



Acts:

Telling God's Good News
to Everyone

***ADULT BIBLE STUDY
IN BASIC ENGLISH
Teaching Guide***

Bob Coder

BAPTISTWAY

Dallas, Texas

ADULT BIBLE STUDY IN BASIC ENGLISH
ACTS: TELLING GOD'S GOOD NEWS TO EVERYONE
TEACHING GUIDE

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Bible Study in Basic English

Acts: Telling God's Good News to Everyone

Introduction for Teachers

Teaching a Bible class in basic English is a challenge. The class may include a wide range of students from college graduates fluent in another language to persons who are barely literate in any language. And, of course, all students in the class are not likely to be at the same level of knowledge in English. Your job is to evaluate your students and adjust the teaching plans provided in this curriculum to meet their needs.

Bible Study in Basic English was originally intended for use by International Sunday School classes, but may be used in conversational English classes; ministries in settings such as apartments, prisons, or truck stops; seaman's ministries, home Bible study groups; or in any other class setting where members are not fluent in English. The purpose of these lessons is to teach the Bible while increasing the speaking and writing skills of the students.

The Bible text printed in the lessons is from the New Life Version of the Bible (NLV), an inexpensive translation (not a paraphrase) which uses only an 850-word vocabulary. The NLV is available from:

Christian Literature International
P. O. Box 777
Canby, Oregon 97013
E-mail: christian@canby.com
Telephone (orders only): 1-800-324-9734

The NLV Bible often uses simplified phrases to express terms generally familiar to anyone raised in a Christian environment. In the teaching guide, these terms will usually be expressed using the NLV terminology, followed by the more common term in parentheses; for example, "proud, religious Law-keeper (Pharisee)" or "early preacher (prophet)." The teacher has the option of using the NLV term for new Christians or beginning students, or the common term where it will be better understood and less cumbersome in teaching. Once a word or phrase has been introduced in the "Word List" or teaching procedures, however, the familiar expression may be used to help students add it to their vocabulary.

When asking class members to read a Scripture passage, we suggest that the passage be read from either the NLV Bible or from the Scripture text printed in the student's material (which we call "lesson comments"). This allows other class members to follow along in the printed Bible text and to learn from seeing as well as from hearing the reading of God's Word. The procedures generally call for a student to read the Scripture text unless it is a long or difficult passage. The teacher, of course, has the option of reading any of these passages or asking an assistant to read them.

Use of the lesson comments is encouraged as often as possible to help students improve reading and speaking skills, to make them more comfortable with the language, and to aid in comprehension of the study material. Permit students to read key paragraphs or entire sections of the lesson comments. Encourage them to learn the memory verse, even when it is not specifically suggested in the teaching guide.

In the lesson comments, words defined in the "Word List" are printed in bold type. It may be helpful also for the teacher to pause at times during the study to ask students if there are any other words or terms they do not understand. Give simple definitions for those words. If students take home a copy of the lesson comments, ask them to underline any words they don't understand and then to ask about them during the class time.

Use of visual aids is recommended where suggested and at any other time you think they will be useful. In this study, the use of maps is suggested often to familiarize students with the places mentioned, time frame, and distances traveled. It is important to the study to have some kind of map on which to identify towns, provinces, and countries. If you do not have a large display map, use a map from your Bible or a Bible atlas to draw a rough map on the chalkboard or poster board.

In the teaching guide for this quarter, a "Time Line of Acts" is introduced in Step 4 of Lesson 1 in the Teaching Guide. The Time Line is an excellent means to provide an historical view of the book of Acts and for tying the entire study theme together. The teaching procedures indicate when to display the Time Line and identify specific events. Refer to the Time Line as often as possible throughout the study to stress the continuity of the book of Acts.

Bible study in Basic English is published by the Baptist General Convention of Texas and follows the same curriculum plan as the Bible Study for Texas materials, but has no Texas emphasis. Teachers may wish to purchase Bible Study for Texas lesson comments and teaching guides (\$1.95 each per quarter) as additional resources. These may be ordered through your church or directly from:

Sunday School/Discipleship Division
Baptist General Convention of Texas
333 North Washington, Dallas, TX 75246-1798

E-mail: baptistway@bgct.org
Fax: 214-828-5187
Telephone (toll free): 1-800-355-5285

Teaching Guide: Unit 1, Lesson 1

Session Title:

Witnesses? Who? Us?

Focal Text: Acts 1:1-14

Background text: Acts 1

Memory Verse: “But you will receive power when the Holy Spirit comes into your life. You will tell about Me in the city of Jerusalem and over all the countries of Judea and Samaria and to the ends of the earth.” (Acts 1:8)

Main Focus: Jesus' followers are to be His witnesses to everyone.

Study Aim: To lead students to know that Jesus wants them to be His witnesses to everyone.

Connect with Life

Ask: “What happens when a book, a movie, or a television show is a big success?” Confirm a student’s response or provide the answer yourself that additional books, movies, or shows usually follow a successful one. Explain that they either continue the same story or have the same theme as the original. Cite some current examples.

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 3) and Picture Sequence Stories (page 5). Refer to suggested uses on page 3.

1. Tell students that we begin the study of another book of the Bible today, but that it really just continues the previous Bible study of the book of Luke.

2. Write *Luke* on the chalkboard. State that this was the name of both the book and its writer. Recall these facts about Luke:

He was a doctor.

He traveled with the Apostle Paul.
He was not a Jew. (He was a Gentile.)
He wrote two books of the Bible: Luke, Acts.

3. Remark that we now begin a study of Luke’s second book—Acts. The book of Luke tells about Jesus’ life and ministry, and Acts tells mostly about the history of the early church. Overview the Unit 1 Introduction on page 1 from the comments section.

4. Introduce the “Time Line of Acts” (see page 4 of this Teaching Guide). Prepare the Time Line for overhead projection, as a poster, or as a Power Point visual. Make a photocopy for each class member to use throughout the 13 weeks of study. Describe the Time Line as some of the important events in Acts listed in the order that they happened. State that you will refer to the Time Line all through the study of Acts, so class members should keep it for future reference.

5. Ask for someone to read aloud Acts 1:1-8. Comment on the passage, as follows:
—Verses 1-2. Theophilus is the same person addressed by Luke in his “first writings,” the book of Luke. Other things in these first few verses connect the book of Luke with the book of Acts.
—Verse 3. After Jesus’ crucifixion and burial, He appeared to His followers many times and taught about the holy nation of God (kingdom of God).
—Verses 4-5. Jesus told the followers to wait in Jerusalem to “be baptized with the Holy Spirit.” This meant that they would be made pure and would experience the fullness of God’s Spirit.
—Verses 6-7. Surely Jesus was sad when the followers asked the question in verse 6. He had taught them about the holy nation of God, but they were still expecting Him to restore the land and political control of the nation of Israel to the Jewish people.
—Verse 8. This is the memory verse for this lesson. It is also the key verse for the entire book of Acts. It instructs the people of God (the church) to be witnesses for Jesus not only where they live, but all around the world.

6. Ask a student to read aloud Acts 1:9-11. Ask a volunteer to retell this scene without looking at the verses. Let other students add any missed details. This is the first item on the “Time Line of Acts.”

7. Because the disciples' names may be difficult for members to pronounce, read aloud Acts 1:12-14. Comment that eleven of the original followers waited there (Judas Iscariot had killed himself after betraying Jesus), along with Jesus' mother and brothers and other faithful followers. These followers went back to Jerusalem (from the Mount of Olives) to wait. Ask: "What were they waiting for?" (for the Holy Spirit, Whom Jesus had promised to send them). Note that they waited together in prayer.

Encourage Application

Repeat Acts 1:8. Remark that Jesus left us with the command to tell about Him in our own city, in our country, and around the world. Ask: "What are we waiting for, two men in white to stand beside us and ask why we are standing here with these blank looks on our faces?" Say: "Jesus is coming again! He will return the same way the followers saw Him go up into heaven. Let's get to work!"

Additional Teaching Ideas

Connect with Life: Spreading the Word

First, determine if students are familiar with the word *gossip*. If not, define the word and give examples of how it is used. Compare the words *gossip* and *gospel*. Define *gospel*. Once started, gossip spreads quickly. Suggest that if the gospel got around as fast as gossip does, it would not take long for everyone to hear the Good News about Jesus. Ask: "Why is it that people talk about other people, but they won't talk about Jesus?" Remark that when it is suggested that we all should be witnesses for Jesus, we look around innocently and ask, "Who? Us?" In today's lesson, we hear the last words of Jesus. These words tell us we are all to be witnesses for Him.

Connect with Life: Ripples

Ask: "If you drop a stone into a pool of water, what happens?" Let students answer, then use any response to further describe what happens. First there is a little splash, then tiny little waves or ripples of water go outward in circles to the edge of the pool. The gospel is like that. The gospel drops into your own heart with a little splash, then goes out in ripples to your family and friends, then in another small wave to your neighbors, and in yet another wave to the people with whom you play or work, and one wave after another goes out until they finally reach the ends of the earth. Say: "That's what Jesus is telling us to do in Acts 1:8,

to cause ripples that go around the world." Ask: "Have you felt that little splash in your heart?"

Connect with Life: Courtroom Words

Ask if anyone has ever been in a courtroom during a jury trial. Also ask if anyone has watched a television show where there was a courtroom scene. Briefly discuss the trial process. Refer to the words in the "Word List" related to the legal process. Ask: "What is a witness?" Allow students to respond, then refer to the material under the subhead "Witnesses for Jesus" on page 3 of Lesson 1. In Acts 1:8, Jesus tells His followers to be witnesses for Him wherever they go.

Guide the Study: Witnesses

Refer to the section, "Witnesses for Jesus," on page 3 of Lesson 1. The first paragraph tells what a witness is. To be a witness to something, you must either see it for yourself or know for sure that it is true. Since we were not there to see the biblical events as they happened, we must prove to ourselves that the gospel is true, that Jesus really was raised from the dead, and that He is truly the Son of God. Offer the following as evidence that all of those things are true:

- (1) Jesus' tomb was empty.
- (2) Jesus showed Himself to hundreds of people after He was raised from the dead.
- (3) The followers (disciples) changed from being confused and afraid to being bold witnesses for Jesus.
- (4) The Bible itself offers proof, with writings by the early preachers (prophets) who told about the coming Christ, and other good men who actually saw Jesus and heard His teachings.
- (5) Our own personal experiences in trusting Christ are proof.

Encourage Application: Focus on What's Important

Explain that there are speakers and writers who try to teach people how to be successful. They tell us to focus our attention and efforts on the things that are important. After Jesus' death on the cross, the followers had been confused and uncertain without their leader. Before He went up into heaven (the ascension), Jesus told them to wait in Jerusalem until they received the power promised by God (see Luke 24:49 and Acts 1:4). When they received that power from the Holy Spirit, they changed. They focused on one thing, telling others about Christ. Comment that, according to Acts 1:8, Jesus tells all of His followers to tell about Him wherever they go.

How to use Picture Sequence Stories and Core Sentences

Picture sequence stories are a versatile teaching tool provided as a supplement to the Bible Study in Basic English Teaching Guide. These sheets are based on a concept developed by Alexander Lipson, Harvard University professor, who learned that students become more involved in conversation when they see the story in pictures.

Description: Two sheets of material accompany each of the 13 lessons in this study of Acts, as follows:

- (1) A list of Core Sentences that relate the basic thoughts from the Bible story in simple language.
- (2) A picture sequence sheet that illustrates each Core sentence in a like-numbered picture panel.

Presentation Methods: Use one of these methods to make the Core Sentences and Picture Sequence Stories available to class members:

- (a) Print or photocopy a sheet for each person.
- (b) Use an overhead or PowerPoint slide on a screen.
- (c) Copy the drawings onto sheets of newsprint or a large chalkboard or whiteboard.
- (d) Use a photocopier to enlarge the picture panels. Use a marker pen to retrace the drawings, and paste them onto a sheet of poster board.

Suggestions for Use: The Core Sentences and Picture Sequence Stories may be used in a many ways. Using different methods will make them more interesting to students. Begin by displaying the Picture Sequence Page and reading the Core Sentences in order. Then let students repeat each Core Sentence after you, one sentence or phrase at a time, as you point to the portion you are reading. The final step is to ask a class member to retell the story in his or her own words. Picture Sequence Stories may be used as a basis for teaching the entire lesson or simply as a tool to review and summarize the story. Other methods of using these tools include:

- (a) Use the Picture Sequence Stories as a "Connect with Life" activity at the beginning of each session to create interest. Ask students what story the pictures are telling.
- (b) Write the Core Sentences onto poster board strips. Mix them up and lay them on a table. Then ask a class member to compare them to the Picture Sequence Sheet and put them in the correct order.
- (c) Retype the Core Sentences and leave blank spaces in the place of key words. List the missing words at the bottom of the page. Make and distribute copies to class members and instruct them to write in the missing words.

The writer of the Core Sentences for Acts is Phyllis Merritt, who also wrote Unit 2 (Lessons 5-9). The picture sequence illustrations were drawn by Marcia Miller. She was a missions volunteer in Southeast Asia and the Caribbean.

Lesson 1 Core Sentences Acts 1:1-14

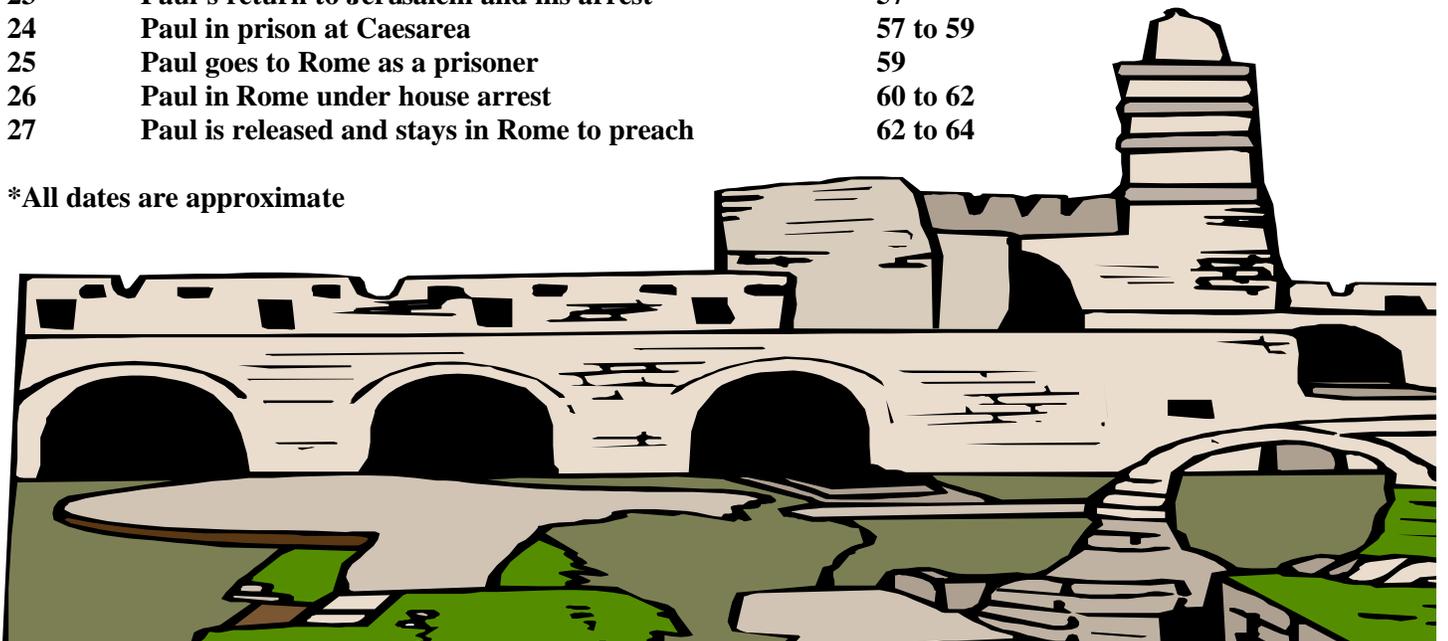
1. Luke said, "I wrote about all the things Jesus did and taught until He returned back to heaven."
2. Luke wrote: "Jesus suffered and died. For 40 days He showed He was alive and told about the Holy Nation of God."
3. Luke wrote: "Jesus told His followers not to leave Jerusalem until the Holy Spirit came to them."
4. Jesus' followers asked, "Is this the time for the Holy Nation of God?" Jesus answered, "It is not for you to know."
5. Jesus said, "You will receive the Holy Spirit and first you will tell people about Me in Jerusalem. Then you will tell people in Judea, Samaria, and to the ends of the earth."
6. Then, Jesus was taken back to heaven while they were watching. A cloud carried Him away and they could not see Him.
7. Two men asked the followers, "Why are you standing here looking up into heaven? Jesus will come back the same way He left."
8. The followers went back to Jerusalem as Jesus had told them.
9. There, they all prayed together.

TIME LINE

OF ACTS

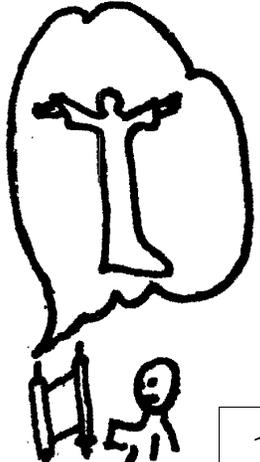
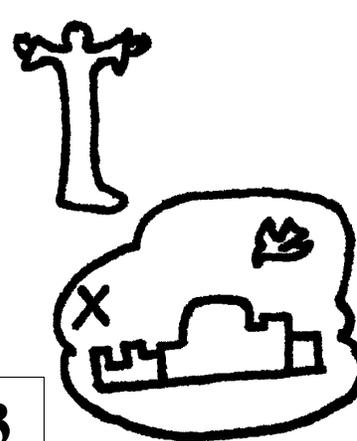
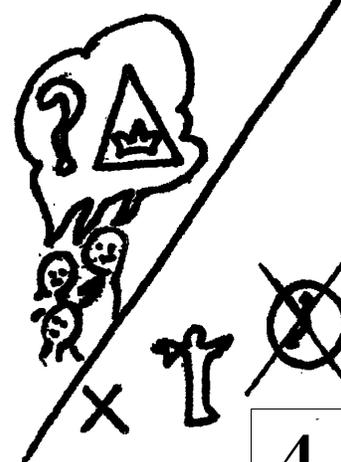
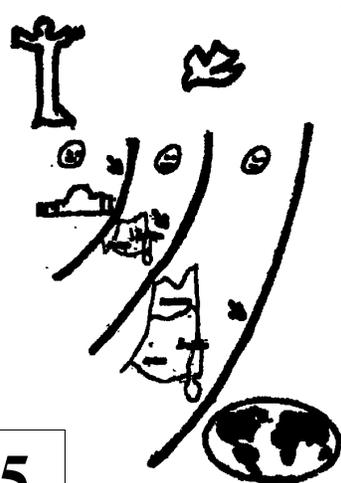
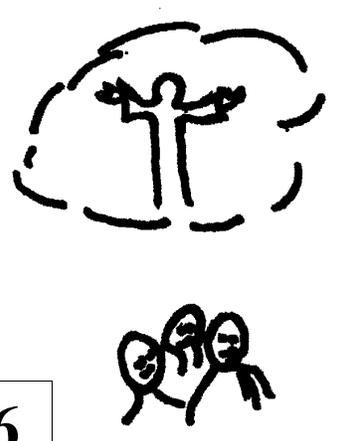
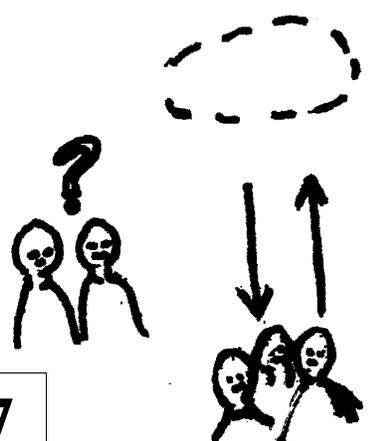
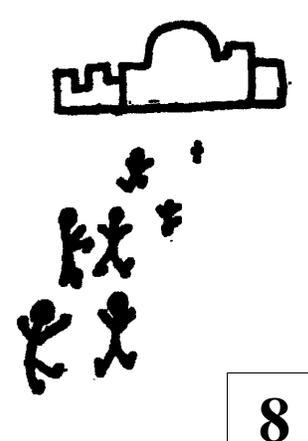
<u>Line</u>	<u>What happened</u>	<u>Year A. D.*</u>
1	Jesus is taken up into heaven	30
2	The Holy Spirit comes upon the followers	30
3	The Jerusalem church grows	30 to 33
4	Seven leaders chosen to serve Jerusalem church	33
5	Saul and other Pharisees cause trouble for the church	33
6	Stephen arrested and stoned to death	33
7	Many followers leave Jerusalem	33
8	Philip witnesses in Samaria and to the Ethiopian man	33
9	Saul meets Jesus on the road to Damascus	33 or 34
10	Saul stays in Arabia and Damascus	33 to 36
11	Saul visits Peter and James in Jerusalem	36
12	Peter takes the Gospel to Cornelius, who is not a Jew	36
13	Saul stays in Syria and Cilicia (Tarsus)	36 to 45
14	Peter's report to the church at Jerusalem about non-Jews	45
15	Barnabas visits the church at Antioch	45
16	Barnabas brings Saul to Antioch	45
17	Saul, Barnabas take hunger money to Jerusalem church	46
18	Paul's first missionary trip (with Barnabas)	47 to 48
19	The big meeting of the Jerusalem Council	49 or 50
20	Paul's second missionary trip (with Silas)	50 to 52
21	Paul visits Jerusalem then returns to Antioch	52
22	Paul's third missionary trip	53 to 57
23	Paul's return to Jerusalem and his arrest	57
24	Paul in prison at Caesarea	57 to 59
25	Paul goes to Rome as a prisoner	59
26	Paul in Rome under house arrest	60 to 62
27	Paul is released and stays in Rome to preach	62 to 64

*All dates are approximate



Lesson 1 Picture Sequence Stories

Acts 1:1-14

 <p>1</p>	 <p>2</p>	 <p>3</p>
 <p>4</p>	 <p>5</p>	 <p>6</p>
 <p>7</p>	 <p>8</p>	 <p>9</p>

Teaching Guide: Unit 1, Lesson 2

Session Title:

Given power by the Spirit? Who? Us?

