clouds. Have a figure of Jesus for them to glue to their clouds. (“[Cloud Cutouts](#)” provided in activity sheets)

1st-2nd Graders:

- Memory Work Scroll: buy scroll paper or print a scroll from the Internet for each student. Have the children write the memory verse, from memory, on the scroll. Post the scroll on the wall under the words “These were more noble.” Do this with each memory verse in the quarter. Be sure to discuss that memorizing Scripture is more noble than most of the other things they could be doing with their time.

- Help the children begin their own ABCs of Acts book: provide two sheets of cardstock or construction paper for each child’s book (one for the front cover, one for the back cover). Provide ABC letter cutouts or printed title pages (“ABCs of Acts”) that the children can glue onto the front covers of their books. With each lesson, let the children label a piece of paper with that lesson’s letter and title. Then have them draw a picture, glue pictures from magazines, put stickers that relate to the story, etc. on that page. Plan to bind the books at the end of the series (hole punch the pages and use yarn to tie them, or spiral bind them if a machine is available, etc.). (“[ABCs of Acts Booklet](#)” cover provided in activity sheets)
- Write key words from the lesson on index cards (example: Jerusalem, Peter, Matthias, men in white apparel, Barsabas, Mount of Olives, apostles, Holy Spirit, etc.). Let the children take turns choosing a card and telling the significance of that word to the lesson. (“[Key Word Cards](#)” provided in activity sheets)

3rd-4th Graders:

- Memory Work Scroll: buy scroll paper or print a scroll from the Internet for each student. Have the children write the memory verse, from memory, on the scroll. Post the scroll on the wall under the words “These were more noble.” Do this with each memory verse in the quarter. Be sure to discuss that memorizing Scripture is more noble than most of the other things they could be doing with their time.
- Help the children begin their own ABCs of Acts book: provide two sheets of cardstock or construction paper for each child’s book (one for the front cover, one for the back cover). Provide ABC letter cutouts or printed title pages (“ABCs of Acts”) that the children can glue onto the front covers of their books. With each lesson, let the children label a piece of paper with that lesson’s letter and title. Then have them draw a picture, glue pictures from magazines, put stickers that relate to the story, etc. on that page. Plan to bind the books at the end of the series (hole punch the pages and use yarn to tie them, or spiral bind them if a machine is available, etc.). (“[ABCs of Acts Booklet](#)” cover provided in activity sheets)
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- Have the children read the following:
 - Acts 1 (if they did not do so in NT1)
 - *Discovery* magazine issue: [October, 2004](#)

SONGS:

“OUR LORD WENT BACK TO GOD” ([Click to Hear](#))

Author: Lora Laycook

(Tune: chorus of “Blessed Be the Name”)

Our Lord went back to God, He went back to God;
 He went back to God in a cloud.
 He went back to God; He went back to God;
 He went back to God in a cloud.

Where is Jesus now? Where is Jesus now?
 Sitting at the right hand of God.
 Where is Jesus now? Where is Jesus now?

Sitting at the right hand of God.

He will come again; He will come again,
He will come again in a cloud.
He will come again; He will come again,
He will come again in a cloud.

We will live with Him; we will live with Him,
We will live with Him if we obey.
We will live with Him; we will live with Him,
We will live with Him if we obey.

“GO EVERYWHERE” ([Click to Hear](#))

Author: Bannie Burt
(Tune: “Are You Sleeping?”)

Go everywhere, go everywhere,
In the world, in the world.
Go and tell the Good News, go and tell the Good News,
To everyone, everywhere.

He that believes and is baptized,
Will be saved, will be saved.
Go and tell the Good News, go and tell the Good News,
To everyone, everywhere.

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

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

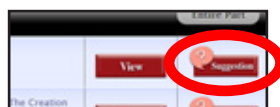
I can go to North Dakota, I can go to Timbuktu,
I can climb the highest mountain, I can cross the ocean blue.
I can teach the Chinese people, I can teach the Indians, too.
And save the souls of men.

CHORUS:

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

*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.



Ascension of Jesus; A New Apostle Chosen

Acts 1



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

WEDNESDAY EVENING

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SCRIPTURE REFERENCES:

Acts 1; Luke 24:46-53

MEMORY WORK:

YOUNGER CHILDREN: "He was taken up, and a cloud received Him out of their sight" (Acts 1:9b).

OLDER CHILDREN: "Now when He had spoken these things, while they watched, He was taken up, and a cloud received Him out of their sight" (Acts 1:9).

Also help the children memorize the ABCs of Acts.

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

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and glue them to the bottom of the cloud (as though going into the cloud). Cut out a 3x4" piece of cardstock/poster board, and tape the left and right edges to the back of the cloud, making a "tunnel." (Laminate the "1" and the cloud/feet if possible.) Punch a hole at the bottom of the "1" and attach a piece of yarn to it. Thread the yarn through the back of the cloud. Punch a hole at the top of an ascension coloring sheet (8½x11"—to match the size of the cloud) and attach the end of the yarn to it. As the "1" is raised, Jesus should ascend into the cloud.

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

PERSONAL APPLICATION:

I can invite my friends to Bible class, give them Bibles, and pray for them so they will learn about Jesus.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Review Sunday's lesson. (See [N.T. 7 Review Questions](#) for example questions.)
2. "A" is also for **apostle chosen**. In Jerusalem, the 11 apostles and over 100 other followers of Jesus stayed together in "the upper room" (possibly the same place where they had their last meal with the Lord). Peter told them that they should choose a replacement for Judas Iscariot. They prayed together and chose a man named Matthias. [With older children discuss the criteria and process for choosing a new apostle, as given in Acts 1:21-26. See also Proverbs 16:33] Matthias was then counted as one of the 12 apostles. The apostles were special messengers. We cannot be apostles, but we can be special messengers, too.

3. Jesus' ascension was not the end of His work on Earth. It was a powerful sign to the apostles, including the new apostle Matthias, that they should continue teaching people about how to live for God so they could go to heaven to be with Jesus.



RECOMMENDED READING FOR TEACHERS: See the articles “[Are There Modern-Day Apostles?](#)” by Dave Miller on the Apologetics Press Web site for a response to the claim that there are still apostles today, and “[Did Judas Die Twice?](#)” and “[Perspectives Matter](#)” by Eric Lyons a response to biblical charges surrounding the accounts of Judas’ death.

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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Beginning of the Church; Baptism of 3,000

Acts 2



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

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Acts 2

MEMORY WORK:

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

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; and you shall receive the gift of the Holy Spirit'" (Acts 2:38).

Also help the children memorize the ABCs of Acts.

