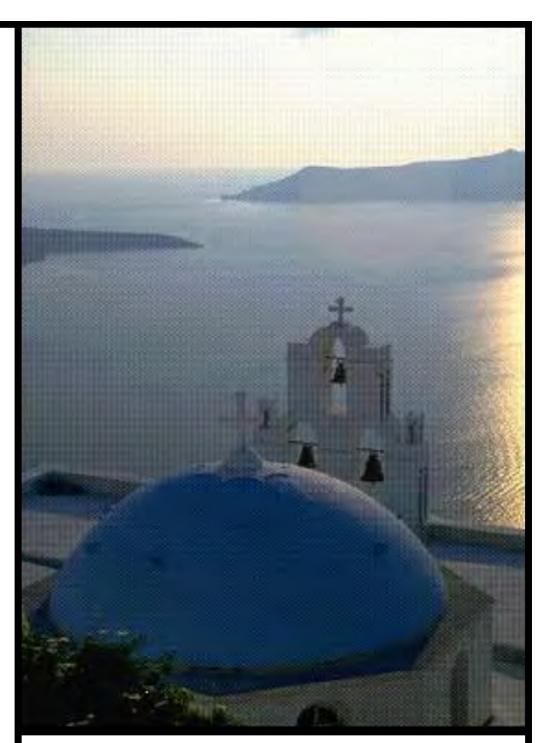
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Adult
Bible Study
in
Simplified
English

Teaching Guide



Acts Being a Mission-Minded Church

INCLUDES BONUS EASTER LESSON

Phyllis Merritt

ADULT BIBLE STUDY IN SIMPLIFIED ENGLISH Teaching Guide

Acts: Being a Mission-Minded Church

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Introduction for Teachers

he purpose of this teaching guide is to provide teachers with a plan for teaching a quality Bible lesson while helping participants improve their English language skills. Use of this material is suggested for International Sunday School classes or any Bible study group taught at a Basic English level.

The Teaching Guide begins with listings of the Lesson Focus, Focal/Background Text, and Memory Verse, all of which provide the premise for the lesson. This information is followed by a teaching plan under headings of Connect with Life, Guide the Study, and Encourage Application. At the end of each lesson, Supplemental Teaching Ideas are provided under those same headings. As the teacher, you may pick and choose from these helps to use along with the student's Study Guide to fit the lesson to your class members' abilities and needs.

The Bible text printed in the lesson material 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. Prayer is sometimes specifically suggested in the teaching procedures. It should be an integral part of your lesson plan. Use your own judgment as to where it best fits into the teaching session.

The writers and editors wish you success and give you prayerful support in your teaching of this Adult Bible Study in Simplified English.

Adult Bible Study in Simplified 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 as additional resources. These may be ordered through your church or directly from the 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; or toll-free telephone 1-800-355-5285.

About the writer

Phyllis Merritt wrote this series of teaching procedures on the Book of Acts. She and her husband, Jack, have served as missionaries in New York, New Mexico, Georgia, and Texas. They are members of the International Bible Class at Columbus Avenue Baptist Church in Waco, Texas. They now serve Baylor University as Missionaries in Residence, working with international students, missionary kids, and Campus Women on Mission. They have two sons, Greg and Travis.

Suggestions for Teaching

General Suggestions

- 1. Provide language edition Bibles so students can read the focal passage in their native languages.
- 2. Beginning students may require three sessions to complete one lesson.
- 3. Review the Word Study before beginning the study. Provide page (see resources) for class to keep vocabulary studies in their notebooks.
- 4. Prepare 9-12 core sentences which tell the most important part of the Bible focal text. Illustrate each sentence with stick figures and symbols in *picture sequence* form (see details below).
- 5. Prepare lesson outlines or written materials before class—make your own cling sheets by cutting apart white plastic garbage bags and writing on them with markers. The plastic bags will cling to the wall.

Bible Comments/Focal Text

- 1. Help students hear English and practice their pronunciation by modeling phrases and sentence. Allow the entire class to repeat. Be consistent with stress and intonation. Speak naturally.
- Allow individual students to read a sentence or paragraph at a time. For further practice, ask students to tell sections from Bible comments in their own words.
- 3. When time allows, pairs may read the lesson again to each other.
- 4. Class may close books and listen as a native speaker reads the section again.
- 5. Discuss lesson using "Things to Think About."

Memory Verse

- 1. Challenge class members to say the Memory Verse several times each day.
- 2. Provide Study Sheets for students to write Memory Verses.
- 3. Write phrases or individual words on separate pieces of paper. Give to students to place in order.
- 4. Write entire verse on board. Read in unison. Erase key words a few at a time. Recite verse until entire verse is erased and class can repeat by memory.
- 5. Make a symbol for each word or phrase of the

verse. 6. Use the symbols as a reminder for saying the verse.