Focal Text: Acts 2:1-16, 22, 24, 36-41

Background Text: Acts 2

Memory Verse: “For God did not give us a spirit of fear. He gave us a spirit of power and of love and of a good mind.” (2 Timothy 1:7)

Main Focus: As Jesus' followers had received the Spirit's power, Peter called the listening crowd to repent, be baptized, and receive the gift of the Holy Spirit themselves.

Study Aim: To lead students to understand how the Holy Spirit can help them to be witnesses beyond their own power.

Connect with Life

Use an electrical appliance of some kind to show the need for a source of power (pencil sharpener, lamp, fan, power tool, flashlight, etc.). Hold up the prop (unplugged or with batteries removed) for the class to see. Ask what the item is, then what its purpose is. Demonstrate that, with no source of power, the appliance will not do its job. Then plug it in or insert the batteries, and show how it will now do the work for which it is intended.

Christians are like the electrical appliance. Without a source of power to fill and control their lives, they cannot be effective witnesses for God. Say: “In this lesson, we learn how the early Christians first received the power of God’s Holy Spirit and how the Spirit will give us power as witnesses for Him today.”

Guide the Study

*Determine how you will use this lesson’s Core

Sentences (page 8) and Picture Sequence Stories (page 9). Refer to suggested uses on page 3.

1. Question students about where the followers were and what they were doing at the end of last week’s lesson. (They were in Jerusalem, waiting for the Holy Spirit to come as promised by Jesus.) Refer to the second item on the “Time Line of Acts.” (See page 4 of Lesson 1 Teaching Guide. Also, refer to Step 4 of Lesson 1 Teaching Guide). Say: “Today, we will see that the waiting comes to an end.”

2. Relate the word *Pentecost* to “the special religious gathering to remember how the Jews left Egypt” used in Acts 2:1 of the New Life Version of the Bible (from which the printed Scripture text is taken). Ask a student to read the first three paragraphs from the section entitled, “When were believers first ‘filled’ with the Holy Spirit?” on page 1 of Lesson 2.

3. Instruct students to follow the printed Bible text as you read Acts 2:1-11. (If you use “Powerful Winds” from the “Additional Teaching Ideas” section, put a slight emphasis on the words *powerful winds* as you read verse 2, and watch for students to raise their hands.) Identify three signs of the Holy Spirit’s presence and explain them, as follows:

“...a sound from heaven like a powerful wind.” (verse 2). In the Bible, the wind is often used to indicate the presence of God (Genesis 8:1; Exodus 10:13; 14:21; Psalms 18:10). Both the wind and the Spirit are powerful.

“...tongues which were divided that looked like fire.” (verse 3). Fire also indicated the presence of God (Exodus 3:2; 13:21) and is associated with judgment (Isaiah 47:14, Jeremiah 51:58). Fire is known to refine and purify, and the work of the Holy Spirit is to refine and purify the soul.

“...they began to speak in other languages...” (verse 4). The Holy Spirit made it possible for the followers to speak in other languages so that the people there from all over the Roman Empire could hear the Good News in their own languages. And what was surprising to them was that the men speaking all of these different languages were Galileans, who were thought by other Jews to be a lower-class people with a strange accent even in their own language.

5. Let a class member read Acts 2:12-16. Then comment that those who heard the followers responded in different ways. Say: "Some of them expressed wonder while others began to laugh and make fun of the followers."

Note that the big fisherman, Peter, stepped up boldly to speak. Describe the scene: Peter spoke loudly so that the people could hear him. He quickly pointed out that it was much too early in the morning for the followers to be drunk. He explained that what had happened was exactly as the early preacher (prophet), Joel, had said it would be. Peter quoted the early preacher (Joel 2:28-32) as proof. Remark that Peter then got serious. Say: "Listen as Peter speaks."

6. Let this be the cue for a man (whom you have recruited earlier) to begin the dramatic reading of Peter's speech. Direct the man to read Acts 2:22-24 and 36 eloquently, like a speech. Then read Acts 2:37-41 yourself, to give the results of Peter's preaching. Continue immediately with Step 1 under "Encourage Application."

Encourage Application

1. Using simple math, we can learn how many new believers each of Jesus' original followers won to the Lord and brought into the church on that one day. Do a calculation on the chalkboard to show that 3,000 persons who were baptized (verse 41) divided by the 120 original believers in the upper room (see Acts 1:15) equals 25. Thus, on average, each original believer led 25 new believers to Christ in one day!

2. Ask: "What might happen if each member of this class was filled with the Holy Spirit and won 25 people to Jesus? Or, if each member of our church led 25 people to know Christ personally? Or, if every Christian brought 25 people into the Holy Nation of God (kingdom of God)?" Discuss whether or not this is possible and what the impact would be if it did indeed happen. Comment: "The early believers did it. And, with the help of the Holy Spirit, we too can be witnesses beyond our own power!"

3. Ask a student to read the four statements under "Things to think about" on page 3 of Lesson 2 comments. Add your remarks to affirm these truths.

Additional Teaching Ideas

Connect with Life

Glossolalia. If you are teaching a students who speak

different languages, involve them in a simulation of *glossolalia*, or speaking in tongues. Prearrange for several students to bring Bibles in their native languages. Divide the class so that some will read while others listen. Instruct the readers, on cue, to begin reading aloud Acts 2:1-4, each in his or her own language and all at the same time. Direct the others to listen carefully and try to understand what the readers are saying. After the reading, ask the readers how they felt during the reading. Ask listeners about their feelings, whether they understood any of the languages and, if so, if it was their own native language. Explain that this activity will help them understand something about what occurred in the Bible text today.

Connect with Life: Powerful Winds

Ask: "What do you know about tornadoes and hurricanes?" Mention the definitions of these storms in the Word List for today's lesson (page 1, Lesson 2 comments). Encourage anyone who has been in the area of a tornado or hurricane to describe the power and sound of the winds associated with these storms. Advise class members to listen during the Bible study today for the mention of *powerful winds* (write the words on the chalkboard). Suggest that they try to be the first to raise their hand when they hear the words.

Connect with Life: Power

Involve students in a free association quiz. Ask: "What do you think about when you hear the word *power*?" Write the word across the top of the chalkboard. As class members mention their thoughts about power, write a descriptive word or phrase on the chalkboard to capture that thought. If needed to inspire thoughts or give additional ideas to students, refer them to the introductory paragraphs of the lesson comments. Use information from that section to summarize and lead into the lesson.

Guide the Study/Encourage Application

Filled. In Acts 2:4, Luke tells us that the early followers were all "filled with the Holy Spirit." Ask: "How can we be filled with the Holy Spirit?" Direct students to look on page 2 of the lesson comments under "How are we 'filled' with the Spirit?" where six steps are listed to answer the question. Encourage students to follow these steps in their daily lives.

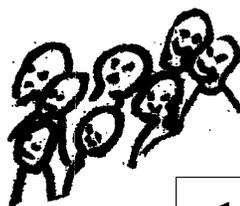
Lesson 2 Core Sentences

Acts 2:1-16, 22, 24, 36-41

1. The followers of Jesus were all gathered in Jerusalem.
2. A sound came from heaven like a powerful wind. They saw fire-like tongues over each head.
3. They were all filled with the Holy Spirit, and they began to speak in other languages.
4. Many religious Jews from all over the world were surprised to hear their own language.
5. Peter preached to all the people about the mighty works Jesus did.
6. Peter said, “Jesus was nailed to the cross and died. But God raised Him up and Jesus is now at God's right side.”
7. The Jews who heard this had troubled hearts. They asked, “What should we do?”
8. Peter told them, “Be sorry for your sins, turn from them, and be baptized.”
9. That day, 3,000 new believers were baptized. They listened to the missionaries and worshiped and prayed and ate the Lord’s Supper together.

Lesson 2 Picture Sequence Stories

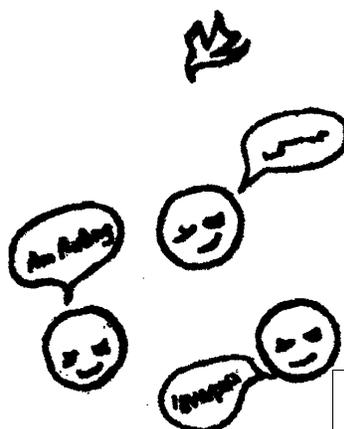
Acts 2:1-16, 22, 24, 36-41



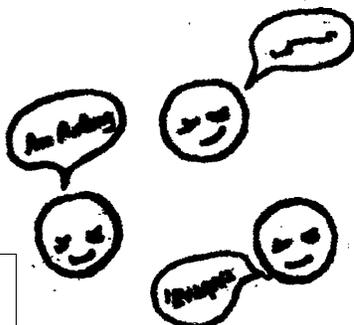
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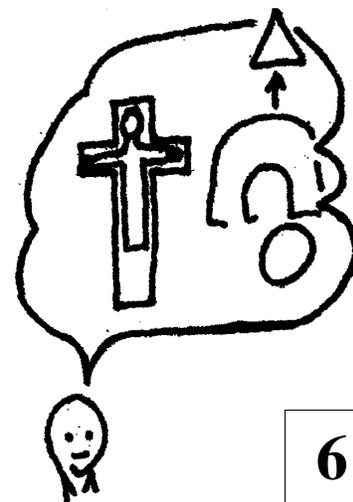
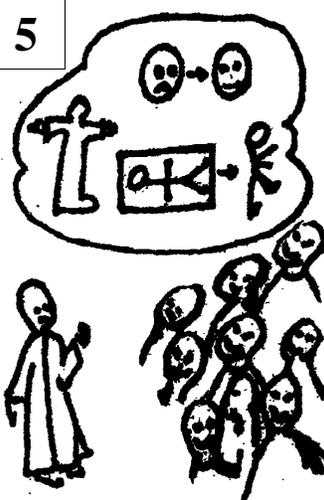


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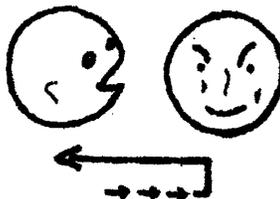
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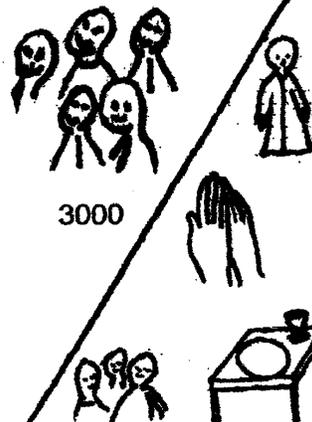
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Teaching Guide: Unit 1, Lesson 3

Session Title:

Helping others? Who? Me?

Focal Text: Acts 3:1-10
Background Text: Acts 3

Memory Verse: “But you must be sorry for your sins and turn from them. You must turn to God and have your sins taken away. Then many times your soul will receive new strength from the Lord.” (Acts 3:19)

Main Focus: Peter and John ministered to human need in the authority and power of Jesus.

Study Aim: To lead students to identify specific human needs that God may be calling them to meet.

Connect with Life

Ask: “What is the greatest burden, problem, or disability you have that keeps you from being your best?” Do not wait for answers, but rephrase the question or give examples to be sure that students understand. Then ask: “How would you feel if by some miracle you were suddenly free from that condition, and how would you express that feeling?” (You may need to define *miracle* as something done by God that people can’t explain.)

Inform students that they will learn today how a man crippled from birth was instantly healed, and how he responded. Question students about how they would feel and what they would believe if they actually witnessed such a scene. Allow several class members to answer before proceeding to the lesson.

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 12) and Picture Sequence Stories (page

13). Refer to suggested uses on page 3.

1. Use the “Time Line of Acts” to review the first two lessons of Unit 1 of the study of Acts, as follows:
Lesson 1. Jesus is taken up into heaven, and the followers are left with instructions to wait for the Holy Spirit to come to them.

Lesson 2. The Holy Spirit comes upon the followers with the sound of a powerful wind, divided tongues that looked like fire, and the gift of speaking in other languages.

2. Comment that today’s lesson is part of the item on the Time Line, “The Jerusalem church grows,” and is about a miracle that caused the church to grow to a total of 5,000 men (Acts 4:4). To put this lesson in perspective on the Time Line, you may want to read Acts 2:42-47 describing the unity and growth of the first church. Note that verse 43 says, “...many wonderful works were done by the missionaries.” Remark that Luke chose one of those miracles as an example of the works done by the missionaries (apostles).

3. Request a class member to read Acts 3:1-5. Comment on these verses, as follows:

Verse 1. Three o’clock in the afternoon was one of the three times during the day that very religious Jews went to the house of God for prayer. Peter and John still followed that Jewish custom.

Verse 2. The beggar had been crippled from birth. He had not been able to walk for more than 40 years (Acts 4:42). Every day, someone carried him to the gate near the house of God and left him there to ask people for money. He was helpless and hopeless.

Verses 4-5. When Peter said, “Look at us,” the beggar expected them to give him some money. But what Peter had for him was a gift better than money. The next part of the Bible text tells us what that gift was.

4. Ask another member of the class to read Acts 3:6-10. Call attention to the statement in verse 7 that Peter first “...took the man by the right hand and lifted him up.” Note that it was not until after Peter had done this that the man’s legs became strong. Remark that Peter’s words in verse 6 indicate that he was in touch with the power of Jesus.

5. Comment that after Peter healed the crippled man, the crowd in the house of God saw the man walking and jumping around and knew that he was the same man who had been sitting at the gate for years asking for money. Explain that the surprised onlookers gathered around, and Peter boldly began to preach (Acts 3:11-26). Relate the main points of his speech, as follows:

*It was through the power of God and His Son, Jesus, that the man was made well, not by the power or goodness of he and John.

*The Jews had caused Jesus to be killed on the cross, but God raised Him from the dead and the followers saw Him alive afterwards. This was all part of God's plan as told by the early preachers (prophets).

*The Jews and their leaders did not know what they were doing when they crucified Jesus, but God was willing to give them another chance to receive God's loving-kindness (grace).

6. Remark: "And then Peter told them what to do." Ask a student to read the "Memory Verse" from page 1 of the Lesson 3 comments.

7. Say: "Here is what Peter said to the people about the man who was healed...." Read Acts 3:16 from the Bible. Then comment: "And this is how Peter ended his speech...." Read Acts 3:26. Advise students that this story is continued in next week's lesson.

Encourage Application

1. Write this equation on the chalkboard:
People's Needs + Christian Compassion
God's Power = Miracles That Change People's Lives

2. Suggest that this is the formula Peter and John used to heal the crippled beggar's legs. Comment that there are ways we can give joy to others as Peter and John gave joy to the beggar. Mention some ways in which your church is involved in meeting people's needs. Encourage students to identify some specific need of people that God may be calling them to meet.

Additional Teaching Ideas

Guide the Study: Miracles

Comment that many of the times Jesus helped someone are recorded in the Bible and that many others were never written down by anyone. Note that after Jesus went up into heaven, God also gave the missionaries (apostles) power to do some miracles of

healing. Define a miracle as a remarkable and unusual action done by the power of God. Identify these characteristics for miracles of healing:

(1) they are always done for a worthy purpose, not for selfish reasons, (2) they are performed to help people with needs, (3) they prove that the one who does them is sent by God, (4) they confirm some truth or purpose of God, and (5) they require faith on the part of both the healer and the one healed. Involve class members in a discussion of whether and how miracles still occur in modern times.

Guide the Study: Viewpoints

Divide the class into three groups. Assign one of these viewpoints to each group:

(1) John, (2) the crippled beggar, and (3) a Jewish man. State that all three were present at the house of God (temple) at the time of this event. Explain that you will read the story from the Bible as all three groups listen. Instruct each group to listen from its assigned viewpoint and be prepared to tell: (1) why they were at the house of God, (2) what they saw and heard there, and (3) how they feel about the experience now. Encourage them to be true to the facts given in the Bible text, but to be creative in their responses. Read Acts 3:1-10 as students listen. Allow about five minutes for them to develop a report (let them look at the printed Bible text or sections of the lesson comments, as needed). Then call for someone from each group to act as spokesperson to report to the entire class.

Encourage Application: Human Needs

Refer to the personal application box, "Think about it..." on page 2 of the lesson comments. Split the class into small groups of three or four students. Provide pencils and notepads or markers and newsprint for each group. Note that three examples of people with needs are given in the box. Instruct students to think of other examples of people with needs and list them on the notepads or newsprint. Allow five minutes or so for this brainstorming activity, then call for reports from the groups. Suggest that students think about whether God may be calling them to meet some of these needs.

Encourage Application: Personal Testimony

If you know someone who has had a life-changing experience of either helping or being helped through a ministry of the church, ask that person to give a brief testimony to the class. (This would be especially effective if the person is a member of the class.)