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

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

- ["Who Did It First?"](#)
- ["On Pentecost"](#)
- ["One Body, The Church"](#)
- ["The Church Was Built by Christ"](#)
- ["What Must I Do to Be Saved?"](#)
- ["The Family of God"](#)
- ["On the Day of Pentecost"](#)
- ["Acts 2"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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Learning Centers

- Betty Lukens' felt pieces
- Acts 2:38 Poster: <http://store.bibleclassworkshop.com/shopexd.asp?id=355>
- Acts 2:38 Bookmark: <http://store.bibleclassworkshop.com/shopexd.asp?id=358>
- Acts 2 Blacklight Kit: <http://store.bibleclassworkshop.com/shopexd.asp?id=552>
- I Will Build My Church Posters: <http://store.bibleclassworkshop.com/shopexd.asp?id=343>
- Sin and Salvation Poster Set: <http://store.bibleclassworkshop.com/shopexd.asp?id=493>
- “The Beginning of the Church—Acts 2” (pp. 48-49) from *Creative Bible Teaching: Volume 2*, by Sarah Richey
- Pictures of families at different stages (wedding, first baby, children growing, etc.)
- Puppets (so children can re-tell story)
- Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick

PERSONAL APPLICATION:

When I am old enough, God wants me to be baptized to become a Christian and to be added to His Church.

LESSON STARTS HERE

TEACHING ALERTS:



- Acts 2:3 says that the tongues of fire “sat upon each of them.” Some paintings/pictures assume “them” includes more than the apostles—including the female disciples present. “Them” (“they” in verse 1) refers back to those just mentioned: namely, the 11 apostles in Acts 1:26.

INTRODUCTION: (YOUNGER CHILDREN)

God planned for a family to begin when a man and woman get married. God also planned for another special family—the Church. Today we are going to talk about when the Church began.

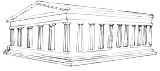
INTRODUCTION: (OLDER CHILDREN)

The Church that belongs to Christ has not always been around. Have you ever thought about that? When Abraham, Moses, Daniel, and even Jesus lived, there was not a Church like the one we know today! It is very important for us to learn about the beginning of the Church so we can tell others about it. In our lesson today, we will learn how the Church began—2,000 years ago—and how **we** can become part of the Church, the family of God.

POINTS TO EMPHASIZE:

1. In our ABCs of Acts, Acts 2 corresponds to “B,” which is for the **Baptism** of 3,000 people and the **Beginning** of the Church in Acts 2.
2. Jesus was crucified on a Friday during the Passover festival. The Passover was a time for the Jews to remember how the Jews escaped the effects of the tenth plague and were freed from slavery by God (as described in Exodus). Another feast—the Feast of Weeks (what the New

Testament calls Pentecost)—followed 50 days after the first day of the Passover festival (Leviticus 23:15-17). On the Pentecost after Jesus' ascension into heaven, thousands of Jews from many different nations, speaking many different languages, were in Jerusalem for the Feast.



HISTORICAL NOTE: The Passover was one of 3 annual feasts for which all Jewish men were required, under the Law of Moses, to go to Jerusalem. Fifty days after Passover was the Feast of Pentecost, also called the Feast of Weeks or the Feast of Harvest. Many Jews stayed in Jerusalem for both the Passover and Pentecost. (The word “Pentecost” means “fiftieth.”) Pentecost was a one-day feast to give thanks to God for the barley and wheat harvests.

3. The apostles were in an upper room in Jerusalem still waiting for special power from God, as Jesus had told them to do (Luke 24:49; Acts 1:4,12). Some very strange things happened.
4. A sound **like** a great rushing wind filled the house.
5. The noise, apparently **heard** by everyone in the large crowd outside (2:6), was followed by something the disciples saw: “tongues as of [like] fire” that “sat” on each of the apostles.



NOTE: The phrase “cloven tongues” used in the KJV is correctly translated in the NASB as “distributing themselves.” The phrase is derived 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).



RECOMMENDED READING FOR TEACHERS: See the article “[On Whom Did the Tongues of Fire Rest?](#)” by Kyle Butt on the Apologetics Press Web site for a study about who received the baptism of the Holy Spirit/tongues of fire in Acts 2.

6. The apostles were “filled with” (i.e., helped or led by) the Holy Spirit in a miraculous way, and they began to speak in languages they had never studied or spoken before.
7. At some point, the apostles apparently moved from the upper room to the Temple courts, where a large crowd gathered because of the loud noise. The appearance of these “tongues of fire” and the apostles’ miraculous ability to speak to everyone in the crowd in their own language was a miracle. Like all miracles in Scripture, this was something that God caused to happen to prove that the apostles were speaking for God (Mark 16:20; Hebrews 2:3-4). [They did **not** babble unintelligibly, but in known languages that everyone in the crowd quickly recognized.]



RECOMMENDED READING FOR TEACHERS: See the article “[Modern-Day Miracles, Tongue-Speaking, and Holy Spirit Baptism: A Refutation—EXTENDED VERSION](#)” by Dave Miller on the Apologetics Press Web site for a study about the nature of the gift of tongues in Acts 2.

8. Because the people in the crowd were so surprised at what was happening, some accused the “Galileans” (so-called because they were followers of Jesus, who was from Nazareth in Galilee) of being drunk. But Peter spoke up and assured the crowd that they were not drunk. Peter reasoned with them, responding that since it was only 9:00 in the morning (Acts 2:15), it would be highly unlikely for anyone to be drunk. Then Peter used Old Testament prophecies from Joel and the Psalms to teach them that the man Jesus, Who had been crucified seven weeks before, was the long-awaited Messiah spoken of by the prophets. Peter reminded the crowd that they had been part of the mob responsible for killing an innocent Man, the Messiah, and that God raised Him from the dead.
9. Peter told the people that they were guilty, but God was giving them a chance to take away their sin and their guilt; God would save them even though they had killed His Son. Many people in the crowd believed Peter’s message and asked, “What shall we do?” Peter told them to repent (to change their way of thinking about the ways they were living and decide to do the right thing) and to be baptized for the **remission** of their sins. About 3,000 people decided to do what Peter told them; they were baptized into Christ and became the first Christians (although the word “Christian” is not used until Acts 11:26).



Remission: having your sins “remitted”/removed/washed away (taken away) by Jesus’ blood



RECOMMENDED READING FOR TEACHERS: See the articles “[Calling on the Name of the Lord](#)” and “[One Question, Three Different Answers](#)” by Eric Lyons on the Apologetics Press Web site for a study about the meaning of the phrase, “calling on the name of the Lord” as used in Acts 2 and a discussion of the three times in the New Testament the question, “What must I do?” was raised.