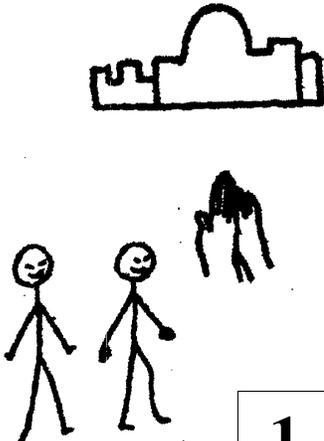
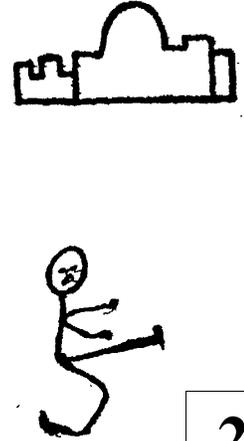
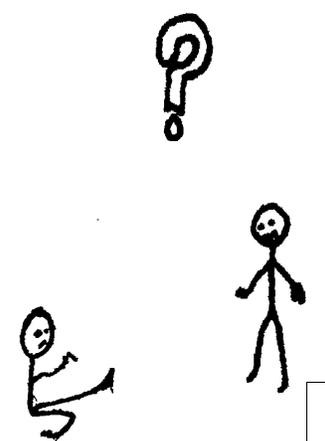
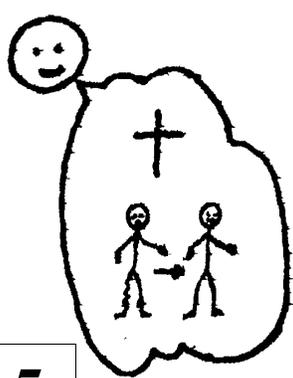
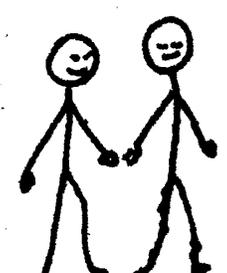
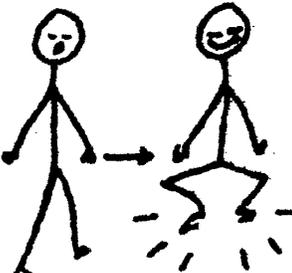
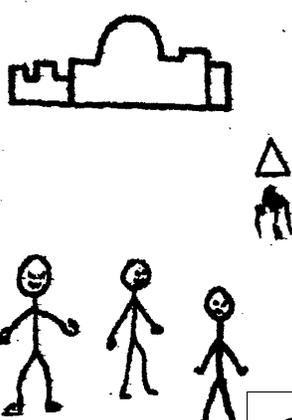
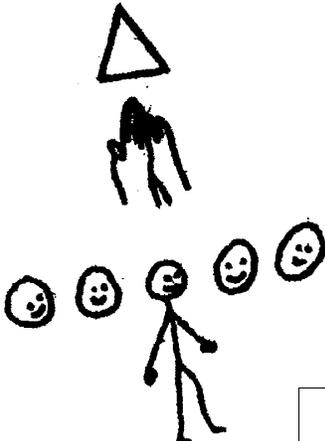
Lesson 3 Core Sentences

Acts 3:1-10

1. Peter and John were going to the house of God to pray.
2. Every day a man who had never walked was carried to the Gate to beg for money.
3. He asked Peter and John for money.
4. Peter said, "I have no money, but what I have I will give you."
5. Peter said, "In the name of Jesus Christ of Nazareth, get up and walk!"
6. Peter took the man by the hand. The man's feet and the bones in his legs became strong.
7. He jumped up and walked.
8. He went into the House of God with Peter and John. He gave thanks as he walked.
9. All the people saw him walking, and they gave thanks to God.

Lesson 3 Picture Sequence Stories

Acts 3:1-10

 <p>1</p>	 <p>2</p>	 <p>3</p>
 <p>4</p>	 <p>5</p>	 <p>6</p>
 <p>7</p>	 <p>8</p>	 <p>9</p>

Teaching Guide: Unit 1, Lesson 4

Session Title:

Always faithful?

Who? Us?

Focal Text: Acts 4:1-20

Background Text: Acts 4:1-31; 5:12-42

Memory Verse: “There is no way to be saved from the punishment of sin through anyone else. For there is no other name under heaven given to men by which we can be saved.” (Acts 4:12)

Main Focus: Peter and John were faithful to God in spite of the opposition they faced.

Study Aim: To lead students to examine ways they can become bold and courageous in their faith.

Connect with Life

Ask: “What kinds of trouble do people have in the world today because they are Christians?” Allow students to respond, then narrow the question to, “What kinds of trouble do Christians in America have?” Finally, ask: “What kinds of trouble do you have because you come to a Christian church?”

Enlist a student to read the three opening paragraphs on page 1 of the Lesson 4 comments, beginning with, “It is easy for some of us....”

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 16) and Picture Sequence Stories (page 17). Refer to suggested uses on page 3.

1. Refer to the “Time Line of Acts” and mention that we are still on the third line, “The Jerusalem church grows.” Note under the date column that this line covers three or four years of the Jerusalem church’s growth.

2. Recall last week’s study of how Peter healed a man as he and John were going to the house of God (temple) to pray. Remind them also of how Peter then preached to the people who saw the man walking and jumping about and thanking God, and many of them became followers. Comment that everything looked good for the church in Jerusalem, but that trouble was on its way.

3. Request a student to read Acts 4:1-4. Remark that Peter and John received different responses to their act of healing and their preaching of the gospel. Ask: “How did the Jewish leaders respond to this miracle?” (verse 2, they were angry). Then ask, “How did the Jewish people respond?” (verse 4, many believed).

4. Present another question, “Why were the leaders angry?” Allow students to respond. Use verses 1 and 2 plus the second and third paragraphs of “Expect problems” on page 1 of the Lesson 3 comments, as needed, to further explain the leaders’ anger. (See also Acts 5:17, 28.)

5. Ask a student to read Acts 4:5-12. State that Peter and John were standing before the Sanhedrin. Remark that in this court were 71 of the most powerful people in the country. Explain that the high priest, the Sadducees, the Pharisees, the teachers of the Law, and the elders were all there. Remind the class that this was the court that sent Jesus to His death on the cross. Recall also that Peter was so afraid at the cross that he denied three times that he had been with Jesus.

6. Comment that before the Sanhedrin, Peter and John stood fearless and bold. Ask: “What do you think made Peter so different?” Lead students to understand that the apostles had now been filled with the power of the Holy Spirit.

7. Note that the Jewish leaders wanted to know, “By what power or in whose name” Peter had healed the man who had never been able to walk. Read again to the class two verses from last week’s lesson, Acts 3:6 and 3:16, to identify Jesus as the One in Whose name the healing was done. Reread Acts 4:12 to underscore the significance of the name.

8. Read aloud Acts 4:13-20 yourself, making these

points as you read the verses:

Verse 13. Peter and John spoke with confidence and knowledge as if they had been to the Jewish religious schools.

Verses 14-18. The religious leaders had a problem. They all knew that the beggar had not been able to walk before but was now standing before them on two good legs. All they could do was to let Peter and John go with a warning.

Verses 19-20. Because they had been with Jesus, Peter and John knew that there was nothing more important than pleasing God. So, standing before the most powerful group in the country, they confidently said that they must continue to tell what they had seen and heard and knew to be true. They chose to please God rather than men.

9. Provide a brief summary of what happened after the two apostles were released by the Sanhedrin, as follows:

*Peter and John immediately went back to the group of believers and reported the threats made by the Sanhedrin. They all prayed together, not for protection, but for courage and boldness to preach God's Word. Then they were filled with the Holy Spirit (Acts 4:21-31).

*The apostles continued to preach and heal people in the name of Jesus, and the church added more new believers (Acts 5:12-16).

*The religious leaders heard how people were trusting in Christ and became very jealous. They arrested the missionaries again. They planned to kill the missionaries until a wise teacher of the Law, named Gamaliel, stood and convinced the members of the court not to kill the missionaries. They had Peter and John beaten, then let them go again with the same warning not to speak in the name of Jesus.

*The missionaries were happy to suffer for Jesus and kept on preaching in His name.

Encourage Application

Remark that the class talked at the beginning of the lesson about problems people have because they are Christians. Comment that, in the United States, people generally do not face strong opposition. State that we do, however, need to learn to be bold and courageous to speak to others in the name of Jesus. Suggest that we can learn from the example of Peter and John to:

*Rely on the power of the Holy Spirit.

*Join with other Christians in prayer for the strength to be faithful.

*Be confident to speak out about what you know to be the truth.

*Be loyal to God even if it angers other people.

*Use every opportunity to tell others the Good News about Jesus.

Additional Teaching Ideas

Guide the Study: Mock Trial

Involve class members in and experiment with the American system of trial by jury*. Divide the class into three groups: (1) the prosecutors*, (2) the defense attorneys*, and (3) witnesses. Direct all three groups to read Acts 4:1-20 for the information they need to support their presentations or testimony in the upcoming trial of Peter and John. Refer them also to the lesson comments sections, "Expect problems," and "Speak boldly for Jesus." Allow 10-12 minutes for the research. You may then call for group reports or conduct a mock trial with you as the judge and an imaginary jury.

*Words included in the "Word List" for Lesson 4.

Encourage Application: Case Studies

Three case studies are listed below. Assign one case study to each of three groups. Instruct group members to determine how the person in the case study could follow the example of Peter and John in this study to be bold and courageous in the face of their opposition. Then ask: "How could you apply these same principles to any opposition you face?"

(1) A woman is a Christian but her husband is very opposed to religion of any kind.

(2) A young man from another country wants to become a Christian, but his family is very religious in another faith and will have nothing to do with him if he becomes a Christian.

(3) A teen-aged girl wants to go to a Baptist church with her friends, but her parents are angry about something that happened to them in a church years ago.

Encourage Application: Think About

Read the last paragraph from the Lesson 4 comments section, "Speak boldly for Jesus." Then read the two items under "Things to think about." Encourage class members to let James and John be their examples as they have opportunities to tell others about Jesus.

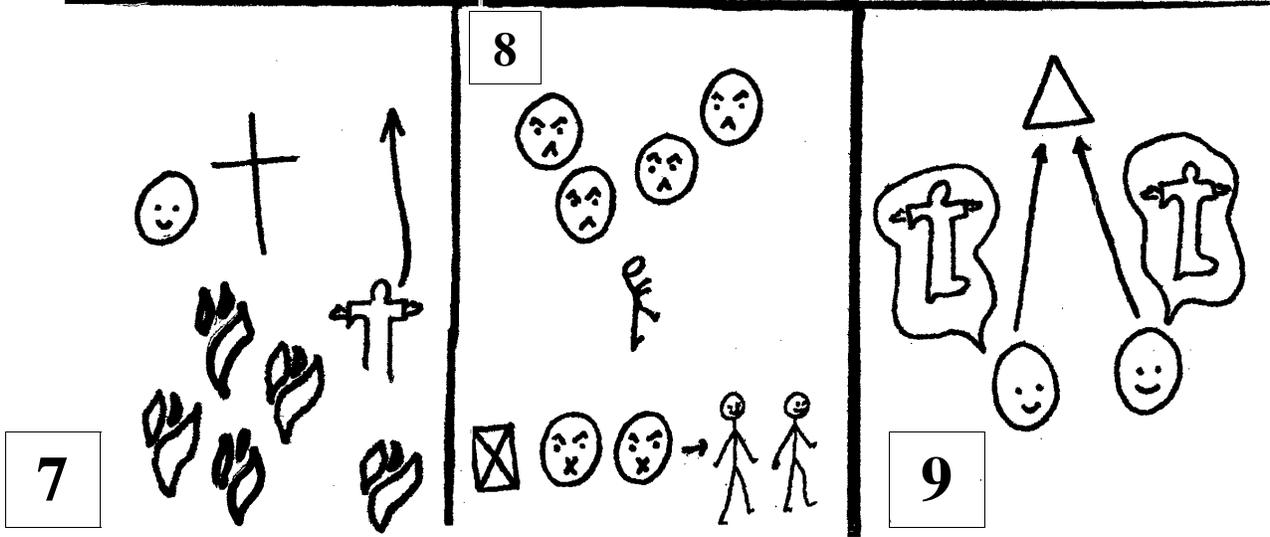
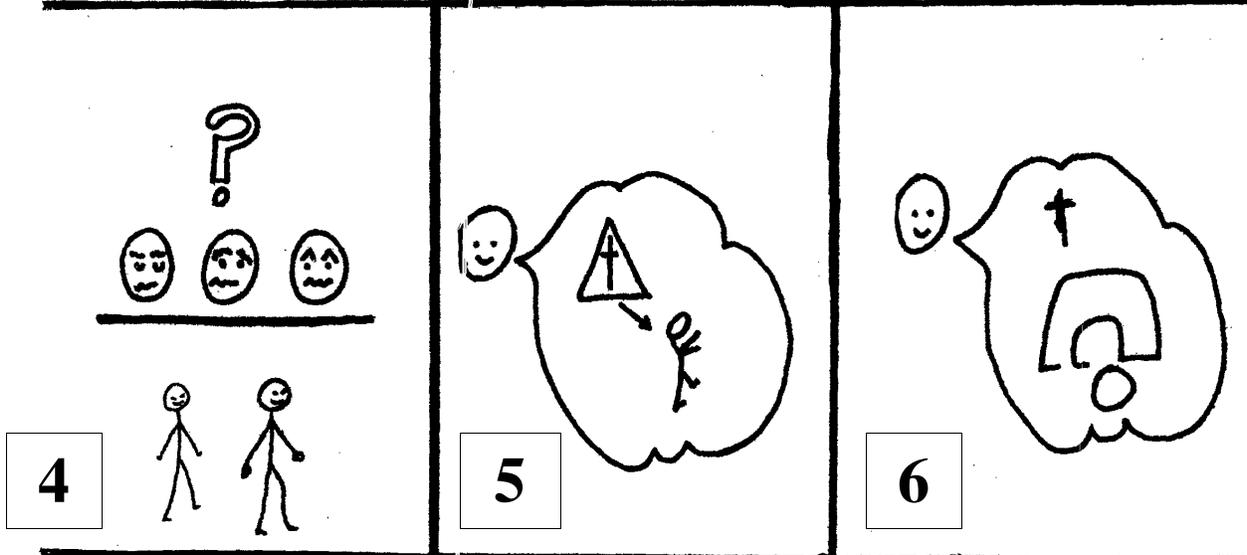
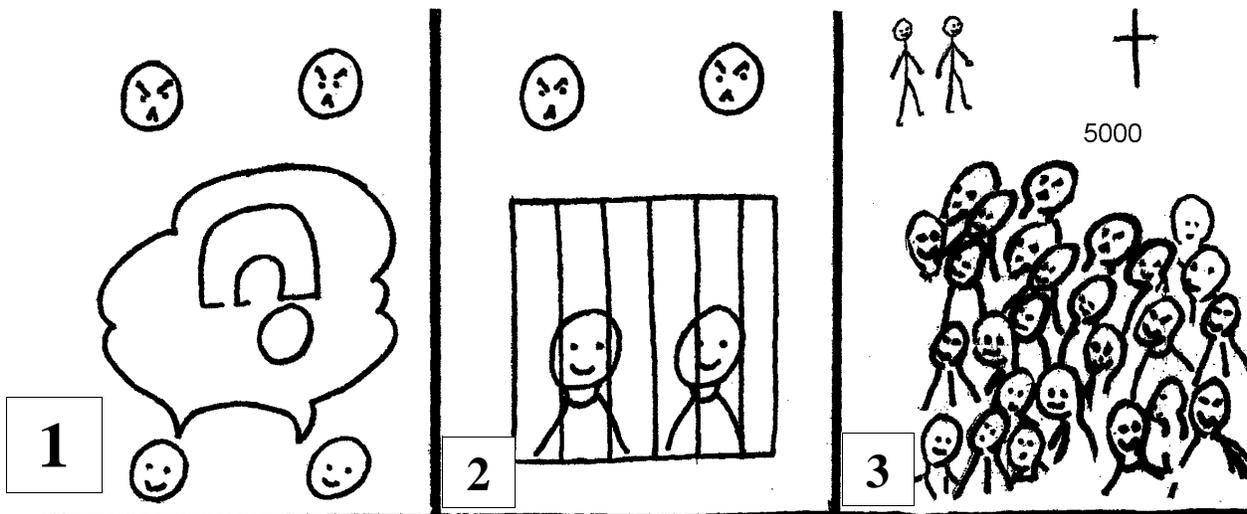
Lesson 4 Core Sentences

Acts 4:1-20

1. Some religious leaders heard Peter and John preaching that Jesus was raised from the dead.
2. They were angry and put Peter and John in jail.
3. But many who heard Peter and John preach became believers, and so there were now 5,000 believers.
4. The next day the religious leaders brought Peter and John to court and asked them, “By whose power have you done this?”
5. But Peter said, “It is by the power of Jesus that this man can walk.”
6. Peter said, “You nailed Jesus to the cross but God had raised Him from the dead.”
7. Peter told the court, “Jesus is the only One who can save from the punishment of sin.”
8. The religious leaders could see that the man was now standing, and they could not say anything against Peter and John. They told them not to tell about Jesus anymore.
9. Peter and John said, “We must obey God and tell what we have seen and heard about Jesus.”

Lesson 4 Picture Sequence Stories

Acts 4:1-20



Teaching Guide: Unit 2, Lesson 5

Session Title:

Let nothing stop the Good News

Focal Text: Acts 8:4-8, 25-39

Background Text: Acts 8

Memory Verse: “I believe that Jesus Christ is the Son of God.” (Acts 8:37b)

Main Focus: Philip shared the gospel with the Samaritans and the Ethiopian man, all of whom his culture considered unacceptable.

Study Aim: To lead students to be willing to cross barriers of race, culture, and lifestyle in order to witness to people who are "different" from themselves.

Begin class by introducing the new words in the “Word List.” Allow a different student to read each word and definition. Explain why it is important to know the meanings of these words before beginning the lesson. (Note: The expanded meaning for the word *baptize* is in a box on page 3 of the Lesson 5 comments. Review this fuller definition, if needed.)

Connect with Life

Describe this scene: You are out in a field or wooded area, walking through brush and tall grass. You step on a twig and hear a snapping sound. The sound startles a flock of birds. They scatter in all directions. The birds sensed danger and flew to safer places.

Our Bible story today tells of something that happened in much the same way. Until this point in our study, Christians had all stayed in Jerusalem. Now the Jewish leaders became angry with Christians and began to arrest and beat or kill them. Say: “When the Jews began to persecute them, the Christians scattered like the birds in the field. They knew they were in danger in Jerusalem, so they left and went to safer places in other parts of Judea and Samaria.”

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 3) and Picture Sequence Stories (page 4). Refer to suggested uses on page 3.

1. On “Time Line of Acts,” point out that the last two sessions were part of the line, “The Jerusalem church grows.” Refer to the next line and note that, as the church continued to grow, there were more responsibilities for the missionaries (apostles), so the church chose seven leaders to help. Two of the seven men chosen were Stephen and Philip (Acts 6:1-5). Just before the events of today’s lesson, a young man named Saul, with other proud religious law-keepers, had begun to persecute the Christians (line 5).

2. Explain that a group of proud religious law-keepers (Pharisees) had just stoned Stephen to death because of his preaching (line 6, Time Line). During the description of Stephen’s stoning, we first learn about Saul. Read aloud Acts 7:58b, then Acts 8:1-3 as background information. Remark that Saul later became a Christian and was called Paul. But here, he and the other proud religious law-keepers (Pharisees) started the scattering of Christians from Jerusalem. Advise students to remember this scene because it will help them understand the complete change that happens to Paul in the next lesson. Strangely, Saul and the Jews who persecuted Christians did the opposite of what they were trying to do.

Say: “Instead of destroying the Christian movement, they instead caused Christians to leave Jerusalem and go to other towns and countries. The Christians took the gospel to other places where more and more people heard and believed the Good News.”

3. Introduce the new unit, “Let Nothing Stop the Witness.” Direct class members to follow on page 1 of the Unit 2/Lesson 5 comments as you read aloud the unit introductory material.

4. Before reading the first part of the Scripture text, provide background information about Philip and the Samaritans. Use “From Jews to Samaritans” (page 1, Lesson 5 comments) to do this and to emphasize how the Samaritans were foreigners who were different from the orthodox Jews of Jerusalem.

5. Request a student to read aloud Acts 8:4-8. Tell

briefly how the church in Jerusalem heard about what Philip was doing in Samaria. They sent Peter and John, two of Jesus' original followers, to help Philip (Acts 8:14-17).

6. Ask if anyone can remember the "Memory Verse" from Lesson 1 (Acts 1:8). Ask for volunteers to recite the verse from memory. If not, recite it yourself or read Acts 1:8 from a Bible.

Question class members about how Philip's actions relates to this verse. Lead students to understand that the 12 followers had told about Jesus in Jerusalem, and that now Philip had taken the Good News to the next step—to Samaria.

Ask: "What was important about taking the Good News to the Samaritans?" Help students understand the significance of how Philip crossed the barriers of race, culture, and lifestyle differences to take the gospel to people "different" from the Jews.

7. Explain: It was now time for the Gospel to cross another barrier. Ask a student to read Acts 8:25-38.

Ask: "Who was this Ethiopian man?" Write students' answers on the chalkboard, including these aspects if they are not mentioned:

*He was an Ethiopian, not a Jew. He was a high official in the queen's government. He knew about God and traveled a very long way to worship Him.

8. Ask: "How was the Ethiopian man different from the Samaritans?" Lead students to realize that the Ethiopian was a non-Jew (Gentile) while the Samaritans had some Jewish blood and knew Jewish history. Philip had been led by the Holy Spirit to cross yet another barrier by telling the Good News to a person who had absolutely no Jewish background.

9. Refer to "And the Good News goes on..." (page 4, Lesson 5 comments). By tradition, we understand that the Ethiopian man returned to his country and told the Good News to people there. The lesson comments writer tells of teaching Christian students from Ethiopia. These students may well be Christians today because of the way Philip led the Ethiopian man to know Jesus almost 2,000 years ago.

10. Involve students in answering "Things to thing about" on page 4 of lesson comments.

Encourage Application

1. Ask students to identify things that are barriers which keep us from telling people the Good News.

List factors on chalkboard as they are named. A list might include race, tribe, ethnic background, culture, education, economic status (rich or poor), occupation, religion, lifestyle, regional identity (such as the Deep South or East Coast of the United States), fear, or physical differences. Ask how they and the church can be more willing to cross these barriers. We look at Philip as an example of what can happen when just one person crosses such barriers with the Good News.

Additional Teaching Ideas

Connect with Life: Planting Seeds

Say: "Suppose you cleared a plot of land, dug it up, and cleaned out all of the grass and weeds. Then you kept the soil loose (cultivated it), fertilized and watered it often, and kept the weeds out. When it came time for the harvest, what would you have?"

Explain that the answer, of course, is nothing because you did not plant any seeds. Compare this to Christianity. If Christians stay in their comfortable church buildings and do nothing but tend to their own interests, God's church will not grow. As Christians, we must get out into our neighborhoods, schools, and workplaces to plant the seeds of God's wonderful love. We want to be ready with a very good crop of faithful followers when Jesus comes back for the harvest. Encourage students to always be ready to tell about Jesus, letting no barriers stand in their way.

Guide the Study: Helping to Understand

Refer to Acts 8:30 in which Philip asked, "Do you understand what you are reading?" Note the Ethiopian man's response in verse 31, "How can I, unless someone teaches me?" There are some things in this lesson that may be difficult to understand. Ask students if they have any questions about the lesson that you can help them to answer.

Encourage Application: Evaluation

Comment that Christians and churches today tend to focus on themselves. We do things to attract people like ourselves and to please or entertain those who are already members. Say: "The book of Acts, especially this lesson, challenges us as Christians and churches to try to reach people who are 'different' from us."

Involve students in a discussion of this problem and what could be done by individuals and churches to change it. Write their suggestions on a chalkboard. Pass any practical ideas on to an appropriate staff member or committee chairperson for consideration.

How to use Picture Sequence Stories and Core Sentences

Picture sequence stories are a versatile teaching tool provided as a supplement to the Bible Study in Basic English Teaching Guide. These sheets are based on a concept developed by Alexander Lipson, Harvard University professor, who learned that students become more involved in conversation when they see the story in pictures.

Description: Two sheets of material accompany each of the 13 lessons in this study of Acts, as follows:

- (1) A list of Core Sentences that relate the basic thoughts from the Bible story in simple language.
- (2) A picture sequence sheet that illustrates each Core sentence in a like-numbered picture panel.

Presentation Methods: Use one of these methods to make the Core Sentences and Picture Sequence Stories available to class members:

- (a) Print or photocopy a sheet for each person.
- (b) Use an overhead or PowerPoint slide on a screen.
- (c) Copy the drawings onto sheets of newsprint or a large chalkboard or whiteboard.
- (d) Use a photocopier to enlarge the picture panels. Use a marker pen to retrace the drawings, and paste them onto a sheet of poster board.

Suggestions for Use: The Core Sentences and Picture Sequence Stories may be used in a many ways. Using different methods will make them more interesting to students. Begin by displaying the Picture Sequence Page and reading the Core Sentences in order. Then let students repeat each Core Sentence after you, one sentence or phrase at a time, as you point to the portion you are reading. The final step is to ask a class member to retell the story in his or her own words. Picture Sequence Stories may be used as a basis for teaching the entire lesson or simply as a tool to review and summarize the story. Other methods of using these tools include:

- (a) Use the Picture Sequence Stories as a "Connect with Life" activity at the beginning of each session to create interest. Ask students what story the pictures are telling.
- (b) Write the Core Sentences onto poster board strips. Mix them up and lay them on a table. Then ask a class member to compare them to the Picture Sequence Sheet and put them in the correct order.
- (c) Retype the Core Sentences and leave blank spaces in the place of key words. List the missing words at the bottom of the page. Make and distribute copies to class members and instruct them to write in the missing words.

The writer of the Core Sentences for Acts is Phyllis Merritt, who also wrote Unit 2 (Lessons 5-9). The picture sequence illustrations were drawn by Marcia Miller. She was a missions volunteer in Southeast Asia and the Caribbean.

Lesson 5

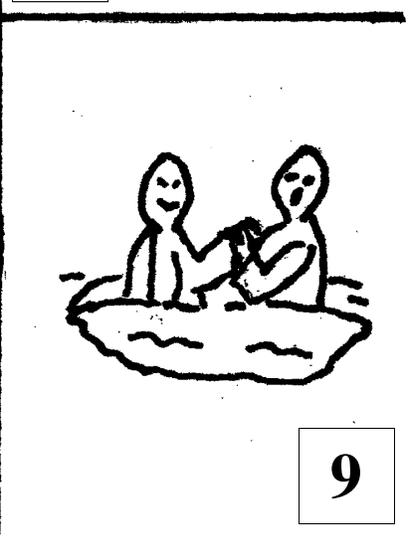
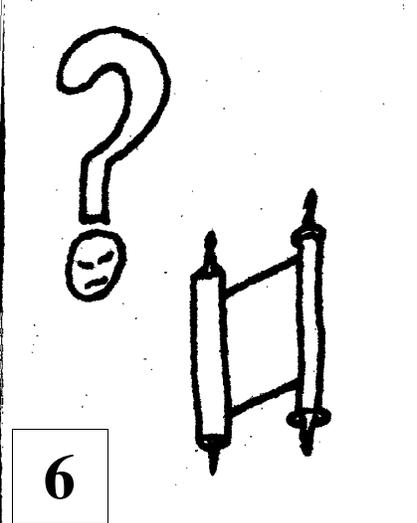
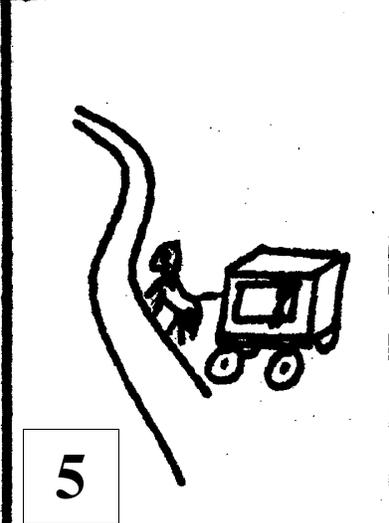
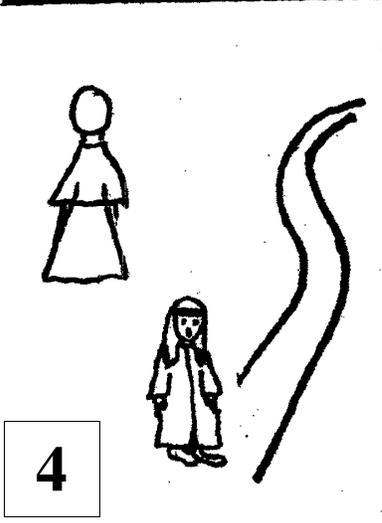
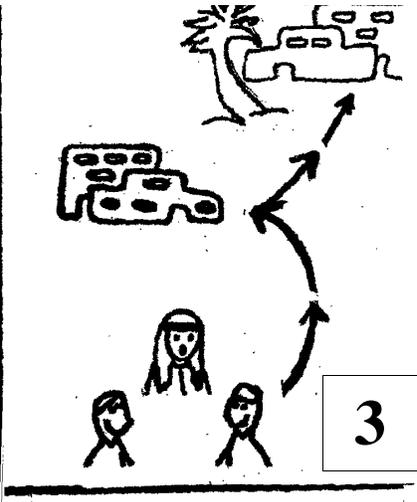
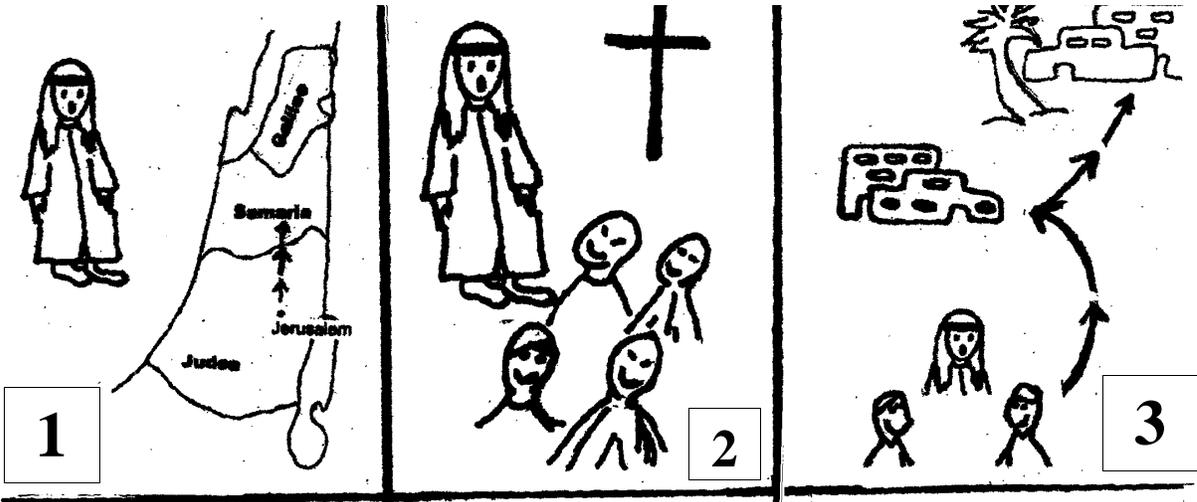
Core Sentences

Acts 8:4-8, 25-39

1. Philip had to leave Jerusalem.
2. So he preached about Jesus to the people in Samaria. Many believed with great joy.
3. Peter and John came to help Philip. On the way home, they preached in other villages in Samaria.
4. Then, an angel sent Philip to a desert road.
5. Philip found a man from Ethiopia reading Bible verses.
6. The man did not understand what he was reading.
7. Philip explained the Bible verses. He preached the Good News of Jesus to him.
8. The man from Ethiopia said, "I believe that Jesus Christ is the Son of God."
9. Then, they found water, and Philip baptized the Ethiopian man.

Lesson 5 Picture Sequence Stories

Acts 8:4-8, 25-39



Teaching Guide: Unit 2, Lesson 6

Session Title:
**Chosen to carry
 the Lord's Message**
Focal Text: Acts 9:1-22, 26-29
Background Text: Acts 9

Memory Verse: "What do you want me to do, Lord?" (Acts 9:6b)

Main Focus: In Paul's transforming experience of conversion, God made Paul His chosen instrument to carry the gospel to Gentiles as well as Jews.

Study Aim: To lead students to consider what God has chosen for them to do.

Connect with Life

Write on the chalkboard: "What Do You Want Me to Do, Lord?" (This is the lesson's Memory Verse.) Direct the students to read it aloud all at the same time (in unison).

Ask: "Can you answer that question?"

Comment that the young man in Acts who asked the question is someone we've already met in this study of Acts.

Guide the Study

*Determine how you will use this lesson's Core Sentences (page 7) and Picture Sequence Stories (page 8). Refer to suggested uses on page 3.

1. On the "Time Line of Acts," review the events of lines 5, 6, 7, and 8. Mention the persecution led by the proud, religious Law-keeper (Pharisee) named Saul. Recall the scene of the other young men laying their coats at Saul's feet while they stoned Stephen to death (Acts 7:58b). Explain that after Stephen was killed, the followers of the Christ began to scatter to safer places. Add that afterwards, "Saul thought it was alright that Stephen was killed" (Acts 8:1a).

Remark that in today's lesson, however, we will see a big change take place in Saul's life.

2. Request a student to read Acts 9:1-2. Note that Saul was already a hard-working leader against the followers of Christ. As a young man who grew up learning the strict ways of the proud, religious Law-keepers (Pharisees), Saul thought that he was doing the right thing by persecuting the believers.

3. Refer to the "Time Line of Acts." Line 9 is today's topic: "Saul meets Jesus on the road to Damascus." Instruct students to read Acts 9:3-9 silently. Allow two or three minutes. Then ask for a volunteer to tell the story in her or his own words. Remark that verse 6 says, "Saul was shaken and surprised."

Ask: "How would you feel if something like this happened to you as you were walking down the street?" Then ask: "How do you think you would react to what God told you to do?" Encourage a short discussion of how Saul reacted and how students think they might act in such a situation.

4. Let a student read Acts 9:10-20. Divide the class into two groups for further study.

Group 1. Look at the Bible text (Acts 9:10-20) and the section, "Ananias helps Saul" (page 2, Lesson 6 comments). Find out the purpose for which Jesus chose Saul. Be ready to explain this to the class.

Group 2. Look at the Scripture text (Acts 9:10-20) and "Ananias helps Saul" (page 2, Lesson 6 comments). Find out what it meant when Saul was baptized. Be ready to explain this to the class.

Monitor the two groups. When both have their answers ready, call for volunteers to provide their answers to the whole class. (The fourth and sixth paragraphs of "Ananias helps Saul" give suitable answers.) Provide further help or explanations, if needed, to be sure the students understand Saul's calling and baptism.

5. Call attention to verse 16 in which God says, "I will show him how much he will have to suffer because of Me." Before his change (conversion), Saul caused much suffering to the Christians. After his change, Saul (or Paul) suffered and was arrested, beaten, put in chains and in jail, shipwrecked, and forced to run for his life. He suffered through all this because of his experience on the road to Damascus.

Say: “On that road to Damascus, Saul saw Jesus and knew that He was the Messiah, the promised Savior.”

6. Use Acts 9:20-22 and “Telling the Good News in Damascus” on pages 2-3 of the Lesson 6 comments to provide a quick summary of the events immediately after Saul’s conversion experience.

7. Ask a student to read aloud Acts 9:26-29.

Remark that it must have been difficult for Saul to go back to Jerusalem. Explain that he could not go back to his former friends (the Jews who spoke the Greek language). Nor could he expect to be welcomed by the Christians in Jerusalem; they were afraid of him. Say: “Saul needed a friend and found that friend in Barnabas.” State that Barnabas spoke well of Saul, and then the followers of the Christ accepted Saul.

8. Point out that Saul kept on trying to get the Jews who speak the Greek language to believe in Jesus but that, instead of believing, they wanted to kill Saul. Explain that the Christians took Saul away to safety in another city, and sent him back to Tarsus, his hometown.

Encourage Application

1. Refer to the Lesson 6 title and say: “Saul was chosen to carry the Lord’s message to other people.” State that some of us are chosen by God to be teachers and missionaries. Point out that there were two other men in this story, Ananias and Barnabas, whom God called to help and encourage Saul. Suggest that, without the help of these two men, the followers of Christ might never have accepted Saul into the church.

2. Ask: “Whom are you more like, Saul, Ananias, or Barnabas?” Comment that God chooses us for different reasons or purposes, and that He prepares us through education, training, and experience (as He did Saul) for what He calls us to be or do.

Suggest: “As you leave here today, think of Saul, Ananias, and Barnabas, and consider what the Lord has chosen for you to do.”

Additional Teaching Ideas

Connect with Life: Greatness

Question class members about what makes people great. Ask them to identify by name some of the great

people of history—inventors, scientists, political leaders, or business leaders. Then ask them to identify some of the qualities that made these people great. List these traits on the chalkboard as they are identified, such as, intelligence, education, knowledge, hard-working, ability to think, honesty, confidence, character, commitment, love for people, curiosity, good judgment, or ability to decide and act quickly. Indicate that the lesson today begins the study of one of the great people of the Bible—Saul (or Paul, as he is later known). Direct students to watch for the qualities of greatness in Saul as we study about him today and through the rest of this study of the book of Acts.

Guide the Study: Biographical Sketch

To help students understand the significance of Saul’s life before he became a Christian, give this brief biographical sketch of his youth: Saul was born in Tarsus, a city near the shore in the northeast part of the Mediterranean Sea, in what is now the country of Turkey. He was probably born in the year 1 A. D., (five to six years after the birth of Jesus). Saul received Roman citizenship by birth (Acts 22:28). He also was a citizen of Tarsus, probably because his father owned a business or held property. Saul grew up learning the Jewish religion and Law, first in his home and then in the school of the Jewish place of worship (synagogue). Saul studied as a young man under a well-known teacher named Gamaliel to become a teacher of religion (rabbi). He became a proud, religious law-keeper (Pharisee) and may have belonged to the religious leaders’ court (Sanhedrin). As a young man, he also learned to weave goats-hair cloth and make it into tents, sails, and awnings. Saul knew three languages, Aramaic, Hebrew and Greek. God had prepared Saul to carry the Lord’s message to both the Jews and the people who were not Jews.

Encourage Application: Chosen Vessels

Read aloud the section, “Telling the Good News in Jerusalem” on page 3 of the Lesson 6 comments. Emphasize the last sentence. Then say: “Because we have received salvation, we want others to have salvation, too.”

Refer to “Things to think about” at the end of the lesson. Comment that these are questions that each person needs to answer privately. Lead the class to repeat again the Memory Verse written on the chalkboard, “What do you want me to do, Lord?” Encourage class members to keep asking that question until the Lord has given them an answer.

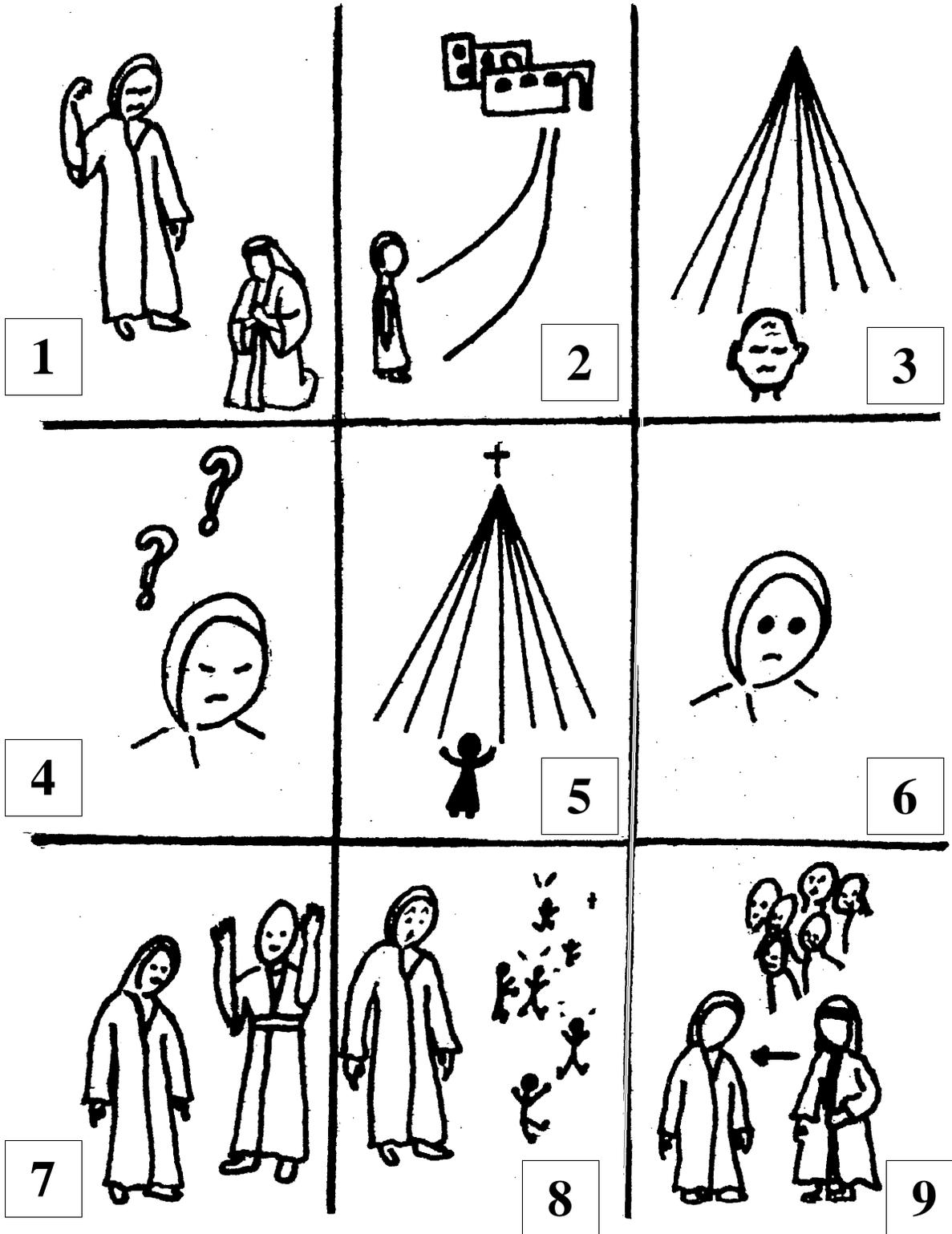
Lesson 6 Core Sentences

Acts 9:1-22, 26-29

1. Saul wanted to kill the followers of Jesus.
2. He went to Damascus to find believers.
3. Before he got there, he saw a bright light and heard a voice.
4. Saul asked, “Who are you? What do you want me to do?”
5. The voice said, “I am Jesus. Go to the city.”
6. Saul was blind for three days.
7. Ananias came and put his hands on Saul and he could see.
8. Saul began to preach the Good News about Jesus. Everyone was surprised.
9. The believers in Jerusalem were afraid of Saul at first, but Barnabas helped him.