10. After that special day the apostles went to the Temple area every day to teach more people how to be saved. God gave the apostles the ability to perform miracles (Acts 2:43) to prove that their message was the truth. “And the Lord added to their number (i.e., the Church) **day by day** those who were being saved” (Acts 2:47b, ESV). In a short time, there were many thousands of Christians in Jerusalem.



RECOMMENDED READING FOR TEACHERS: See the article “[Who Are These People?](#)” by Dave Miller on the Apologetics Press Web site for a study about the first century Church, established on Pentecost. See “[Sunday and the Lord’s Supper](#)” by Dave Miller for a discussion about Acts 2:42 and the Lord’s Supper.

11. It is important to remember that we can become Christians the same way as those in Jerusalem 2,000 years ago. God has given us the same instructions in the New Testament:
 - Hear God’s Word (listen to preachers, teachers, parents teach it; read the Bible for ourselves) [Romans 10:14]
 - Believe that Jesus is God’s Son and our Savior [John 8:24]

- Repent (change the way we think about sin; decide to change the way we think and live) [Luke 13:3]
- Confess our faith in Jesus as the Son of God [Romans 10:9-10]
- Be baptized into Christ (immersed/dipped in water, rather than sprinkling, etc.) [Mark 16:16]
- Live for Jesus every day; “be faithful” all the way to death (Revelation 2:10b)



RECOMMENDED READING FOR TEACHERS: See the articles “[In Christ](#)” by Kyle Butt, “[The Bible’s Teaching on Baptism: Contradictory or Complementary?](#)” by Eric Lyons, and [Receiving the Gift of Salvation](#) by Eric Lyons and Kyle Butt on the Apologetics Press Web site for a discussion of biblical salvation and alleged biblical discrepancies on the subject.

12. When I am old enough, it is important for me to follow the same steps that the early Christians did. Being baptized into Christ:

- Makes me a Christian, a part of Jesus’ Church (Acts 2:47)
- Washes away my sins (Acts 22:16)
- Is an act of obedience; it is something I do because God told me to (Matthew 28:18-20; Luke 6:46)
- Gives me the promise of heaven (John 3:5)

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:

- [“3,000 Baptized Coloring Sheet”](#) (provided in activity sheets)
- Write the phrases for this lesson (Beginning of the Church; Baptism of 3,000) on the second page of the kids’ ABC books, and let them add a large letter “B” to the pages. Let them color a small picture of a person being baptized to glue on their letter. Have orange, red, and yellow tissue paper cut into squares to help them glue “fire” onto their letter. (“[ABCs of Acts Booklet](#)” page 2 provided in activity sheets)
- Print/copy “The Day of Pentecost, the Day the Church Began” on half sheets of construction paper/card stock. Have “Acts 2” cut out in letters small enough (about 2”) for the children to be able to glue them to the bottom of their papers. **Or** write “The Day of Pentecost” in dot form for the children to trace over. (“[The Day of Pentecost Activity](#)” provided in activity sheets)

1st-2nd Graders:

- Continue working on ABCs of Acts book. (“[ABCs of Acts Booklet](#)” page 2 provided in activity sheets)
- Bible Alphabet Soup: Divide the students into groups or pairs and give each pair/group a set of plastic letters (such as refrigerator letters). Ask the students questions about this lesson and the previous lesson which can be answered in one word. The pair/group that spells the answer to the

- question correctly gets a point. ([N.T. 7 Review Questions](#) provided on curriculum Web site)
- Write review questions about this and the previous lesson on “flame” cutouts. Put the flames, question side down, on the floor. Let each child throw a beanbag on a flame and answer the question on it. ([N.T. 7 Review Questions](#) provided on curriculum Web site)
- Unscramble key words: On sentence strips or index cards write key words from this and the previous lesson. Cut the words apart by letters. Ask pairs of children to unscramble the words. (“[The Beginning of the Church Word Scramble](#)” provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts book. (“[ABCs of Acts Booklet](#)” page 2 provided in activity sheets)
- Bible Alphabet Soup: Divide the students into groups or pairs and give each pair/group a set of plastic letters (such as refrigerator letters). Ask the students questions about this lesson and the previous lesson which can be answered in one word. The pair/group that spells the answer to the question correctly gets a point. ([N.T. 7 Review Questions](#) provided on curriculum Web site)
- Write review questions about this and the previous lesson on “flame” cutouts. Put the flames, question side down, on the floor. Let each child throw a beanbag on a flame and answer the question on it. ([N.T. 7 Review Questions](#) provided on curriculum Web site)
- Unscramble key words: On sentence strips or index cards write key words from this and the previous lesson. Cut the words apart by letters. Ask pairs of children to unscramble the words. (“[The Beginning of the Church Word Scramble](#)” provided in activity sheets)
- Have the children read the following:
 - Acts 2 (if they did not do so in NT4)
 - *Discovery* magazine issues: [September, 2007](#); [December, 2012](#)
 - *The Pumpkin Patch Parable*, Liz Curtis Higgs, Tommy Nelson Publishers

FINGERPLAYS:

“WHO DID IT FIRST?”

Author: Unknown*

Who preached the Gospel, (*spread hands*)
 The very first time? (*hold up one finger*)
 And where? In Jerusalem!
 One of the twelve apostles—Peter— (*hold up one finger*)
 Just as Jesus had told him. (*point upward*)

“ON PENTECOST”

Author: Unknown*

I have 10 fingers. (*hold up 10 fingers*)
 Is that enough to show the number baptized that day?
 (*finger to head as if thinking*)
 I show three fingers, (*hold up 3 fingers*)
 Then three zeroes. (*draw 3 circles in the air*)
 3,000 were baptized! (*repeat number actions*)

SONGS:

“ONE BODY, THE CHURCH” ([Click to Hear](#))

Author: Unknown*

(Tune: “Onward Christian Soldiers”)

Onward all God’s children! Working for the Lord.
Let us learn of His Church, from His Holy Word;
For there is one Body, Christ’s own Church, we know;
Why do we believe this? God’s Word tells us so!

CHORUS:

O, there is but one Church!
Christ’s own Church, we know.
Why do we believe this? God’s Word tells us so!

“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)

“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 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.

“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!

“ACTS 2” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “There’s a Fountain Free”)

Jesus said, “I’ll build, I will build My Church.”

It would be made up of all the saved.
And we read of this in Acts chapter 2,
And we know His life, He freely gave.

CHORUS:

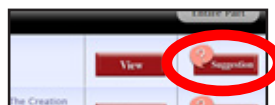
I will build, I will build My Church.
I will build, I will build My Church.
And He did, yes, He built His Church,
He built it for you and for me.

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

(CHORUS)

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

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



Beginning of the Church; Baptism of 3,000

Acts 2



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

WEDNESDAY EVENING

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

SCRIPTURE REFERENCES:

Acts 2

MEMORY WORK:

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

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; and you shall receive the gift of the Holy Spirit'" (Acts 2:38).

Also help the children memorize the ABCs of Acts.

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.

- ["Who Did It First?"](#)
- ["On Pentecost"](#)
- ["One Body, The Church"](#)
- ["The Church Was Built by Christ"](#)
- ["What Must I Do to Be Saved?"](#)
- ["The Family of God"](#)
- ["On the Day of Pentecost"](#)
- ["Acts 2"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from ["Kids Prep 2"](#) CD by Jeff Miller
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/



Learning Centers

- Betty Lukens' felt pieces
- Acts 2:38 Poster: <http://store.bibleclassworkshop.com/shopexd.asp?id=355>
- Acts 2:38 Bookmark: <http://store.bibleclassworkshop.com/shopexd.asp?id=358>
- Acts 2 Blacklight Kit: <http://store.bibleclassworkshop.com/shopexd.asp?id=552>
- I Will Build My Church Posters: <http://store.bibleclassworkshop.com/shopexd.asp?id=343>
- Sin and Salvation Poster Set: <http://store.bibleclassworkshop.com/shopexd.asp?id=493>
- “The Beginning of the Church—Acts 2” (pp. 48-49) from *Creative Bible Teaching: Volume 2*, by Sarah Richey
- Pictures of families at different stages (wedding, first baby, children growing, etc.)
- Puppets (so children can re-tell story)
- Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick

PERSONAL APPLICATION:

When I am old enough, God wants me to be baptized to become a Christian and to be added to His Church.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Review Sunday's lesson. (See [N.T. 7 Review Questions](#) for example questions.)
2. With OLDER CHILDREN, continue talking about the Church as the Body of Christ and the Family of God. Draw a body shape on the board, labeling the head as “Jesus” (Colossians 1:18), and the rest of the body as “members” or “Christians.” Remind the kids that we are called “the Church of Christ” or “of God” (Romans 16:16; Acts 20:28) because we **belong** to Christ—not because we are “just another Church/Denomination” among many.
3. As the Family of God, we are to care for one another, help one another, and love one another like our own families. First graders and above can understand this concept.

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.



Cripple Cured; Crowd Taught about Christ

Acts 3



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

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Acts 3

MEMORY WORK:

YOUNGER CHILDREN: "In the name of Jesus Christ of Nazareth, rise up and walk" (Acts 3:6b).

OLDER CHILDREN: "Then Peter said, 'Silver and gold I do not have, but what I do have I give you: in the name of Jesus Christ of Nazareth, rise up and walk'" (Acts 3:6).

Also help the children memorize the ABCs of Acts.

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

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

- ["Healing the Lame Man"](#)
- ["Oh, We Must Be Kind"](#)
- ["Take Your Stand"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Let children role play the story
- Ask a man from your congregation to dress up as a "crippled man" to tell the story



from the point of view of the crippled man.

- Beautiful Gate (<http://store.bibleclassworkshop.com/shopexd.asp?id=308>)
- “Gate Called Beautiful” (pp. 21-22) from *Creative Bible Teaching: Volume 2*, by Sarah Richey
- Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick

PERSONAL APPLICATION:

I must remember to be kind to those who have any kind of physical problem, treating them as I would want to be treated if I had the same problem.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week’s lesson. When did the Church begin? Whose sermon on the Day of Pentecost is recorded? How many were baptized that day?

Have you ever seen someone who couldn’t walk, see, or talk? What do you think it would be like if you had something wrong like that? There are many people in the world that can’t see, walk, hear, etc. We always need to make sure we are kind to them. In today’s story, Peter and John met a man that couldn’t walk. Let’s see how they treated him and what wonderful thing they did for him!

INTRODUCTION: (OLDER CHILDREN)


Review last week’s lesson.

What do you think it would be like not to be able to walk? What are things you would not be able to do if you couldn’t walk? In New Testament times anyone who was disabled in any way had no chance at a good life. All they could do was beg and depend on others for everything. It was a very hard life. In our lesson today, we will learn how two of the apostles helped a man who could not walk.

POINTS TO EMPHASIZE:

1. Review the ABCs of Acts thus far: “A” is for the **ascension** of Jesus. “B” is for **beginning** of the Church and **baptism** of 3,000. “C” is for **cripple cured** and **crowd** taught about Jesus.
2. During the early days of the Church, Christians often met near the Temple in Jerusalem to worship and be together. This was also a good place to attract attention to what they were teaching about Jesus. One day Peter and John went to the Temple about 3:00 in the afternoon (one of the specified times of prayer for Jews). [“The ninth hour,” according to Jewish time, would have been 3:00 p.m. because time was counted from 6:00 a.m.—considered to be the first hour of the day time.]
3. At one of the gates to the Temple lay a crippled man who spent his days begging from everyone who came by. He had been unable to walk his entire life; he was over 40 years old (Acts 4:22). [Remind the children that there was no special treatment available (medical or otherwise) for people born with disabilities or handicaps. They were not allowed to attend school and received

little or no training in trades.] The crippled man had friends or family who carried him every day to the Temple gate to do the only thing he knew how to do: beg. It was a very sad life.



HISTORICAL NOTE: The “gate called Beautiful,” where this crippled man and others begged, was the entrance to the Court of the Women in the Temple that Herod the Great built. Scholars believe that this gate was in the eastern wall of the Temple and was covered in gold so that it shone brightly when the Sun rose every morning. Herod built the Temple to soften the Jewish attitudes toward himself and the Romans. Herod’s Temple was begun in 20-19 B.C. and was not completed until A.D. 64—only six years before it was completely destroyed by the Romans in A.D. 70.