Lesson 6 Picture Sequence Stories

Acts 9:1-22, 26-29



Teaching Guide: Unit 2, Lesson 7

Session Title:

Seeing a bigger world

Focal text: Acts 10:1-5, 9-17, 23-48

Background text: Acts 10

Memory Verse: “Then Peter said, ‘I can see, for sure, that God does not respect one person more than another. He is pleased with any man in any nation who honors Him and does what is right.’” (Acts 10:34-35)

Main Focus: The Lord led Peter to open his eyes to a widening world to witness for Christ to Cornelius and his family and friends.

Study Aim: To lead students to identify opportunities for witness that they and their church (or group) may have overlooked.

Connect with Life

1. Direct class members to think of a race or ethnic group of people whom they dislike for some reason. Caution them not to mention the name of the group, since someone from that group might be present.

Say: “First, think about these people and why you dislike them. Perhaps they have been unkind to your race in the past. Maybe your people were at war with them at some time. You may not like their kind of government or their leaders. Or, possibly they have a religion with which you disagree.”

2. Comment that when we form an opinion or make a judgment about all people in a group without really knowing them personally, it is called *prejudice* (write the word on the chalkboard). Pronounce it distinctly and ask the students to repeat the word after you.

Say: “When we think that someone else is not as good as we are, we have prejudice.”

3. Tell students to think again of the group of people

whom they dislike. Suggest that they ask themselves these questions:

- (1) Do I want these people to be followers of Christ?
- (2) Am I willing to tell them about Jesus?
- (3) How would I feel if one of that group trusted in Jesus and was baptized into my church?

Comment that today’s lesson tells us how God taught Simon Peter to overcome prejudice and welcome all believers into the church.

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 11) and Picture Sequence Stories (page 12). Refer to suggested uses on page 3.

1. Ask a student to read aloud Acts 10:1-5. Expand upon the Bible text with these points:

- Cornelius held an important position in the Roman army as a captain (centurion) in charge of a hundred soldiers.
- He and his soldiers came from the country of Italy. They were not Jews.
- Cornelius and his family were good people. They honored God and may have gone to the Jewish place of worship (synagogue), obeyed the Jewish Law, and prayed to the God of the Jews. But Cornelius did not go through the religious act of becoming a Jew (circumcision).
- Like the Jews, Cornelius gave money to the poor.
- The hour of 3:00 p.m. suggests that Cornelius was following the regular Jewish time for prayer.

2. Ask another student to read aloud Acts 10:9-17. Advise students to notice that when Simon Peter went up to pray, he was very hungry (verse 10), and that God offered him food that Peter thought was unclean and would not eat. Explain that Jews would not eat certain foods that they thought were not pure or clean (kosher). Remark that, for the same reason, they would not go into the home of a non-Jew (Gentile) or eat a meal with a person who was not a Jew. State that God used the unclean animals on the linen cloth to teach Peter that people who were not Jews were important to Him, too, and that the non-Jews needed to know about Jesus and be accepted into the church in the same way as the Jews.

3. Remark that Cornelius had a dream to prepare him

to *hear* the Good News, and Peter had a dream to prepare him to *tell* the Good News to people who were not Jews. Say: “God was working in the lives of both Cornelius and Peter at the same time.”

4. Indicate that you will read the next part of the Scripture text which is rather long. Remind students that the three men Cornelius sent were at the gate of the house where Peter was staying. Then read Acts 10:23-48. Next, elaborate on the passage by using the section entitled, “Peter preaches in the home of Cornelius” on page 2 of the lesson 7 comments.

5. Identify the story of Peter and Cornelius on line 12 of the “Time Line of Acts.” Note lines 10, 11, and 13, and explain that not much is known about what Saul was doing during these years of his life.

6. Recall the word *prejudice* and point to it on the chalkboard. Ask: “Was Peter prejudiced in any way?” Help students understand that Peter, like most other Jews, did have prejudice toward people who were not Jews, but that God showed him through the dream that all people were to be treated the same.

7. Refer to “Things to think about” on page 3 of the Lesson 7 comments. Use questions 1-3 to review the lesson. Then ask question 4 and encourage students to discuss ways to take the Good News to everyone.

Encourage Application

Ask: “Is there a Cornelius in our community to whom we may have overlooked telling the Good News?” Request class members to think about the different people who live in their neighborhood—people of all races, income levels, and types. Compare them to the people in the church or class group. Suggest that they include their own families and friends if no one has told them how trusting in Jesus can bring forgiveness and life that lasts forever (eternal life). Lead them to try to identify some people groups to whom the church or class group has not witnessed.

Additional Teaching Ideas

Connect with Life: Outsiders

Introduce the word *outsiders*. Draw a large circle on the chalkboard. On the inside of the circle, write “friends.” Comment that friends are people we like and include in our circle. State that outsiders are those we haven’t gotten to know or maybe don’t want to

know. Say: “We tend to stay in a circle with people who are like us and with whom we are comfortable.”

Around the circle, write the word, “outsiders,” or make an X in several places to represent outsiders. Explain that outsiders are people that we don’t bring into our circle of friends because they are different. Note that the Jewish Christians in the early church stayed within their own little circle at first. They believed they were special people to God because they came from Abraham’s family. People who were not Jews were outsiders to them. Explain that the first Christians were all Jews or non-Jews (Gentiles) who went through the religious act of becoming a Jew (circumcision). Explain that today’s lesson shows us how Peter went to some outsiders and brought them into the circle of the church.

Connect with Life: Community Witness

Direct students to read the “Think about it...” box on page 2 of the Lesson 7 comments. Say: “Let’s think about that for a minute.” Ask students to think over their recent activities. Ask them to describe where they have been and people they have seen, especially any new, different, or unusual places or people. Give an example of one or two places you have been and whom you saw there. Make a chart on the chalkboard with columns for *Where* and *Who*. When several examples have been mentioned, refer to the *Who* column and ask: “How are these people like you, or how are they different?” Then ask: “How do you think God feels about these people?” Allow responses, then say: “We have an interesting Bible study today that shows us how God wants us to feel about” (*point to the chalkboard*) “all of these people.”

Connect with Life: Dreams

Question students about their **dreams**: how often they dream, what types of dreams they have, and how long they remember their dreams. Refer to the Word List’s definition of dreams. Further define the word in terms like, “thoughts or stories that go through your mind while you are asleep.” Ask if anyone has ever had a really strange or unusual dream that they couldn’t forget for a long time. Comment that today’s lesson is about two men whom God caused to have special dreams so that non-Jews could hear the Good News.

Encourage Application: Personal Testimony

Refer to “To do this week” on page 3 of the Lesson 7 comments. Encourage students to use this guide as a way to create a personal story (testimony) to use in telling other people about their experience with Jesus.

Lesson 7 Core Sentences

Acts 10:1-5, 9-17, 23-48

1. Cornelius was a Roman soldier in Caesarea and was not Jewish.
2. But he prayed to God and one day he had a dream. An angel told him to send his men to bring Simon Peter from Joppa.
3. Simon Peter also had a dream. God told him to eat all kinds of animals.
4. Simon Peter said this meat was called unclean by the law.
5. God told him it was clean.
6. Peter learned in the dream that it would be all right to go to the home of Cornelius.
7. He preached to the family and close friends of Cornelius that Jesus did good.
8. Peter told how Jesus was killed on the cross and He was raised to life on the third day. Peter said, "Anyone who puts his trust in Christ will have his sins forgiven."
9. Cornelius and those at his house believed and asked to be baptized.

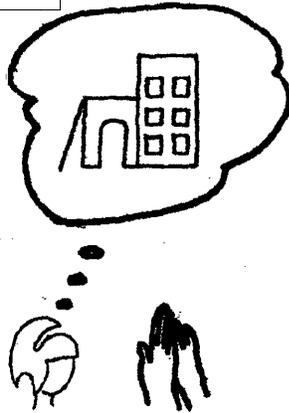
Lesson 7 Picture Sequence Stories

Acts 10:1-5, 9-17, 23-48

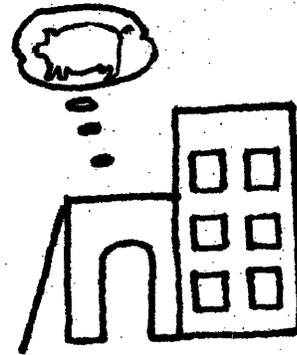
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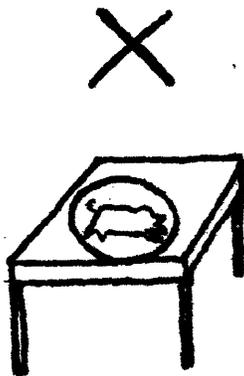
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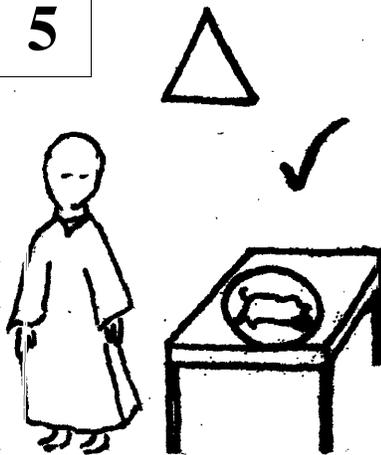
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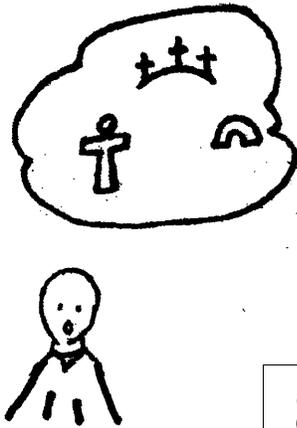
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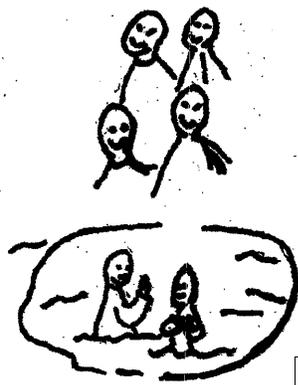
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Teaching Guide: Unit 2, Lesson 8

Session Title:

Don't be afraid to change for God

Focal text: Acts 11:1-4, 15-26

Background text: Acts 11

Memory Verse: "They thanked God, saying, 'Then God has given life also to the people who are not Jews. They have this new life by being sorry for their sins and turning from them.'" (Acts 11:18b)

Main Focus: The churches at Jerusalem and Antioch moved to accept and act on their responsibility to witness to all people, not simply Jews.

Study Aim: To lead students to identify how churches can change to be more responsive to God's mission.

Connect with Life

1. Write the word *change* in large letters on the chalkboard or a sheet of newsprint. Question class members about change: "What is change? (Refer to the "Word List" definition.) Why do we have it? How does it affect people? What is good about change and what is bad about it? What would life be like if nothing ever changed? What are some major changes in world history, and how have these changes affected us?"

2. Lead students to understand that change is a necessary and important part of life. Say: "If it weren't for change, we would still be living as people did thousands of years ago." Remark that, as new things are discovered, new inventions are made, and better ways of doing things are found, life gets easier and better for us. Comment that today we will learn how the early church changed to include people who were not Jews.

Guide the Study

*Determine how you will use this lesson's Core Sentences (page 15) and Picture Sequence Stories (page 16). Refer to suggested uses on page 3.

1. To show where we are on the "Time Line of Acts," point to line 14, "Peter's report to the church at Jerusalem about non-Jews." Remind students of the previous lesson (line 12 on the Time Line) in which God taught Peter through a dream that people who were not Jews (Gentiles) could become Christians, too. Briefly review how God told Cornelius in a dream to send for Peter to come and tell him the Good News, and how Cornelius and his family and friends received the Holy Spirit and were baptized.

2. Let a class member read Acts 11:1-4. Refer to the explanation in the Lesson 8 comments (p. 1) under the subtitle, "Peter on trial in the church." Either enlist a student to read the section or use the comments to describe Peter's response to the missionaries and followers of the Jerusalem church.

3. Explain that Peter told the people of the Jerusalem church about his dream of the large linen cloth with the unclean animals on it. Summarize the rest of the story as related by Peter in Acts 11:5-14.

4. Request a student to read Acts 11:15-18. Relate in your own words the section, "The work of the Holy Spirit," on page 2 of the Lesson 8 comments.

3. Read Acts 11:19-20 to the class. Then display a map and locate:

- (a) Phoenicia—Mediterranean coast north of Palestine, where Tyre and Sidon are located, modern Lebanon,
- (b) Cyprus— island in the northeastern Mediterranean Sea, home of Barnabas,
- (c) Cyrene—chief city of eastern Libya in North Africa, home of Simon (who carried Jesus' cross),
- (d) Antioch—in Syria, about 300 miles north of Jerusalem. Note that the Christians who fled from Jerusalem preached the Word in these places, but only to Jews.

4. Ask a class member to read Acts 11:21-26. Comment that about 12 years had passed since the Jews, with Saul watching, had killed Stephen. Recall

that because of that event and the persecution, Christians had moved away from Jerusalem. Note that a few of these people came back from far away places, Cyprus and Cyrene, to Antioch.

5. List these details about Antioch on the chalkboard or newsprint: (a) Third largest city in the Roman Empire, (b) Connecting point for land and sea routes between east and west, (c) People included native Syrians, Greeks, Romans, and a large colony of Jews, (d) Important center of culture and learning, and (e) Known for its loose morals and sex sins.

6. Comment on verses 21-26 using info below:

- The men from Cyprus and Cyrene are not named. Sometimes, people quietly do their work for the Lord without being noticed.
- The men preached the Good News to Greeks, not Jews. Perhaps they had heard how Peter led Cornelius, who was not a Jew, to be saved so that they knew God's Word was for all people.
- Many people became followers of the Lord. The church grew quickly and became very strong.
- Because the preachers in Antioch were not known and because the people trusting in the Lord were not Jews, the Jerusalem church sent Barnabas to see if the work was of God. Barnabas was a man of God and an encourager. Relate this incident to line 15 on the Time Line, "Barnabas visits the church at Antioch."
- Barnabas saw that the work was real and encouraged the people of the church. Then he remembered his friend, Saul. Saul was a Jew with religious training who grew up in a Greek city and knew about Greek customs. Saul would know how to preach to the Greeks. So Barnabas went to Tarsus and brought Saul back with him to Antioch. Note line 16 on the Time Line, "Barnabas brings Saul to Antioch."
- The church was so successful in Antioch that the people began to notice the believers. They began to make fun of the "Christ people." Thus, the believers, or brethren as they called themselves, were first called Christians in Antioch.

Encourage Application

Recall the earlier discussion of change. Remark that this lesson shows the early church changing to include people who were not Jews. Mention that the world's population is growing faster than church membership. Add that the number of African Americans, Asians, and Spanish-speaking people is growing in the United States. Ask: "How can we and

our churches change to be more responsive to God's mission in these changing times?" Lead students to identify ways to meet this challenge.

Additional Teaching Ideas

Connect with Life: Changing World

Select one topic such as travel, communication, food, or shelter (housing). Involve the class in tracing the change that has occurred in that category over a period of time (the last century, the last millennium, or since the first century). Follow the same process in identifying some of the changes that have taken place in the church during that same period of time. When this has been done, comment that we are not yet through with changes in (travel methods, communication, etc.), nor are we through seeing changes in the church. Lead students to identify some of the changes in the church today and what we can do to adapt to those changes.

Encourage Application: Case Study

Read this case study to the class:

An old church has mostly families who have belonged to the church for many years. Many of the children have grown up and gone away to college or married and moved to churches in newer parts of the city. The church has a large building with many rooms that are not in use. No money is owed on the building. The pastor is an older man who wants to retire soon. Not many new people come to the church because it is old and is too far from where they live. The city around the church has changed, too. Many apartment buildings have been built for people who do not have much money. One large area less than a mile from the church includes mostly Asian people. What changes could this church make to help it better serve God's mission?

Help the students determine how this church can change to be more responsive to God's mission.

Encourage Application: Encouragement

Comment that Barnabas was an encourager to the church at Antioch. Explain that to *encourage* means to help people feel good about themselves and what they are doing or to cheer them up and tell them to keep trying. Ask: "How can we encourage people in the church or on the mission field today?" Help students identify some ways they can be encouragers in this manner.

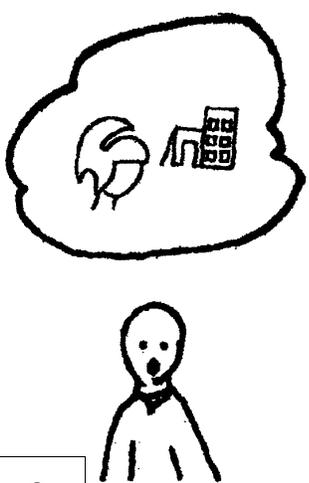
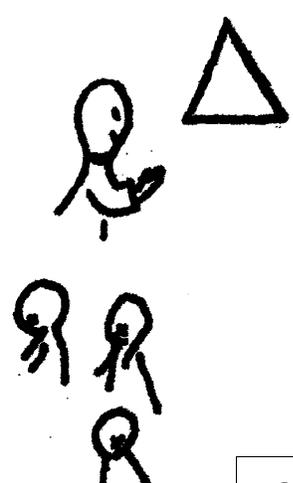
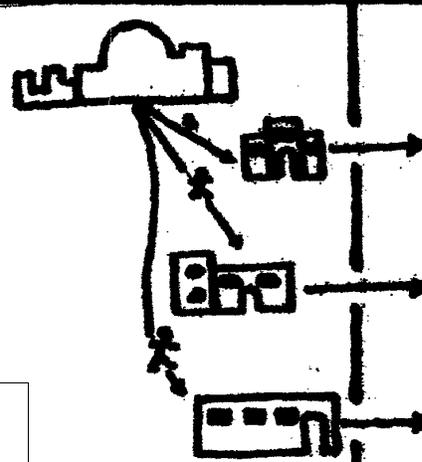
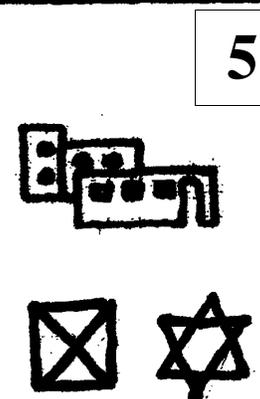
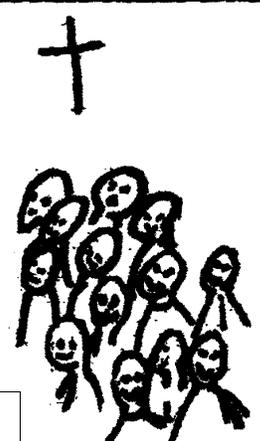
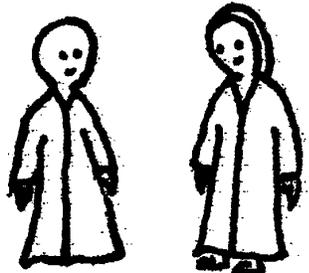
Lesson 8 Core Sentences

Acts 11:1-4, 15-26

1. When Peter went to Jerusalem, they asked why he went to homes of people who are not Jews.
2. Peter told them about Cornelius.
3. They did not say anymore. They thanked God.
4. Other believers had left Jerusalem during the troubles, and preached in many other cities but only to Jews.
5. Then, believers from these cities went to Antioch where they preached to non-Jews also.
6. A large group believed and started following Jesus.
7. Barnabas went to Antioch and saw the new believers. He was happy.
8. So, he went to get Saul to help him teach the people in the church.
9. In Antioch they began to call the believers Christians.