4. When the crippled man asked Peter and John for “alms” (a donation, a gift of money), the two apostles did not ignore him or look **over** him as many other people did. Peter “fixed his eyes” on him (looked at the man intently). Just as Jesus **touched** lepers and other people who were considered “unclean,” Peter **looked** into the eyes of a man considered to be “just a beggar.” Peter and John had been poor fishermen. They had left everything to follow Jesus and had no money (no silver or gold) to give the crippled man. But they could give him something much more valuable than money. They could help him walk, just as Jesus had helped people walk while He was on the Earth.
5. Peter promised the poor man a great gift, and taking his hand, lifted him to his feet. Peter helped the man stand up for the first time in his life! This was the first miracle performed by an apostle in the book of Acts after Pentecost. Like all other miracles, this one was done to demonstrate the power of God and to prove that the message of the apostles was from God. This miracle was not done to make Peter and John famous; but it did attract a lot of attention to them very quickly.
6. The man who was healed went into the Temple. This would have been the first time in his life that he was able to enter the Temple, because crippled people were not allowed there; they were considered not “whole” or “without blemish.” [As appropriate, discuss what it would be like if handicapped people were not allowed in our church buildings.]
7. How did others react to the man who was no longer crippled? Many in the Temple recognized him because they were accustomed to seeing him every day begging. They were “filled with wonder” and “amazed” (3:10). A large crowd gathered around Peter and John at Solomon’s Porch, a covered walkway on the eastern side of the Temple. There may have been people in the crowd who had heard Peter preach the first Gospel sermon on Pentecost. Surely there were many who knew about the growing number of Christians in Jerusalem.
8. Peter tried to make sure the people did not try to give John and him credit for the miracle. He emphasized that only God—Whom the Jews claimed to love and obey—could do such a great thing. He reminded them that the same God was the heavenly Father of the man Jesus, whom the Jews had insisted Pilate crucify (“whom **you** delivered up and denied”—verse 13). He accused the crowd of murder, saying he was an eyewitness to their crime. He said they acted in ignorance (without a complete understanding) because they did not listen to Jesus or recognize that He was the fulfillment of all the Old Testament prophecies. He told them that Jesus had been raised from the dead and was with God—until the time of judgment. Peter told them they must repent; they needed to turn from their “wicked ways” (verse 26) to be pleasing to God.
9. Peter wanted many people to change their lives and follow Jesus, but think how the crippled man was changed because he could walk! Peter took the time to talk to the crippled man and to help him. [Discuss with the children what it would be like if we were suddenly crippled, deaf, blind, etc. Do we

take for granted our physical abilities? How do we treat people who are disabled or different in any way? Are we any more important to God than someone who can't see or walk or talk, etc?]

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

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

Ages 2-5:

- “[Cripple Cured Coloring Sheet](#)” (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 3 provided in activity sheets)
- Play “Peter Says” (like “Simon Says”), encouraging the children to use their physical abilities and be thankful for them.
- Write review questions over this and previous lessons on small cards; put individual cards under plastic bowling pins. Line the pins up in straight line. Let the children take turns knocking down the pins with a tennis ball or foam ball, and then answering the questions under the pins they knock over. (“[Bowling Pin Review Questions](#)” provided in activity sheets)

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 3 provided in activity sheets)
- “[Cripple Cured Word Search](#)” (provided in activity sheets)
- Write review questions over this and previous lessons on small cards; put individual cards under plastic bowling pins. Line the pins up in straight line. Let the children take turns knocking down the pins with a tennis ball or foam ball, and then answering the questions under the pins they knock over. (“[Bowling Pin Review Questions](#)” provided in activity sheets)

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 3 provided in activity sheets)
- “[Cripple Cured Word Search](#)” (provided in activity sheets)
- Play “Hang Man” with clues from this and previous lessons.
- Have the children read Acts 3.

SONGS:

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

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

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

CHORUS:

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

“OH, WE MUST BE KIND” ([Click to Hear](#))

Author: Lora Laycook

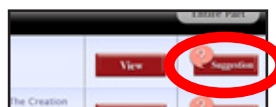
(Tune: Chorus of “Blessed Be the Name”)

O we must be kind, O we must be kind,
O we must be kind, kind to all;
O we must be kind, O we must be kind,
O we must be kind, kind to all.

“TAKE YOUR STAND”

(from “To Know God in Song” CD, BibleClassWorkshop.com)

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



Cripple Cured; Crowd Taught about Christ

Acts 3



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

WEDNESDAY EVENING

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

SCRIPTURE REFERENCES:

Acts 3

MEMORY WORK:

YOUNGER CHILDREN: "In the name of Jesus Christ of Nazareth, rise up and walk" (Acts 3:6b).

OLDER CHILDREN: "Then Peter said, 'Silver and gold I do not have, but what I do have I give you: in the name of Jesus Christ of Nazareth, rise up and walk'" (Acts 3:6).

Also help the children memorize the ABCs of Acts.

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

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

- ["Healing the Lame Man"](#)
- ["O We Must Be Kind"](#)
- ["Take Your Stand"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Let children role play the story



- Ask a man from your congregation to dress up as a “crippled man” to tell the story from the point of view of the crippled man.
- Beautiful Gate (<http://store.bibleclassworkshop.com/shopexd.asp?id=308>)
- “Gate Called Beautiful” (pp. 21-22) from *Creative Bible Teaching: Volume 2*, by Sarah Richey
- Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick

PERSONAL APPLICATION:

I must remember to be kind to those who have any kind of physical problem, treating them as I would want to be treated if I had the same problem.

INTRODUCTION:

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

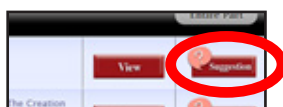
POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [N.T. 7 Review Questions](#) for example questions.)
2. With the OLDER CHILDREN, read other passages about some of the people who were in some way physically disabled but were healed by Jesus. Discuss more ways that we can be willing and able to help, be more alert, and be more respectful (learning not to stare, etc.).

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

- See Sunday morning’s lesson.

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



Disciples in Jail; Disciples Share

Acts 4



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

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Acts 4

MEMORY WORK:

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

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

Also help the children memorize the ABCs of Acts.

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

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

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

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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



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

PERSONAL APPLICATION:

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

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

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

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

INTRODUCTION: (OLDER CHILDREN)

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

POINTS TO EMPHASIZE:

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



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



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

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

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



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



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

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

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



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

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

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

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

Ages 2-5:

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

1st-2nd Graders:

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

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

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

3rd-4th Graders:

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

SONGS:

“PETER AND JOHN” ([Click to Hear](#))

Author: Bannie Burt

(Tune: “Are You Sleeping?”)

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

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

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

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

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

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

CHORUS:

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

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



Disciples in Jail; Disciples Share

Acts 4



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

WEDNESDAY EVENING

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

SCRIPTURE REFERENCES:

Acts 4

MEMORY WORK:

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

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

Also help the children memorize the ABCs of Acts.

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

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

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

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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

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

PERSONAL APPLICATION:

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

INTRODUCTION:

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

POINTS TO EMPHASIZE:

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

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

- See Sunday morning’s lesson.

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



Escape from Prison; No Escape from Lying

Acts 5



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

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Acts 5

MEMORY WORK:

YOUNGER CHILDREN: "We ought to obey God rather than men" (Acts 5:29b).

OLDER CHILDREN: "But Peter and the other apostles answered and said: 'We ought to obey God rather than men'" (Acts 5:29).

Also help the children memorize the ABCs of Acts.