Lesson 8 Picture Sequence Stories

Acts 11:1-4, 15-26

 <p>1</p>	 <p>2</p>	 <p>3</p>
 <p>4</p>	 <p>5</p>	 <p>6</p>
 <p>7</p>	 <p>8</p>	<p>"Christians"</p>  <p>9</p>

Teaching Guide: Unit 2, Lesson 9

Session Title:

Love all people the way God does

Focal text: Acts 15:1-22

Background text: Acts 13:1 to 15:35

Memory Verse: “We believe it is by the loving-favor of the Lord Jesus that we are saved.” (Acts 15:11a)

Main Focus: The meeting at Jerusalem affirmed the Gospel’s message of salvation for all people by grace through faith, asking only that Gentile Christians avoid acts that would hinder fellowship.

Study Aim: To lead students to describe ways they can become more willing to receive people as God does.

Connect with Life

1. Ask: “Does your family ever have times when you do not all think alike?” Example: The children in a family want to eat at a fast-food restaurant, but the parents choose a cafeteria or nice restaurant. Explain that this is called *conflict*. At times, we have conflict in our families, in our work, and in our churches.

2. State that there are different ways to resolve or settle conflict; for example, by fighting, by arguing, by doing something to get even, or by trying to find a way to agree on something that both sides can accept. Comment that the lesson today is about a conflict in the church at Antioch.

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 19) and Picture Sequence Stories (page 20). Refer to suggested uses on page 3.

1. Use the “Time Line of Acts” to connect the previous lesson to this one. First, recall how the church at

Antioch began and Barnabas went up from Jerusalem to help the new church (line 15 on the Time Line). Remind students of how Barnabas went to Tarsus to get Saul (line 16 of the Time Line) and that together they had preached and helped the Antioch church for over a year. Explain that the Antioch church then sent Saul and Barnabas with some money for the church in Jerusalem to help them through a time of famine and hunger (line 17 of the Time Line). Then tell how Saul, with Barnabas, went on the first missionary trip (line 18 on the Time Line). Mention that it was during this trip that Saul began to be called by his other name, Paul. Finally, refer to line 19 of the Time Line to introduce the topic of today’s session, “The big meeting of the Jerusalem Council.”

2. Read Acts 15:1-3 as class members follow the printed Bible text in the Lesson 9 comments. Suggest that this was a problem that had to come up sooner or later. Explain that, at first, all of the believers were Jews and that they followed the Jewish Law, customs, and traditions. The only difference between Jews and Christian Jews was that Christian Jews believed that Jesus was the Christ, or Messiah, who was told about by the early preachers (prophets) hundreds of years earlier. Point out that the men from Judea said that people who were not Jews needed to follow the religious act of becoming a Jew (circumcision) in order to become a Christian. Paul and Barnabas did not agree and that there was conflict over the problem.

3. Comment that when there is conflict, it needs to be settled quickly before it develops into something worse. The solution of the Antioch church was to send Paul and Barnabas with men of the Antioch church to Jerusalem to talk to the missionaries and Jerusalem church leaders. Antioch was about 300 miles from Jerusalem, so it took several days to make the trip. Ask: “What do you think they talked about as they encountered people in different countries on their way to Jerusalem? Do you think they talked about the conflict in Antioch?” Pause momentarily for any response to the question, then answer, “No. They told of how people who were not Jews (Gentiles) were turning to God. And this made the Christians in those places happy!”

4. Ask a student to read Acts 15:4-5. Ask another student to read the short section titled, “Warm greetings

and cold questions” (page 2, Lesson 9 comments).
 5. Read aloud Acts 15:6-12 to the class. Comment that many people wanted to talk, so Peter, Paul and Barnabas waited their turn. Use the section, “Peter speaks,” on page 2 of the lesson 9 comments, to elaborate on the passage. Give special attention to the summary of Peter’s speech. Note that the leaders were quiet after hearing the powerful words Peter spoke. Then Paul and Barnabas simply gave a report of the good work that was being done for the Lord with the people who were not Jews (Gentiles).

6. Read Acts 15:13a aloud yourself. Then, use the first paragraph of the section “James speaks” (page 3, Lesson 9 comments) to tell who James is. Enlist a student (or one of your helpers) to read the speech of James (Acts 15:13b-21). Finally, you read the concluding verse of the focal text, Acts 15:22.

7. Comment that James, as pastor of the Jerusalem church, seems to have acted as the leader for this important meeting. Suggest that after everyone else had spoken, James summarized the thoughts of the missionaries and leaders. In verses 15-18, he used some words from Amos 9:11-12 to show that the early preachers (prophets) had told of this day. Explain that Amos said the time would come when people who were not Jews (Gentiles) would become believers.

8. Say: “James suggested a way to settle the conflict.” Comment that he did not want the church to make it difficult for the believers who were not Jews. Explain that the people did not have to go through the religious act of becoming a Jew to become a Christian. Mention that James did give some advice to the non-Jews which the leaders thought was good. State that the advice for non-Jews said that they were: (a) not to be part of sex sins, and (b) not to eat food that had been given to idols. Note that this was good advice because it made fellowship and eating together possible between Jews and non-Jews. Comment that the solution pleased everyone. The Jerusalem church decided to send some of their people back with Paul and Barnabas to deliver a letter to the church at Antioch explaining the decision.

Encourage Application

Write on the chalkboard or refer to the lesson title in the Lesson 9 comments, “Love all people the way God does.” Comment that different types of love include physical or sexual love, love of family, love of friends, and love of people. Say: “But one kind of

love is higher and greater than all of these, and that is the love like God has for all people.” Quote the “Memory Verse” and state that God loves every person and wants them to have life that lasts forever (eternal life) through trust in Jesus. Ask students to think of today’s Bible study and to describe ways they can become more willing (as individuals, class, or church) to love and receive people as God does.

Additional Teaching Ideas

Guide the Study: The Issue

To help students understand the reasons for the conflict between Christians who were Jews and non-Jews, provide this explanation: Paul had been a proud, religious law-keeper. After he saw Jesus on the road to Damascus, Paul’s attitude about the Jewish religious laws changed greatly. Other Christian Jews did not yet know it was better to try to live as Jesus taught than to do everything required by the Jewish Law. They had been taught from birth to learn and keep the strict rules of the Law. They continued to think of God in the ways of Jewish traditions and to believe in Jesus, too. Since these laws were how they learned to do good, they could not believe that God no longer wanted them to keep the laws. They believed non-Jews needed to keep the laws, too, if they were to be Christians. The Jews who came to the Antioch church thought this way, and they argued with Paul and Barnabas. They believed that non-Jews needed do the religious act of becoming a Jew (circumcision). They expected non-Jews to keep the laws about food, too, because Jewish Christians could not sit down at a table for a fellowship meal with anyone who ate “unclean” food.

Guide the Study: Unit Review

Conduct a brief review of Unit 2, “Let Nothing Stop the Witness.” Refer to the unit introduction on page 1 of the Unit 2/Lesson 5 comments and to individual lessons as needed. Display a poster listing the unit and lesson titles. Recall the characters and details of the unit, lesson by lesson, and point out how the lesson develops the overall theme of the unit.

Encourage Application: Thought Questions

Three numbered activities are listed in the “Things to think about” section at the end of the Lesson 9 comments. Refer to the second activity. Read each of the “What if...” questions to the class, and ask members to respond with what they think the results would have been in each case.

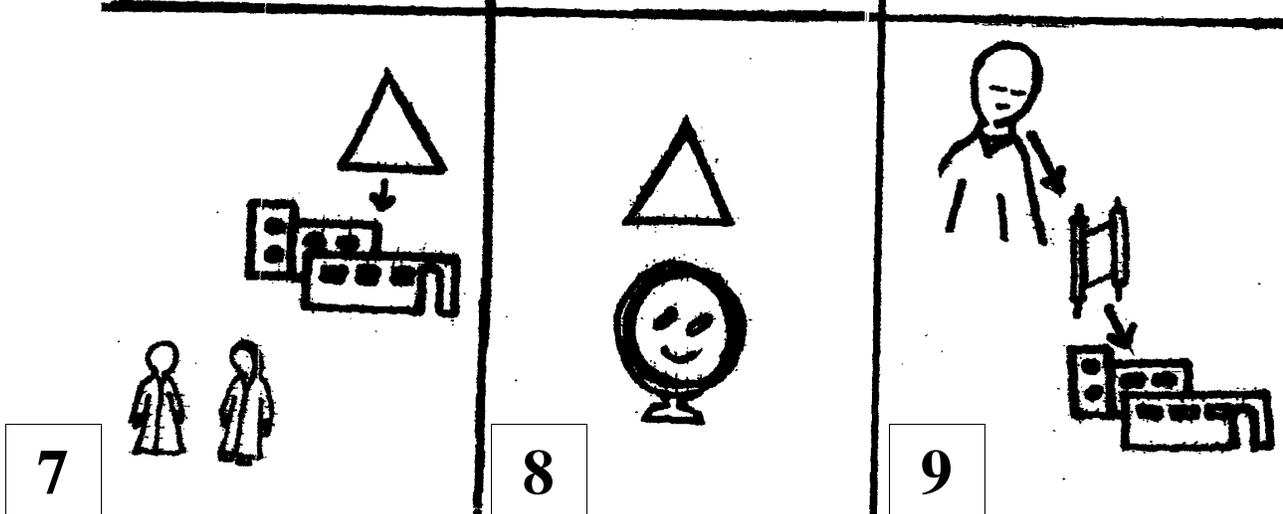
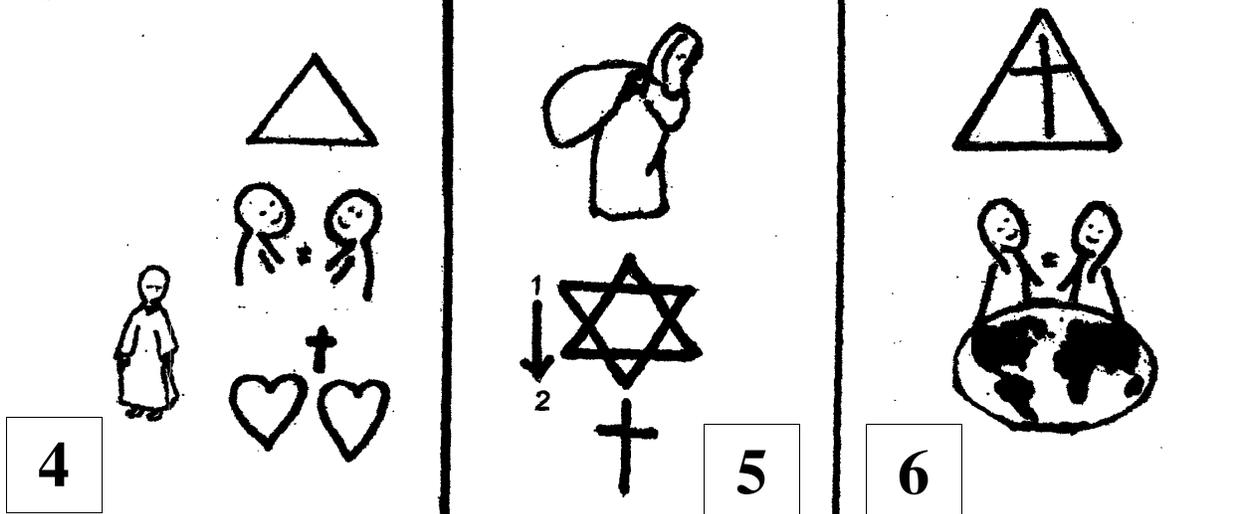
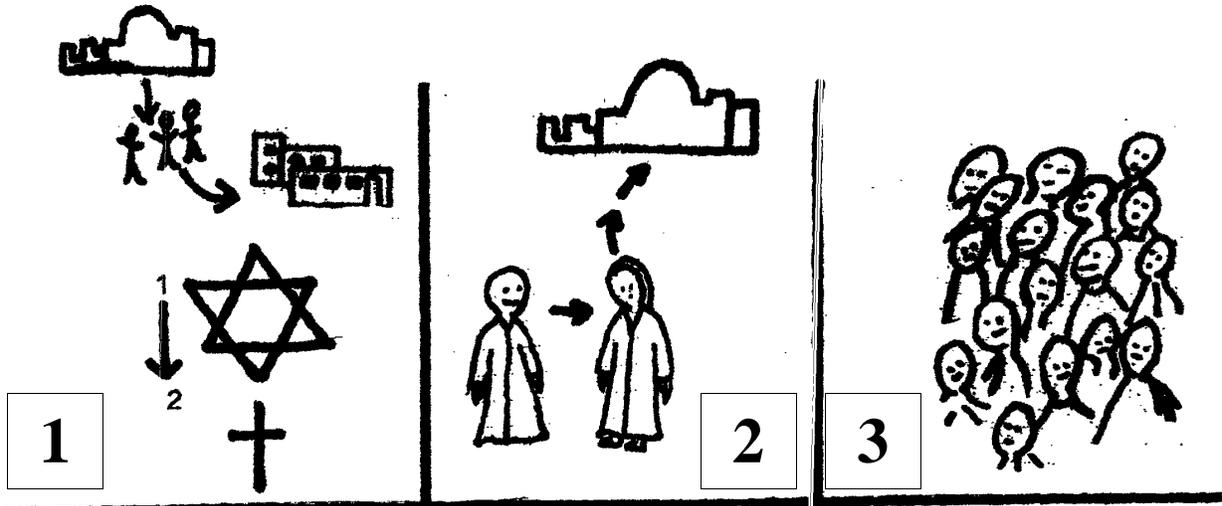
Lesson 9 Core Sentences

Acts 15:1-22

1. Some men came from Jerusalem to Antioch and said, “You must be a Jew before you can be a Christian.”
2. Paul and Barnabas went back to Jerusalem to talk to the church again.
3. They got there, and everybody talked and talked.
4. Peter stood up and said, “God made no difference between them and us. They have their hearts made clean when they put their trust in Him.”
5. He also said, “It is too heavy a load to be a Jew first.”
6. He said, “We are all saved from the punishment of sin the same way.”
7. Then Paul and Barnabas told of the powerful works God had done for the non-Jews in Antioch.
8. Finally James reminded the people that God had planned for all nations to look to Him.
9. So all the church people agreed to send a letter to the new Christians in Antioch, asking them to keep away from sex sins and not eat meat given to idols.

Lesson 9 Picture Sequence Stories

Acts 15:1-22



Teaching Guide: Unit 3, Lesson 10

Session Title:

How to have new life

Focal text: Acts 16:11-15, 22-34

Background text: Acts 16

Memory Verse: “As he took them outside, he said, ‘Sirs, what must I do to be saved?’ They said, ‘Put your trust in the Lord Jesus Christ and you and your family will be saved from the punishment of sin.’” (Acts 16:30-31)

Main Focus: Anyone may find new life through faith in Jesus Christ.

Study Aim: To lead students to understand how people are saved by faith in Jesus Christ.

Connect with Life

1. To begin the class, open a package of LifeSavers candy mints and offer one to each member of the class. As you do this, ask: “If you were out on a lake in a boat, and someone fell into the water out of reach, what would you do?” Lead them to the conclusion that the quickest and safest thing to do would be to throw the person a lifesaver (life preserver) or a float with a rope attached, and pull them to safety. Explain that most of these floats are round, shaped like a tire on a car, or like the LifeSavers mints. (If you have a flotation device

2. Comment that our lesson today is about another way people are saved. Write these questions on the chalkboard:

- What does it mean to be saved?
- Do you know if you have been saved?
- Can you tell someone else how to be saved?

3. Say: “Today’s Bible study will help you answer these questions.”

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 4) and Picture Sequence Stories (page 5). Refer to suggested uses on page 4.

1. To introduce the new unit of study, display a chart of the unit and lesson titles, as below:

Unit 3: “How to” Lessons for Christian Living

Lesson 10	How to have new life
Lesson 11	How to tell religious people the truth about God
Lesson 12	How to serve God faithfully
Lesson 13	How to carry out your mission in life

Call attention to “How to” at the beginning of each title. Explain that these are “how to” lessons in Christian living. Comment that they all come from the book of Acts and are based on the Apostle Paul’s missionary trips.

2. On the “Time Line of Acts,” identify line 20, “Paul’s second missionary trip (with Silas).” Use Acts 15:36 to 16:10 to briefly explain the beginning of Paul’s second missionary journey. Give these highlights of the trip:

- Paul and Barnabas made their first missionary journey together (line 18, Time Line), but had different ideas about who should go with them on the second trip; so, they split into two teams and chose different routes.
- Paul took Silas with him. Barnabas selected John Mark as his traveling companion.
- A young follower named Timothy joined Paul and Silas at Lystra, and Luke traveled with them from Troas.
- Twice along the way, Paul wanted to go to certain places but was stopped by the Holy Spirit.
- In a dream, Paul saw a man from Macedonia calling for him to come help them. Paul and the other missionaries decided to go there.

3. Using a map of the Holy Land during New Testament times, trace the route of Paul’s second missionary journey. Identify places he visited as they are mentioned.

4. Direct students to look at Acts 16:11. Call attention to the word *we* that is used twice in this verse. State

that this is how we know it was here that Luke (the author of Acts) joined Paul in his travels. Explain that before this verse, Luke used *they* and *them* as he described the events, but that he begins in this verse to tell about what *we did*.

5. Refer on the map to the location of Neapolis (a seaport) and Phillipi (a large city about 12 miles inland). Phillipi was a Roman colony (many Roman citizens had settled there) and an important center of government and trade. Remind students that Rome controlled most of the known world at that time. Also, note that Paul's missionary team, in going from Troas to Phillipi, crossed over from Asia into Europe.

6. Use information in the lesson comments section entitled, "Women praying by the river" (Lesson 10, page 2), to tell how Lydia and all of her household trusted in Jesus and received new life (eternal life).

7. Ask one class member to read aloud Acts 16:22-28. Then ask another to read the section, "From the river to the jail" (Lesson 10, page 3). Explain that guards were responsible for the security of their prisoners. If a prisoner escaped, the guard would lose his honor and feel it necessary to take his own life.

Encourage Application

1. Refer to the "Memory Verse" on page 1 of the Lesson 10 comments. Note the question the jailer asked Paul. Ask: "Can you answer his question?" Encourage students to give their answers. Suggest that they look up the verses listed in the "Think about it..." box on page 3. Ask them to compare their responses to the biblical references.

2. Refer to the three questions on the chalkboard (see Step 1). Say: "You should be able to answer these questions now." Encourage students to keep today's lesson in their hearts and to be fruitful Christians, joyfully telling others about Jesus.

Additional Teaching Ideas

Connect with Life: Love Lifted Me

Enlist someone to sing the first verse of the hymn, "Love Lifted Me." Follow with a discussion of the words of the hymn and how it describes being lifted from the depths of sin to the safety of God's loving-favor (grace).

Guide the Study: Personal Salvation

Help students realize that salvation is personal. Reread Acts 16:15a and Acts 16:32-33. Note that "Lydia and her family" were baptized all at the same time. Likewise, the jailer "and his family" were baptized together. Ask: "Does this mean that the others were saved because of Lydia's or the jailer's belief?" Allow students to respond. Then refer to Acts 16:34, which makes it clear that each member of the family of the jailer made a personal decision to trust the Lord. You may also quote John 3:16, Luke 13:3, and Romans 10:9, which indicate the need for each person to individually choose faith in Christ.

Guide the Study: Family Witness

Remark that after Lydia and the jailer put their trust in Jesus, they saw to it that other members of their family or household had the opportunity to hear about Christ and to put their faith in Him. Explain that in some cultures, an entire family or tribal group may follow the example of their leader in making such decisions. Say: "The head of the family or tribe opens the door to faith for all." Comment that in Baptist churches today, one member of a family is often saved, and soon that person leads one or more other family members to Christ. Explain that we want our families to believe like we do. Encourage students to witness to their families and friends as Lydia and the jailer did.

Encourage Application: Plan of Salvation

On page 3 of this Lesson 10 teaching guide, you will find a copy-ready handout entitled "How to have life that lasts forever." Make one or more copies for each student. When you distribute the handout, suggest that students keep them in their Bibles as a tool for leading others to know the Lord. Or they may duplicate them and give them away.

Remind students that because we have new life in Christ, we are to tell others about God's plan of salvation.

How to have **Life that Lasts Forever**

God loves every person.

For God so loved the world that He gave His only Son. Whoever puts his trust in God's Son will not be lost but will have life that lasts forever. (John 3:16)

We have all sinned.