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

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

- ["Ananias and Sapphira"](#)
- ["God Wants Us to Obey"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Acts 5:29 Poster (<http://store.bibleclassworkshop.com/shopexd.asp?id=359>)
- Acts 5:29 Bookmark (<http://store.bibleclassworkshop.com/shopexd.asp?id=362>)
- Ananias and Sapphira (<http://store.bibleclassworkshop.com/shopexd.asp?id=305>)



- (DISCLAIMERS: remove “My goodness!” on p. 10 and “I bet” on p. 11)
- Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick

PERSONAL APPLICATION:

People may make fun of me or dislike me because I go to church, won't use bad language, etc., but I will do what God wants me to do anyway.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week's lesson.

What do you think you would do if someone called you names or made fun of you because you believe in Jesus? That would make you sad, wouldn't it? In the book of Acts, Peter and John and the other apostles were even put in jail and mistreated because they wouldn't stop teaching about Jesus. But that didn't stop them! Let's see what happened to Peter and John in Acts chapter 5.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Has anyone ever made fun of you for doing the right thing, believing in Jesus, or not doing something wrong that others were encouraging you to do? (Let children tell examples of this.) If this has ever happened to you, then you have been **persecuted** for your faith in and obedience to Jesus.

The apostles were often terribly mistreated or put in prison for teaching others about Jesus. However, that did not stop them from showing their love for God and Jesus to other people. You and I probably won't go to jail for being a Christian today, but we may be mistreated or disliked by others just because we may act differently than they do and/or say we try to live for Jesus.



NOTE: With OLDER CHILDREN, discuss the meaning of **persecution**: from the Greek word meaning “to put to flight or to pursue.” In the first century, Christians were jailed, beaten, and/or put to death for believing in Jesus. Read together Matthew 5:10-11; John 15:18-20; 1 Peter 4:12-19.

POINTS TO EMPHASIZE:

1. Review: “A” is for **ascension** of Jesus and a new **apostle** chosen. “B” is for **beginning** of the Church and **baptism** of 3,000. “C” is for **cripple cured** and **crowd** taught about Jesus. “D” is for **disciples in jail** and **disciples share**. “E” is for **escape** from prison and **no escape** from lying.
2. In chapter 4 we learned that Peter and John were put in jail after God healed a crippled man through them. They were released from jail the next day, however, and the Jewish leaders told them to stop preaching about Jesus. But Peter and John did not stop preaching and performing miracles. The Christians continued to worship on Solomon's porch at the Temple, trying to teach Jews who came to worship there. The Jewish leaders became more and more angry that

the followers of Jesus would not be quiet. The leaders were also jealous because of the crowds that were listening to the apostles.

3. The high priest ordered that the apostles be arrested and put in jail again. But during the night, an angel of the Lord opened the prison gates and helped them escape. The angel told them to go back to the Temple and continue to tell people about living for Jesus.
4. The next morning, the Jewish leaders sent soldiers to bring the apostles to them from jail. The soldiers returned with bad news: the prison doors were locked and the guards at their posts, but the apostles were not in the jail. They were at the Temple preaching again. The Jewish leaders were surprised and very angry! They sent soldiers to arrest them and bring them before the Council again.



HISTORICAL NOTE: The Council was the “Greater Sanhedrin,” a Jewish court designed to settle disagreements between Jews and to hand down judgments about the Mosaic Law. But the Council’s most important job was to investigate alleged disobedience to the Law, including blasphemy against the Law or against God, Himself. The Council had 71 members and two presidents. The two presidents were the high priest (who was over religious matters), and the head of the tribe of Judah (who was over secular matters). The Sanhedrin could punish Jews with fines, imprisonment, or beatings. But the Romans would not allow the Council to carry out capital punishment, i.e., the death penalty, which is why they sought Pilate’s help in killing Jesus. (Stephen’s martyrdom was the result of an out-of-control mob.)



NOTE: Peter’s statement (verse 31) that Jesus was at God’s right hand would have been another way to remind the Jews about Jesus’ resurrection.

5. Peter and the apostles were not afraid of anything the Jewish Council might decide to do to them. Peter spoke for the group, saying, “We must obey God rather than men” (Acts 5:29, ESV). He told the Jews again that they were responsible for killing God’s Son, Jesus (the long-awaited Messiah), and they needed to **repent**.



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

6. The Jews became very angry and wanted to kill these “troublemakers.” But a wise teacher of the Law named Gamaliel persuaded them not to. [Note what Gamaliel says in verses 38-39: “If this plan...is [the work] of men, it will come to nothing; but if it is of God, you cannot overthrow it—lest you even be found to fight against God.”] The Jewish leaders listened to Gamaliel and decided to let the apostles go—after having them severely beaten and ordering them again not to teach any more about Jesus.
7. But once again, the apostles did not stop preaching and teaching. The same men who fled for their lives when the Jews came to arrest Jesus in the Garden of Gethsemane (Matthew 26:56) had learned to trust God and be willing to suffer persecution for following God. Jesus had warned them that they would be persecuted for teaching others about Him (John 15:20-21; 16:1-3). They were prepared to suffer if it meant that many more would learn about Jesus. They did not let the beatings stop them, and they rejoiced that they were “counted worthy to suffer shame” for Jesus (Acts 5:41).

8. If others make fun of you or mistreat you because you believe in God or because you don't make bad choices (follow the crowd), or because you go to church, what should you do or say? (Pray, ask for support from friends and family, read God's Word) [Talk with the children about other people mentioned in the Bible who were not afraid when they were persecuted for believing in and obeying God, such as Daniel and his three friends, Esther, Joshua, Moses, and Joseph. Encourage them to pray for our missionaries who endure a great deal of persecution and hardship in order to teach others about Jesus.]

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

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

Ages 2-5:

- [“Escape from Prison Coloring Sheet”](#) (provided in activity sheets)
- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) page 5 provided in activity sheets)
- Write key words from the story on cards. Show the children the words; let the children repeat the words. Then let the children wait in the hall while you hide a duplicate set of the words around the room. When the children come back into the room, show them one word at a time, and let them find where that word is hidden. (Examples: apostles, arrested, jail, Lord, angel, Temple, council, Peter, etc.) ([“Key Word Cards”](#) provided in activity sheets)
- Let the children retell the story with stick or hand puppets.
- Discuss with the children Peter's statement, “We ought to obey God rather than men” and what that means for them. On small cards, write good things and bad things they do every day (e.g., obey parents, be nice to friends, share toys, tell others about Jesus, pitch a fit when Daddy says “no,” snatch toys from friends, etc.) Have two containers: one labeled “Obeying God” (or a happy face) and the other labeled “Not Obeying God” (or an unhappy face). Have the children decide in which container to put each card.