For all men have sinned and have missed the shining-greatness of God. (Romans 3:23)

If we say that we have no sin, we lie to ourselves and the truth is not in us. (1 John 1:8)

Because of that sin, we must all die.

You get what is coming to you when you sin. It is death! But God's free gift is life that lasts forever. It is given to us by our Lord Jesus Christ. (Romans 6:23)

God sent His Son, Jesus Christ, to die for our sins.

Anyone can be made right with God by the free gift of His loving-favor. It is Jesus Christ Who bought them with His blood and made them free from their sins. God gave Jesus Christ to the world. Men's sins can be forgiven through the blood of Christ when they put their trust in Him. God gave His Son Jesus Christ to show how right He is. Before this, God did not look on the sins that were done. But now God proves that He is right in saving men from sin. He shows that He is the One Who has no sin. God makes anyone right with Himself who puts his trust in Jesus. (Romans 3:24-26)

If you believe in Jesus as your Savior, you will be forgiven and have new life that lasts forever.

If you say with your mouth that Jesus is Lord, and believe in your heart that God raised Him from the dead, you will be saved from the punishment of sin. When we believe in our hearts, we are made right with God. We tell with our mouth how we are saved from the punishment of sin. (Romans 10:9-10)

If we tell Him our sins, He is faithful and we can depend on Him to forgive us of our sins. He will make our lives clean from all sin. (1 John 1:9)

For God so loved the world that He gave His only Son. Whoever puts his trust in God's Son will not be lost but will have life that lasts forever. (John 3:16)

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How to use Picture Sequence Stories and Core Sentences

Picture sequence stories are a versatile teaching tool provided as a supplement to the Bible Study in Basic English Teaching Guide. These sheets are based on a concept developed by Alexander Lipson, Harvard University professor, who learned that students become more involved in conversation when they see the story in pictures.

Description: Two sheets of material accompany each of the 13 lessons in this study of Acts, as follows:

- (1) A list of Core Sentences that relate the basic thoughts from the Bible story in simple language.
- (2) A picture sequence sheet that illustrates each Core sentence in a like-numbered picture panel.

Presentation Methods: Use one of these methods to make the Core Sentences and Picture Sequence Stories available to class members:

- (a) Print or photocopy a sheet for each person.
- (b) Use an overhead or PowerPoint slide on a screen.
- (c) Copy the drawings onto sheets of newsprint or a large chalkboard or whiteboard.
- (d) Use a photocopier to enlarge the picture panels. Use a marker pen to retrace the drawings, and paste them onto a sheet of poster board.

Suggestions for Use: The Core Sentences and Picture Sequence Stories may be used in a many ways. Using different methods will make them more interesting to students. Begin by displaying the Picture Sequence Page and reading the Core Sentences in order. Then let students repeat each Core Sentence after you, one sentence or phrase at a time, as you point to the portion you are reading. The final step is to ask a class member to retell the story in his or her own words. Picture Sequence Stories may be used as a basis for teaching the entire lesson or simply as a tool to review and summarize the story. Other methods of using these tools include:

- (a) Use the Picture Sequence Stories as a "Connect with Life" activity at the beginning of each session to create interest. Ask students what story the pictures are telling.
- (b) Write the Core Sentences onto poster board strips. Mix them up and lay them on a table. Then ask a class member to compare them to the Picture Sequence Sheet and put them in the correct order.
- (c) Retype the Core Sentences and leave blank spaces in the place of key words. List the missing words at the bottom of the page. Make and distribute copies to class members and instruct them to write in the missing words.

The writer of the Core Sentences for Acts is Phyllis Merritt, who also wrote Unit 2 (Lessons 5-9). The picture sequence illustrations were drawn by Marcia Miller. She was a missions volunteer in Southeast Asia and the Caribbean.

Lesson 10

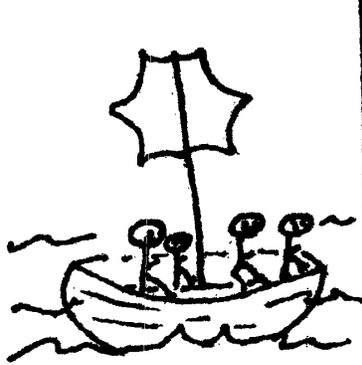
Core Sentences

Acts 16:11-15, 22-34

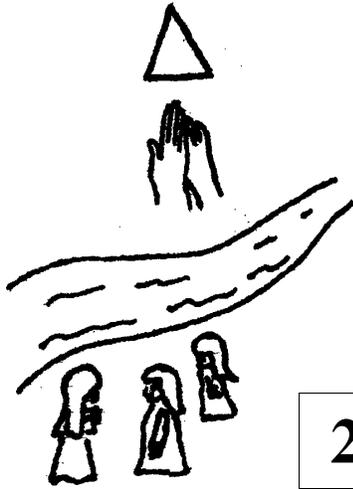
1. Paul, Silas, Timothy, and Luke went to Philippi by ship.
2. On the Day of Rest, Paul talked to some women who had gathered by the river for prayer.
3. Lydia was one of the women. She heard what Paul said and was baptized. She asked Paul to stay at her house.
4. Later, people in town beat Paul and Silas and put them into the middle of the prison.
5. At midnight while Paul and Silas were singing and praying, the other men in the prison were listening to them.
6. The earth started to shake, the chains fell off everyone, and the prison doors opened.
7. The man who watched the prison was afraid the prisoners had escaped and wanted to kill himself. Paul said, "We are here. Do not kill yourself."
8. He asked, "What must I do to be saved?" Paul told him, "Put your trust in the Lord Jesus Christ, and you and your family will be saved from the punishment of sin."
9. Paul spoke to him and his family and they were baptized. They were all full of joy.

Lesson 10 Picture Sequence Stories

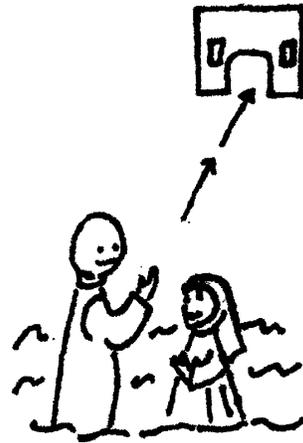
Acts 16:11-15, 22-34



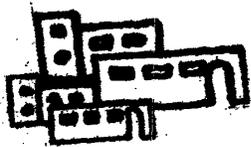
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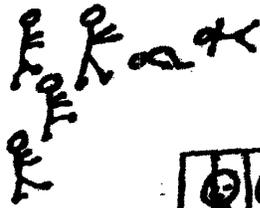
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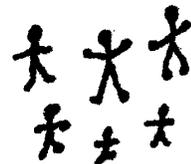
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Teaching Guide: Unit 3, Lesson 11

Session Title:

How to tell religious people the truth about God

Focal Text: Acts 17:16-34

Background Text: Acts 17

Memory Verse: “The God Who made the world and everything in it is the Lord of heaven and earth. He does not live in buildings made by hands.” (Acts 17:24)

Main Focus: Paul found ways to tell the truth to the people of Athens.

Study Aim: To lead students to realize that even people who are already religious still need to hear the truth of the gospel.

Connect with Life

1. Position the chairs so that students face one another and can still see the chalkboard. Write on the chalkboard: “What do you believe is important in life?” Involve the class in an open forum to give their ideas about life. Let a student read the question aloud. Then ask: “What is important in life? Is it doing whatever makes you happy? Is it having fun all the time? Is it being loved? Is it having wisdom? Is it having money and things? Is it having fame? Is it knowing God? What makes life worthwhile to you?” Request a volunteer to give his or her ideas first. Encourage a good, lively discussion with everyone taking part. Also urge them to make their ideas as fresh and original as possible.

2. Allow the discussion to continue just long enough for them to experience the open forum concept. Then mention that the Bible story today takes place in Athens (Greece) where people gathered daily in such public forums to hear and discuss new ideas or beliefs. To them, finding wisdom and understanding was the important thing in life.

3. Explain that these great thinkers are called *philosophers*. Say: “You may have heard of Socrates, Plato, and Aristotle. These were great philosophers who lived in Athens 300-400 years before the birth of Jesus.” Comment that, in today’s lesson, Paul came to the city of Athens where a later generation of philosophers still met.

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 8) and Picture Sequence Stories (page 9). Refer to suggested uses on page 4.

1. Refer to the previous lesson in which Paul and Silas were put in jail, were freed by the earthquake, led the jailer and his family to trust in God, and then Paul had to leave the city of Philippi. Relate briefly Paul’s experiences in Thessalonica and Berea, as told in Acts 17:1-15 and under the title, “Paul’s joys and troubles,” on page 1 of the Lesson 11 comments. Emphasize that in all three cities, Paul was forced to leave because the Jews who didn’t believe in Jesus caused trouble.

Refer to line 20 of the “Time Line of Acts” that the above events and the events of today’s lesson all took place during Paul’s second missionary trip .

2. Read Acts 17:15 from a Bible. Repeat the last words of that verse, “Then they left.” Note that Paul was left alone in Athens. Luke, Timothy, and Silas stayed in Macedonia to help the churches there. Comment that it must have been a very strange feeling for Paul to walk through the streets of a foreign city where he knew no one.

3. Invite a class member to read Acts 17:16-21. Mention that, in Athens, a few Jews and “other people” (verse 17) believed in the Jewish God. Note that Paul went to the Jewish place of worship (synagogue) first, as he usually did when he came to a new place, and tried to reason with the people there. Comment that he then began talking with people in the marketplace. Remind students that his listeners were mostly Greeks who did not know about the God of the Jews. Suggest that, because they had not heard the Gospel story before, they were interested in what Paul was saying. Say: “It was a new idea. It was something to talk about. And the Greeks loved to hear about and talk about new ideas.” Remark that, as with

any new idea, some of the people rejected Paul's teachings immediately, some wanted to hear more, and a few believed him. Refer to the last two paragraphs of the section, "Athens, the city of idols," on page 1 of the Lesson 11 comments. Describe the two main groups to whom Paul spoke. Comment that these two groups thought enough of Paul's teachings to invite him to speak to the court at their central gathering place on Mars' Hill, a special honor given only to the best teachers.

4. Call for a student to read Acts 17:22-32. Point out that the people of Athens were very religious. Explain that they were so afraid of overlooking a god that they even built an altar "To the god who is not known." Mention the clever way Paul started his speech. Say: "First, he noted how religious the people of Athens were. Then he identified his God with 'the god who is not known.'" Refer to the list of statements Paul made as he continued his speech about the true and living God (see subtitle, "Paul preaches on Mars' Hill" on page 2 of the Lesson 11 comments). Comment that everything went well with Paul's teachings until he said that Jesus had risen from the dead. Explain that the followers of Zeno did not believe anyone could be raised from the dead (resurrected), and the followers of Epicurus thought that death ended all life.

5. Read the last two verses of the chapter, Acts 17:33-34, yourself. Question the class, "Do you think that Paul's work in Athens was a success or a failure?" Wait for responses. Compare Paul's visit in Athens to the situation of a modern missionary going into a city or country where all of the people have the same strict religious beliefs. Explain that these people have no freedom to change their beliefs, and that those who do become outcasts. Point out that most of these people have never heard about the one true God. Use this comparison to lead students to realize that, in such circumstances, to win anyone to put their trust in Jesus is a victory. Add that, to win an important city leader such as Dionysius, makes the glory even greater.

Encourage Application

Ask: "Do you know someone who is very religious, but doesn't know about Jesus—how He died on the cross and was raised again so that anyone who believes in Him will have life that lasts forever (eternal life)?" Question students about how they could use Paul's methods to tell their friends about

Jesus. Review the Scripture text with them and lead them to identify such things as: (1) Learn as much as you can about their culture and beliefs (2) Speak to them in terms they understand (3) Find a need, interest, or some way to get to know them; (4) Talk in terms of their culture and beliefs, not yours; (5) Be willing to help those who listen to learn more about God's love.

Additional Teaching Ideas

Connect with Life: That Lonely Feeling

Ask: "Have you ever been all alone in a big city, especially a foreign city?" Question students who have experienced such loneliness as to what it was like, how long it lasted, and what they did to overcome their loneliness. State that those who have been in such a situation will know how Paul felt when he arrived in Athens in today's lesson.

Connect with Life: Olympic Games

Ask students as to whether any of them have ever been to the Olympic Games. Based on the response you receive, explain that most people have never been to the games but almost everyone has watched them on television. Ask: "Do you know where the Olympic Games began?" If students don't know, provide the answer that they began in the country of Greece. Explain that the ancient games consisted mostly of wrestling and foot races. State that the first modern Olympic Games were held in Athens, Greece, in 1896. Say: "In the lesson today, we will learn how the Apostle Paul made an unexpected trip to Athens, but not to see the Olympic Games. Let's join Paul on this visit."

Guide the Study: Athens

Provide background information about Athens to help students understand what Paul experienced when he arrived there. Precede each fact listed below with the question, "Did you know that..."

...Athens is an old city that dates back to at least 800 B. C.?

...Athens has produced some of the world's great writings, art, and building styles (or literature, art, and architecture)?

...Many untrue stories about gods (mythology) began in Athens and Greece?

...The democratic form of government, much like the United States, began in the old city of Athens?

Encourage Application: Idolatry

Refer students to Acts 17:16, in which Paul sees the people of Athens “worshipping false gods” (idols). Remark that people who worshiped idols made statues or images out of wood, stone, or metals to represent their gods. Comment that today we do not often see people with statues or images that they worship. Ask: “Since people no longer worship figures made by people, does that mean we no longer have false gods?” Answer your own question with an emphatic “no.” Explain that a false god is anything we prefer to God, be it pleasure, pride, or evil thoughts. State that if you let anyone or anything take first place in your life, even for a moment, that person or that thing becomes your false god.

Lesson 11

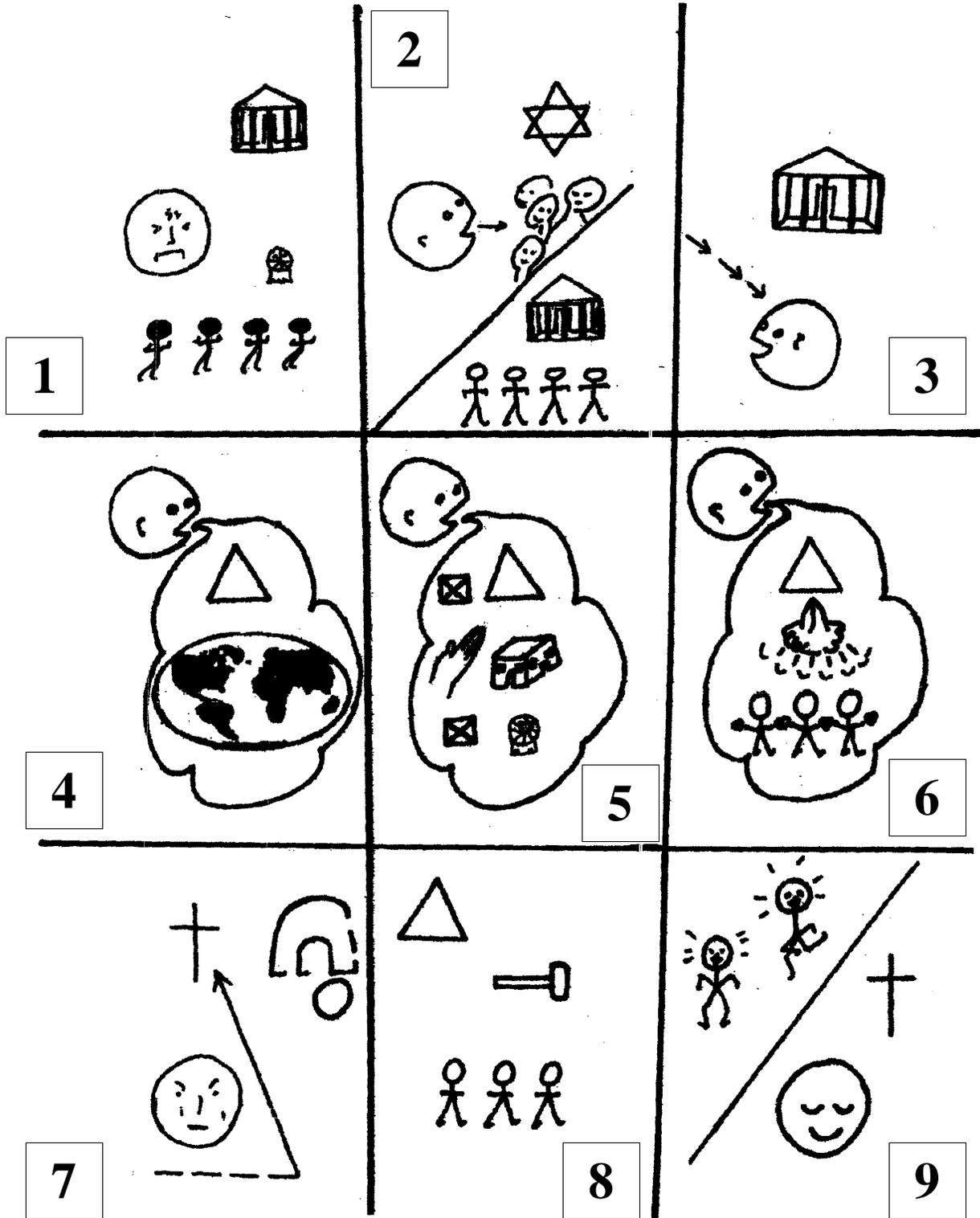
Core Sentences

Acts 17:16-34

1. Paul was troubled when he saw people in the city of Athens worshipping false gods.
2. Paul talked with those who worshiped the one true God in the Jewish place of worship. Every day, he talked with those who gathered in the center of town.
3. These people like to listened to new things, so they listened to Paul.
4. Paul said, “God made the world and everything in it.”
5. “God does not live in buildings made with hands. He is not made of gold or silver by men’s hands.”
6. “God gives life and breath and everything to everyone. God made from one blood all nations of the earth.”
7. “God tells all people to be sorry for their sins and turn from them to believe in Jesus Christ Who was raised from the dead.”
8. “God has set a day when He will judge who is guilty.”
9. Some people laughed at Paul when he said that Jesus was raised from the dead, but there were others who believed.

Lesson 11 Picture Sequence Stories

Acts 17:16-34



Teaching Guide: Unit 3, Lesson 12

Session Title:

How to serve God faithfully

Focal text: Acts 20:17-37

Background text: Acts 20

Memory Verse: “I do not think of my life as worth much, but I do want to finish the work the Lord Jesus gave me to do.”
(Acts 20:24b)

Main Focus: Paul’s life and ministry in Ephesus are good examples for Christian leaders to follow.

Study Aim: To lead students to compare their attitudes and actions to those that characterized Paul’s life and ministry.

Connect with Life

Ask class members to recall a time when they had to say goodbye to a group of friends whom they never expected to see again. Suggest that these might be co-workers, members of a church, school friends, or neighbors when they moved away or were somehow separated. Question students about their feelings at these partings, knowing that they would likely never see these friends again. Allow volunteers to tell about times when they experienced such farewells. Inform students that, in today’s lesson, Paul said goodbye to the leaders of a church he helped start at Ephesus, where he taught and preached for about three years.

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 12) and Picture Sequence Stories (page 13). Refer to suggested uses on page 4.

1. Remind students that the previous lesson took place in Athens, where Paul preached to the Greeks. Explain that several things happened between Athens and the events of this lesson. Mention the events and

identify the places on a map, as follows:

- (a) Paul started a church in Corinth and was there for about two years. (Acts 18:1-18)
- (b) Paul visited Ephesus and spoke in the Jewish place of worship (synagogue). The Jews wanted him to stay, but Paul was in a hurry to get home for the Passover meal, so he promised to return if God wanted him to do so. (Acts 18:19-21)
- (c) Paul’s second missionary trip ended. (Acts 18:22)
- (d) Paul began his third missionary trip, visited the churches through Galatia and Phrygia, and then returned to Ephesus where he stayed about three years. (Acts 18:23, 19:1-20:1)
- (e) The workmen who built gods out of silver made trouble because Paul caused them to lose money. So Paul left Ephesus and went back to Macedonia and Greece for awhile. (Acts 20:1-16)

2. Relate the third and fourth items above to lines 21 and 22 on the “Time Line of Acts.”

3. Let a student read Acts 20:17-24 to the class. Display a flip chart or newsprint on which you have written this summary of Acts 20:17-21:

Paul’s Example

- *He identified with the people and served them with humility (verses 18-19).
- *He suffered at the hands of the Jews because he would not stop telling about Jesus (verse 19).
- *He taught the people everything that was helpful to them, both in open meetings and in homes (verse 20).
- *He told everyone the truth of the Gospel and called for them to turn away from their sin and to God (verse 21).

4. Explore verses 22-24 by asking questions such as these: Where was Paul going? Why was he going there? What danger awaited him there? What was always Paul’s purpose in life? (Use the “Word List” section of the Lesson 12 comments to define *danger*.)

5. Tell students that you will read Acts 20:25-31 from the printed Bible text in the lesson comments. Direct them to follow as you read and to listen for two dangers that the church leaders needed to watch out for. Suggest that they also look in the section, “Paul’s charge to the church leaders,” on page 2 of the Lesson 12 comments. Permit volunteers to identify the two dangers: (1) hungry wolves (false teachers) from

outside the church, and (2) church leaders from within the church who would teach their own ideas rather than the truth about Jesus. Remark that Paul had done all he could for the Ephesians, and that here he made it the responsibility of the church leaders to care for the church.

6. Select a good reader to read Acts 20:32-38. Note how Paul had worked (as a tentmaker) to support himself and his friends. State that there are many pastors today who must work at a job to support themselves so that they can preach the gospel. Point out also the love that these church leaders had for Paul as they prayed with him and said goodbye, knowing that they would never see their friend again.

7. Compare Paul's farewell to the Ephesians to the partings mentioned by class members in step 1 of this lesson. Remark that it must have been very difficult for Paul as he left friends in city after city and church after church as he went wherever the Holy Spirit led him. Reread Acts 20:24, and note how Paul's example of ministry points to next week's lesson on "How to carry out your mission in life."

8. Encourage students to read and respond to the questions listed under "To think about" on page 3 of the lesson comments.

Encourage Application

Ask students to think about their attitudes and actions as compared to Paul's example. Refer to the "Paul's Example" chart (Step 3). Ask these questions: "How deeply have you set your heart and mind on serving God? How much are you guided by the Holy Spirit and prayer? How willing are you to give up your comfort and safety for the cause of Christ? How do you encourage the church and its leaders? Comment that Paul gave his life to serving the Lord and his ministry reached just about all of the known world at that time. Explain that he walked thousands of miles to start and encourage churches. Suggest that students compare their own attitudes and actions to those of Paul. Challenge them to pray and seek the Holy Spirit's help in finding ways they can serve God.

Additional Teaching Ideas

Connect with Life: Faithful Service.

Use the lesson writer's example of Brother Starnes (see the introductory paragraph on page 1 of this week's lesson comments) to provide a present-day

example of faithful service. First, refer to "Word List." Further define and explain the words to clarify the meanings. Then ask a student to read aloud the four introductory paragraphs that precede the section, "One more time."

Guide the Study: Ministry Example

Rather than use the verse-by-verse approach suggested in Steps 2-7 of "Guide the Study," involve class members in group studies. Divide the class into three study groups with these assignments:

Group 1. Use Acts 20:17-24 and the section, "One more time," from the lesson comments. Identify and list on a sheet of paper the ways Paul was an example of how to minister.

Group 2. Use Acts 20:25-31 and the section, "Paul's words to the church leaders," from the lesson comments. Identify and list on a sheet of paper the ways Paul was an example of how to minister.

Group 3. Use Acts 20:32-38 and the section, "A sad goodbye," from the lesson comments. Identify and list on a sheet of paper the ways Paul was an example of how to minister.

Provide either tablets and pencils or newsprint and markers for students to list the attitudes and characteristics of ministry from Paul's example. You and any helpers you have may guide the groups as needed, especially with the wording of responses. Allow 15-20 minutes for the activity and 10-12 minutes for reports from the groups.

(Answers might include: Group 1: Humility, hard working, faithful to calling, willing to suffer, loving all people, public and private witness, focused on mission, willing to face danger, puts God's work first, guided by the Holy Spirit. Group 2: Truthful, concerned for the church, watchful for false teachings, loving, willing to give personal testimony, supportive, guided by the Holy Spirit. Group 3. Willing to let others become leaders, willing to move on to a new ministry, relied on God's Word for strength, worked hard and did not rely on others for help, helpful to the weak, prayerful, kind and loving, giving rather than receiving.)

Encourage Application: Emulation

Ask: "Why do you think Paul was so successful in starting and helping churches?" Lead students to name some of the reasons for Paul's success, and list responses on the chalkboard. Suggest that we are not all called to be traveling preachers as Paul was, but that we can learn a lot from Paul in the ministries to which we are called.

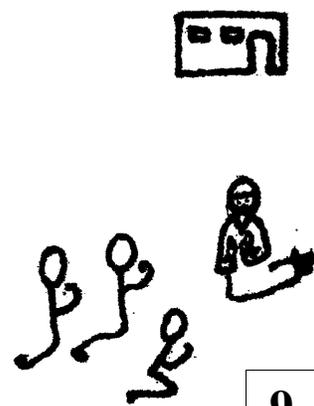
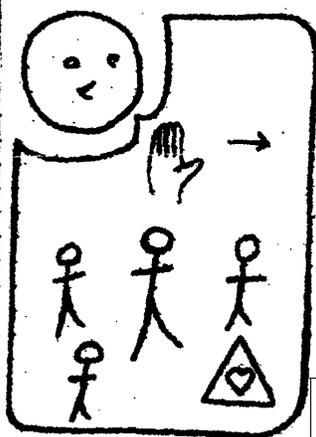
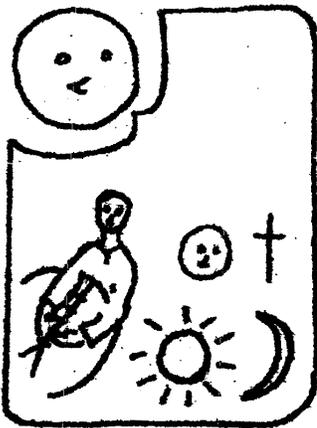
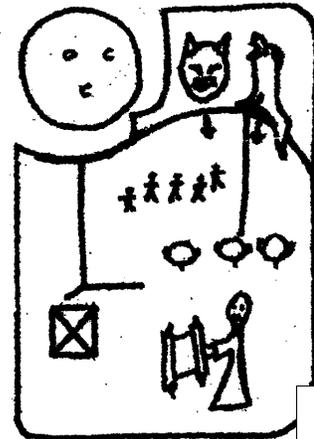
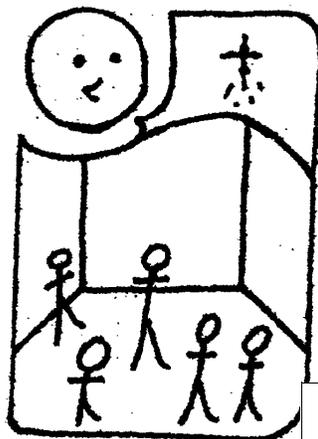
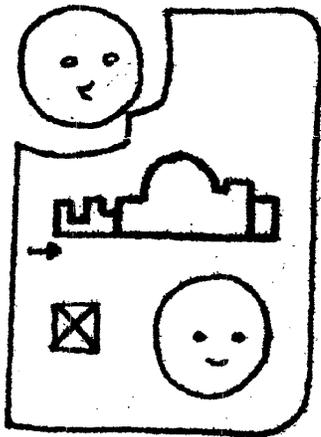
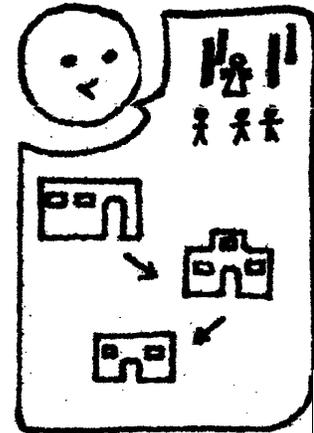
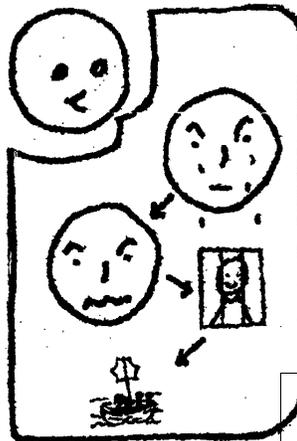
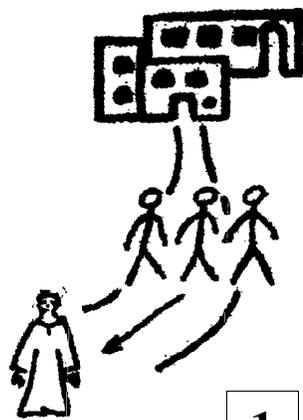
Lesson 12 Core Sentences

Acts 20:17-37

1. Paul asked the leaders from the church he had started at Ephesus to come meet with him in the city of Miletus.
2. He told them about the times when he had many tears and troubles as he tried to preach.
3. Paul said, “I taught in open meetings and from house to house. I taught Jews and Greeks and told them to turn from their sin and put their trust in Jesus.”
4. Paul told them he was going to Jerusalem and he might never see them again.
5. He warned them to keep a careful watch over the church that was bought with the blood of Jesus.
6. He also told them that hungry wolves (false teachers) would try to destroy the church by teaching things that are not true.
7. Paul reminded them that he had always worked for what he needed and that he taught about Jesus day and night.
8. He said, “I give you over to God and to His love.”
9. Paul got down on his knees, and they all prayed together. They were sad because they would never see Paul again.

Lesson 12 Picture Sequence Stories

Acts 20:17-37



Teaching Guide: Unit 3, Lesson 13

Session Title:

How to carry out your mission in life

Focal text: Acts 28:16-31

Background text: Acts 28

Memory Verse: “I want you to know that the Good News of God of knowing how to be saved from the punishment of sin has been sent to the people who are not Jews. And they will listen to it!”
(Acts 28:28)

Main Focus: Through Paul’s visit to Rome, he carried out part of his life mission.

Study Aim: To lead students to know how they can be faithful to their mission in life.

Connect with Life

1. Ask: “Have you ever had someplace you really wanted to go during your lifetime?” Remark that most of us have a dream trip we’d like to take. Suggest some of the popular vacation spots that people like to go to: Hawaii, Paris, China, Switzerland, Rio de Janeiro, London, or the Holy Land. Describe a special vacation you’ve taken or would like to take. Invite class members to tell where they want to go and why.
2. Advise the class that you will read a verse from the Bible that tells about a trip the Apostle Paul especially wanted to make. Open the Bible and read Acts 19:21. Remark that Paul told about this wish to go to Rome while he was in Ephesus, but it was years later before he actually got to go there. Add that when he did get to Rome, he was a prisoner in chains.

Guide the Study

*Determine how you will use this lesson’s Core Sentences (page 16) and Picture Sequence Stories (page 17). Refer to suggested uses on page 4.

1. As a quick summary of the events leading up to Paul’s trip to Rome, direct class members to follow as you read the section entitled, “The long, hard trip to Rome,” from pages 1-2 of the Lesson 13 comments. Refer to lines 23, 24, and 25 of the “Time Line of Acts” at appropriate times during the reading or afterwards.

2. Involve students in a dramatic reading of Acts 28:16-28. Assign readers for the parts of Paul, a spokesperson for the Jewish leaders, and Luke (the narrator or storyteller). Make nameplates to identify each of the readers, and hang them with a loop of string around the respective reader’s neck. Mark or highlight a copy of the focal text for each reader’s part. (Omit from the reading the storyteller’s words, “They said to Paul,” in verse 21.) Note in verse 16, as reflected on line 26 of the Time Line, that Paul was under house arrest in Rome for about two years.

3. Read Acts 28:30-31 as the students follow the printed Scripture text in the lesson comments. Note that Luke’s story of Paul and the book of Acts both ended rather suddenly with these two verses. State that during the two years covered by these verses, however, Paul was very busy. Say: “The fact that he ‘paid money to live in a house by himself’ suggests that he may have been able to work at his tent-making trade to earn his living during this time. Comment that Paul continued preaching and teaching and that he did so without opposition from the Jews for the first time (line 27 of the Time Line). Mention that he also wrote four letters that became books of the Bible: Philippians, Ephesians, Colossians, and Philemon.

4. Divide the class into two small groups to respond to the “To think about” section on page 3 of the lesson comments. Write these instructions on small slips of paper or the chalkboard:

Group 1. Read the first two paragraphs under “To the ends of the earth” on page 3 of the lesson comments and Acts 9:15 from a Bible. Answer question 1 from the “To think about section.”

Group 2. Read Romans 9:1-5 from a Bible, and answer question 2.

Be sure each group has a Bible to look up the references. Allow about 10 minutes for the groups to answer their questions, then call for a volunteer from each group to tell about the group’s findings.

Involve the entire class in a discussion of questions 3 and 4 under “To think about.” Refer students to the last paragraph under “To the ends of the earth” for help in answering question 3.

Encourage Application

Ask: “Why do you think Paul wanted to go to Rome?” Read Acts 1:8, the Memory Verse for Lesson 1. If possible, display the verse using an overhead projector slide or by other means. Remind students that this is the key verse of Acts and that all of the events of Acts point back to this verse. Say: “Paul’s wish to go to Rome was all part of his greater mission to tell the story of Jesus ‘to the ends of the earth.’”

Remark that the words spoken by Jesus in Acts 1:8 ought to be learned in our minds as well as our hearts because this is our mission as followers of Jesus. Say: We are to tell how God loved us so much that He sent His only Son, Jesus, to die on the cross so that, by believing in Him, we can have life that lasts forever (eternal life). And we are to tell this in our own cities and state, in our country and around the world.”

Remark that this was Paul’s most important mission in life from the time Jesus spoke to him on the road to Damascus. State that Acts 1:8 applies to Christians today as well as to Paul, and that we must follow Paul’s example of faithful service if we are to tell the world about Jesus.

Additional Teaching Ideas

Connect with Life: Rome

Ask: “Have any of you ever been to Rome?” Allow class members who have been there to describe the city. If not, you or a helper who has been there could relate your impressions of the city. Remark that Rome is the capital of Italy and one of the old cities of the world. Comment that it was the seat of the Roman Empire, which controlled most of the known world during the first century. State that Rome is the setting of today’s Bible study as we look at the last chapter of the book of Acts.

Connect with Life: Mission Statement

Comment that during the 1990s, many books and speakers taught us that it was important for people and organizations to have a mission statement. State that people or groups wrote down in a brief statement their purpose or reason for being. Explain that this was supposed to help them keep their minds focused

on their purpose and goals. Companies, schools, churches, committees, and individuals wrote mission statements. Say: “Perhaps you know of a church, family, or group that did this. Knowing your mission, or reason for being, helps keep your mind on what is important. Paul may not have written such a statement, but he did have a mission. He had a purpose. And he had a plan. Part of that plan was to go to Rome to preach and teach about Jesus.”

Guide the Study: Time Line Review

Use the “Time Line of Acts” on page 4 of the Lesson 1 (Unit 1) Teaching Guide to give a summary of this study in the book of Acts.

Guide the Study: Paul’s Life

This last lesson of Acts would be a good opportunity to review the life of Paul and his impact on the spread of Christianity. Ask class members to recall everything they can about Paul. Before the session, refer to the lessons in this series, Bible dictionaries, encyclopedias, or handbooks for facts and information about Paul. Be ready to add any details not mentioned by students.

Encourage Application: Paul’s Mission

Direct class members to review the Bible text and lesson comments for today’s lesson and also to recall previous studies about Paul. Ask them to name some of the ways Paul stayed faithful to his mission. Help students identify the characteristics of Paul’s faithful service. Possible responses may include that Paul: trusted Jesus fully, was committed to telling people about Jesus; always told the truth; was willing to tell his personal story; let nothing stop him from telling about Jesus; spoke to people of all races; witnessed even to high government officials; wanted everyone to have life that lasts forever (eternal life); followed the Holy Spirit’s leading; sacrificed personal comfort and security to tell the gospel; and on and on.

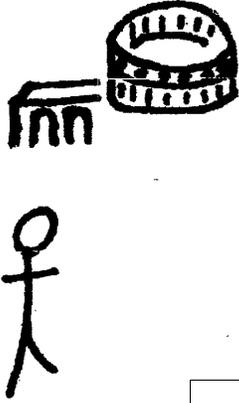
Lesson 13 Core Sentences

Acts 28:16-31

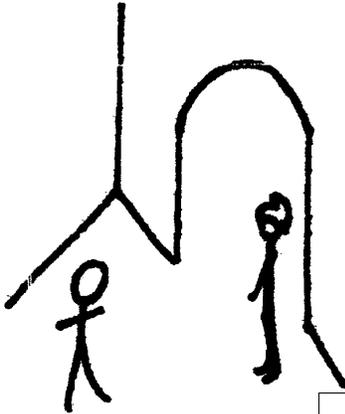
1. Paul went to Rome for his trial.
2. He could live where he wanted, but a soldier was always there to watch him.
3. Paul asked the Jewish leaders to come, and he told them why he was in Rome.
4. They asked him about his new religion.
5. Paul preached from the Law of Moses and from the writings of the early preachers so that the Jewish leaders would put their trust in Jesus Christ.
6. Paul preached from morning until night. Some believed, and some did not believe.
7. Paul told them the Good News of God has been sent to the people who are not Jews.
8. After he said these things, the Jews went away and argued with each other.
9. Paul lived in his own house for two years in Rome. He was happy because he kept on preaching about Jesus and no one stopped him.

Lesson 13 Picture Sequence Stories

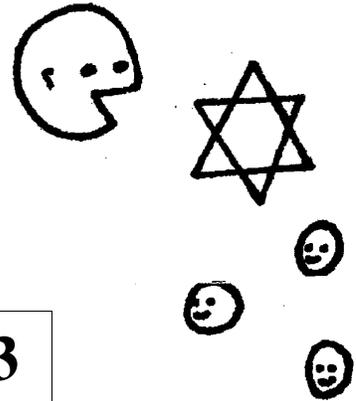
Acts 28:16-31



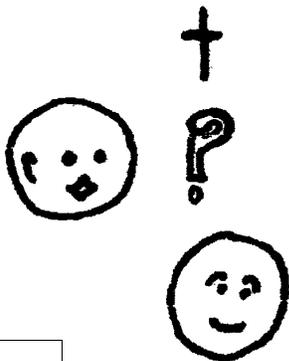
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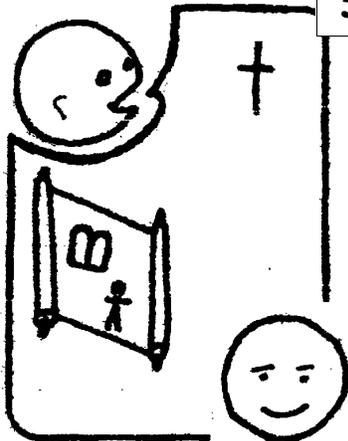
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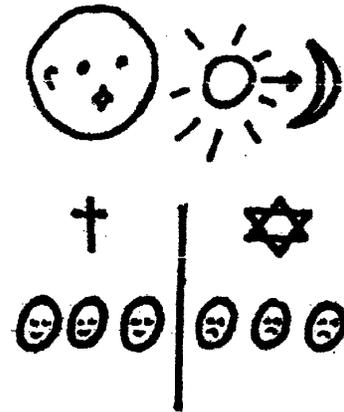
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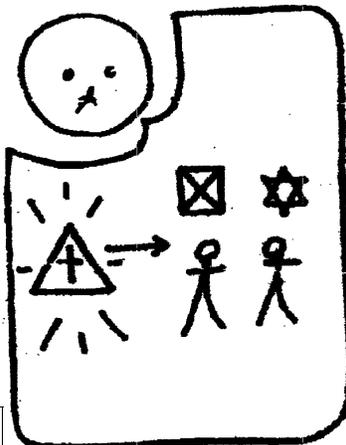
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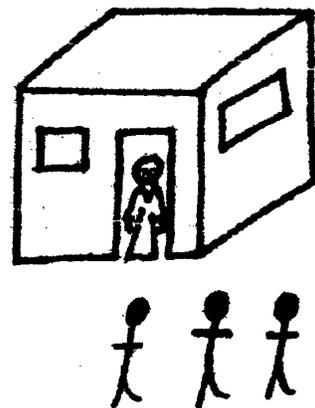
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