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. ([“ABCs of Acts Booklet”](#) page 5 provided in activity sheets)
- Play Hang Man with key words from this and previous lessons (examples: apostles, arrested, chains, Lord, angel, Temple, council, boldness, Peter and John, etc.)
- [“Persecuted? Persevere! Activity”](#) (provided in activity sheets)
- [“Persecuted Preachers Activity”](#) (provided in activity sheets)

3rd-4th Graders:

- Continue working on ABC's of Acts booklet.
- Play Hang Man with key words from this and previous lessons (examples: apostles, arrested, chains, Lord, angel, Temple, council, boldness, Peter and John, etc.)
- [“Persecuted? Persevere! Activity”](#) (provided in activity sheets)
- [“Persecuted Preachers Activity”](#) (provided in activity sheets)
- Have the children read the following:
 - Acts 5

- *Discovery* magazine article: “The Trouble with Lying” ([March, 2004](#))
- *Berenstain Bears and the Truth* book, by Stan and Jan Berenstain, Random House

SONGS:

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

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

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.

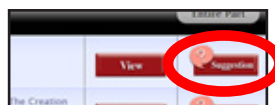
“GOD WANTS US TO OBEY” ([Click to Hear](#))

Author: Unknown*
(Tune: “For He’s a Jolly Good Fellow”)

God wants us to obey Him.
God wants us to obey Him.
God wants us to obey Him.
The Bible tells us so.

*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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Escape from Prison; No Escape from Lying

Acts 5



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

WEDNESDAY EVENING

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

SCRIPTURE REFERENCES:

Acts 5

MEMORY WORK:

YOUNGER CHILDREN: "We ought to obey God rather than men" (Acts 5:29b).

OLDER CHILDREN: "But Peter and the other apostles answered and said: 'We ought to obey God rather than men'" (Acts 5:29).

Also help the children memorize the ABCs of Acts.

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.

- ["Ananias and Sapphira"](#)
- ["God Wants Us to Obey"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- John the Baptist/Peter A Beka Flash-A-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Acts 5:29 Poster (<http://store.bibleclassworkshop.com/shopexd.asp?id=359>)
- Acts 5:29 Bookmark (<http://store.bibleclassworkshop.com/shopexd.asp?id=362>)
- Ananias and Sapphira (<http://store.bibleclassworkshop.com/shopexd.asp?id=305>)



- (DISCLAIMERS: remove “My goodness!” on p. 10 and “I bet” on p. 11)
- Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick

PERSONAL APPLICATION:

People may make fun of me or dislike me because I go to church, won’t use bad language, etc., but I will do what God wants me to do anyway.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Briefly review Sunday’s lesson (See [N.T. 7 Review Questions](#) for example questions), as well as other ABCs covered to this point.
2. In Acts 4 we can read about Barnabas selling some land and giving the money to help others; he was always ready to share and encourage others. Barnabas had a loving, unselfish heart. In Acts 5 we find out about two people who were the opposite of Barnabas: they were very selfish—and they lied to the apostles. [Tell the story of Ananias and Sapphira from Acts 5:1-10. Emphasize that there was nothing wrong with keeping all or some of the money. But Ananias and Sapphira planned together to lie to the apostles—and to God—apparently so that they would receive the same kind of praise and attention that Barnabas did. Talk with the children about not being concerned about getting attention and praise from men, but rather, from God. Talk about the importance of always telling the truth—and how lying destroys trust between friends, family members.]

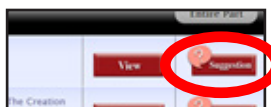


NOTE: Since there were no chapter divisions originally when the Bible was written, the story of Ananias and Sapphira (5:1ff) follows immediately after the mention of Barnabas’ generosity (4:36), with the two stories being linked. Ananias and Sapphira’s lie was a direct response to Barnabas’ action and the result of it—likely the praise and attention he received for his generosity. Many sins can be linked to the desire for such praise and attention—what John calls the “pride of life” (1 John 2:16).

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

- See Sunday morning’s lesson
- Play Tic Tac Toe with review questions over this and previous lessons

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Faithful Men are Chosen; False Witnesses Against Stephen

Acts 6



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

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Acts 6; 1 Timothy 3:8-13

MEMORY WORK:

YOUNGER CHILDREN: "Therefore, brethren, seek out from among you seven men of good reputation" (Acts 6:3a).

OLDER CHILDREN: "Therefore, brethren, seek out from among you seven men of good reputation, full of the Holy Spirit and wisdom, whom we may appoint over this business" (Acts 6:3).

Also help the children memorize the ABCs of Acts.

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

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

- ["Dying for the Cause of Christ"](#)
- ["Do Not Fear"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [ABCs of Acts 1-12](#) Bible fact cards (provided under "N.T. 7 Bible Facts")
- "Acts Chapter Summary" from "[Kids Prep 2](#)" CD by Jeff Miller
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- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- If possible, have one or more Deacons from your congregation talk to your class about what it means to be a Deacon and what kinds of jobs they do.
- Deacons (<http://store.bibleclassworkshop.com/shopexd.asp?id=311>)



- **Life of Paul (Series 1) A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; note that only the apostles received the Holy Spirit baptism in Acts 2—skip card 1.2 or remove girl)**
- **Songs from “Sing a Story” Volume III (Book of Acts Stories Sung to Familiar Tunes), by Jewel Kendrick**

PERSONAL APPLICATION:

God wants me to respect the Deacons and Elders of our congregation because they are special servants who are trying to help me get to heaven.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week’s lesson. What does it mean to be a leader? Do we have leaders in our congregation? The Bible tells us that Elders and Deacons should be our leaders. God gave them special jobs and we should always be very thankful for them and respectful to them. Today we are going to learn about special men who were chosen to serve the Church in a very special way.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson. We have talked about the Church being the Family of God, and in every family there are a lot of jobs that must be done. What kinds of jobs must be taken care of in the family of God? (Discuss things such as teaching others about Jesus, visiting the sick, taking care of those in need, helping take care of the building, etc.) Can one or two people take care of all these things? In the early Church, the apostles were very busy teaching others about Jesus, and the Church grew rapidly. They decided that they needed to choose special helpers to do things like take care of Christians with special needs. Let’s see who the apostles chose.

POINTS TO EMPHASIZE:

1. Review the **ABCs of Acts** covered thus far. “F” is for **faithful** men who were chosen to be special servants in the early Church and the **false** witnesses against Stephen.
2. Thousands of Christians were in Jerusalem from all parts of the world, and they were happy to share what they had with one another. Remind the children that in Acts 4 we learned that many Christians, like Barnabas, sold their property and gave the money to the apostles to help others in need. As food was being given to those in need, “Grecian” or “Hellenistic” widows were not getting the food that they needed, and they asked the apostles for help.

HISTORICAL NOTE: “Grecian” or “Hellenistic” people were Jews who spoke Greek. They may have been native to Palestine, or they may have been the descendants of Jews who had been scattered by persecution centuries earlier (the Diaspora). The Law of Moses specifically required that the Jews take care of widows (and orphans). So, it would have been a very natural thing for the first-century Christians (converted from Judaism) to take care of widows in need. Why were there so many widows in the early Church? “Because it was considered virtuous to be buried in the land of Israel, many foreign Jews would come to spend their last days there, then die and leave widows.... (A)ccording to one common tradition, the dead would be resurrected only in Israel...” (*IVP Bible Background Commentary: New Testament*, Craig S. Keener, p. 338).



3. The apostles wanted to help these women, but it would not be good for them to stop preaching and teaching about Jesus in order to meet their needs. The apostles needed help, so they asked “the congregation of disciples” (Acts 6:2, NASB) to choose seven men with good reputations, strong faith, and wisdom to be special servants. The congregation chose seven men: Stephen, Philip, Prochorus, Nicanor, Timon, Parmenas, and Nicolas. The apostles “laid their hands” on these seven men, which not only meant that the church would know they were specially chosen, but also to give them the ability to perform miracles. These seven men were special servants.



NOTE: These men all had Greek names. This seems to indicate that they were chosen, not only because of their spiritual qualifications and good reputations, but also because they had a cultural connection with the group of women who needed help, i.e., the men may well have been Grecian/Hellenistic Jews as well. This chapter does not call these special servants “deacons,” but the Greek word *diakonia* (“to serve”) is used to describe what they were to do (Acts 6:1-2).

4. In his letters to Titus and Timothy (Titus 1 and 1 Timothy 3), Paul told the young preachers what kind of men should serve the Church as Deacons and Elders, leaders of the Church. Talk about who the Elders and Deacons are in your congregation. Go over the qualifications for Elders and Deacons as much as is applicable for your class. We are to show these men respect and follow their leadership. They are working for our church family as a whole, trying to help all of us get to heaven.

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

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

Ages 2-5:

- [“Faithful Men Chosen Coloring Sheet”](#) (provided in activity sheets)
- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 6 provided in activity sheets)
- Help the children write thank you notes to the Elders and Deacons (and/or men who serve) in your congregation.
- Bible Fact Toss: Have the children stand/sit in a circle. Ask a review question over this lesson or previous lessons. Toss/Roll a Nerf ball or beanbag to one of the children to answer the question and then have the child toss/roll the ball/beanbag back to you. Play continues until all the children have answered at least one question. (See [N.T. 7 Review Questions](#) for example questions)
- Ask the children to sit in a circle. The teacher says the first book of the New Testament. The child next to you says the name of the second book, and so on, until all the New Testament books have been said.

1st-2nd Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 6 provided in activity sheets)
- Provide paper, stationery, etc., so that the children can write thank you notes to your Elders and Deacons (or men who serve).
- Bible Jeopardy game (“[Jeopardy Questions](#)” provided in activity sheets)
- Word Scramble game: Write key words from this and previous lessons on cards and cut the words

apart. Put each word into a plastic bag or envelope. Let the children (individual or in pairs) unscramble the words. (“[Word Scramble](#)” provided in activity sheets)

- Write the books of the New or Old Testament on index cards; make several sets. Divide the class into teams or pairs. Have them work together to arrange the books in the correct order.

3rd-4th Graders:

- Continue working on ABCs of Acts booklet. (“[ABCs of Acts Booklet](#)” page 6 provided in activity sheets)
- Provide paper, stationery, etc., so that the children can write thank you notes to your Elders and Deacons (or men who serve).
- Bible Jeopardy game (“[Jeopardy Questions](#)” provided in activity sheets)
- Word Scramble game: Write key words from this and previous lessons on cards and cut the words apart. Put each word into a plastic bag or envelope. Let the children (individual or in pairs) unscramble the words. (“[Word Scramble](#)” provided in activity sheets)
- Write the books of the New or Old Testament on index cards; make several sets. Divide the class into teams or pairs. Have them work together to arrange the books in the correct order.
- Have the children read the following:
 - Acts 6 (if they did not do so in NT6)
 - *Discovery* magazine articles: “Special Servants: Deacons,” [October, 2012](#)

SONGS:

“DYING FOR THE CAUSE OF CHRIST” ([Click to Hear](#))

Author: Unknown*

(Tune: “Standing on the Promises”)

VERSE 1:

Singing songs of Christians, and Ste-phen was one,
Who was true and faithful to our God’s dear Son;
Dying for the cause of Christ, oh let us sing,
Dying for the cause of Christ, our King.

CHORUS:

Dying, dying,
Dying for the cause of Christ our Lord and Savior,
Dying, dying;
He was dying for the cause of Christ, our King.

VERSE 2:

Stephen then saw Jesus, as he looked above,
Standing on the right hand of our God of love;
Praying to the Father, as to sleep he fell,
Dying for the Lord he loved so well.

(CHORUS)

“DO NOT FEAR” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “What A Friend We Have In Jesus”)

Do not fear for God is near us.
All the twinkling stars do say.
Do not fear for God is near us,
All the night and all the day.

He will ever be our Father,
And He’ll care for us, we know;
If we’ll do as He commands us,
He’ll go with us where we go.

*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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Faithful Men are Chosen; False Witnesses Against Stephen

Acts 6



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

WEDNESDAY EVENING

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PERSONAL APPLICATION:

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INTRODUCTION:

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POINTS TO EMPHASIZE:

1. Briefly review Sunday’s lesson (See [N.T. 7 Review Questions](#) for example questions), as well as other ABCs covered to this point.
2. Discuss the **false witnesses** against Stephen, paying special attention to the kind of man Stephen was (Acts 6:8-14). Because of his preaching and the miracles he performed to glorify God, some of the Jewish leaders did not like Stephen—just as they did not like Jesus or the apostles. Some men falsely accused him of **blasphemy** against Moses (and thus the Old Law).



Blasphemy: hateful, ungodly words directed against God, Jesus, the Bible; includes taking God’s name in vain and swearing against God. (See Matthew 27:40-44,63; Leviticus 19:12; 24:15)

3. These men lied about Stephen, just as men had lied about Jesus. Lying always hurts people—both the ones telling the lies, and the ones they are lying about. With OLDER CHILDREN, read Revelation 21:8; Ephesians 4:25; Colossians 3:8-10; Exodus 20:16.

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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