Picture Sequencing (Lipson Method)

This method is especially suited for teaching beginners. It consists of a series of pictures with accompanying sentences that tell a story. It may be used solely for oral production (using pictures alone) or for integrated skills (engaging students in reading and writing the story).

You may use real pictures, videotape, pictures that are professionally drawn, or stick figures

Other benefits include the following:

1. Relaxed, low-anxiety atmosphere as students focus on the pictures and create their own sentences to tell the story

Focus on fluency, not just accuracy
Focus on a message or task rather than form or
grammar

Minimal error-correction as students tell the story

- 2. Pictures (even stick figures) convey meaning in every language.
- 3. The same set of pictures can be used with more than one level of students by making the sentences easier or more difficult.
- 4. The use of pictures helps students learn the language in "chunks" rather than words in isolation.
- 5. The only item needed is a piece of chalk—or a marker, if using a cling sheet or overhead transparency.

Preparation

- 1. Put a story into sentences that are suitable for the level of your students. Try to tell the story with a maximum of ten sentences. For low beginners, choose the simplest and fewest words possible. Keep sentences in their most basic form, so students can combine sentences later.
- 2. Draw simple pictures or stick figures to illustrate key points in the story. These serve as prompts for the telling of the story. Other drawing tips:

An "x" in a small square beside a picture enables you to cue for a negative as you tell the story.

Direct quotations may be indicated with a cartoontype bubble.

Suggestions for Teaching

Procedure

- 1. Introduce the story by following your prepared script of sentences (for consistency) and pointing to the pictures as you speak. This will give students the main idea and help them think in chunks of language (as in real-life language use).
- 2. Introduce the new words as you again reference the pictures. Use props and/or dramatization as needed to establish understanding. Work on individual sounds and word stress as students repeat new words.
- 3. Lead students in repetition of the story, one sentence at a time, working on sentence stress and intonation.
- 4. Lead the class in one more repetition of the story (going straight through and continuing to refer to the pictures throughout the story).
- 5. Ask the class to tell you the story as you cue the story sequence by pointing to the pictures. (You become "stage prompter" at this point.)
- 6. Then ask for a single volunteer to tell the story. (This may open the door for several more proficient students to use what they know.)
- 7. Divide the class into small groups of 3-5 students to give each person practice in telling the story. (Inevitably, the most eager student will go first, followed by another "semi"-eager student. By the time it is the least proficient student's turn, he/she will have learned a lot by listening, will have observed a good model at least a couple of times, and will have bolstered courage for risk-taking.)
- 8. Follow with questions to review story (begin by naming the setting, the characters, etc.—easy questions).
- 9. Conclude with life application questions that require some thought and give students opportunity to express opinion, emotion, and their own ideas.

Lesson Expansion

If the setting and circumstances permit, use:

- —Sequencing pictures (a set for each pair of students) while listening to you or to a taped voice tell the story
- —Picture sequencing without hearing the story told
- —Matching pictures and sentences
- —Scrambled sentences to arrange in order (writing numbers or letters in front of sentences to show sequence; cutting up sentences and moving around to position correct order)
- —Strip story (cutting up sentences, issuing one

strip per student, asking students to arrange themselves in order, having them retell the story by contributing the portion on their paper strip)

- —Cloze (supplying a written copy with every nth word blank; students work in pairs to fill in the missing words)
- —Dictation (teacher or student telling the story while students write what they hear)
- —Provide a copy of the sentences for each student. Ask that they read the story to a partner.
- —Ask students to write the story in their own words.

Bible passage as content for reading *Procedure*

- 1. Tell the parable or story using pictures. Use animation and simple sentences.
- 2. Ask questions about the main idea of the story.
- 3. Read story aloud while students follow along and underline unknown words. Go over the meaning of these words with the whole class.
- 4. Intermediate or advanced students: Have students read silently a second time to look for answers to two or three questions about details that you have written on the board. Ask students to discuss their answers with a partner. Then go over answers with the whole class.
- 5. Beginning or low-intermediate students: Read story again and ask students to repeat it with you line by line.
- 6. Invite the class to read the story with you in unison.
- 7. Ask pairs to read the story to each other.
- 8. Ask for volunteers to tell the story in their own words.
- 9. Make drawings large enough for the back row to see.
- 10. Select a list of new words in the story—unfamiliar words that the students would not likely be able to figure out from context (generally 8-10 new words per lesson).
- 11. List the new words in categories: verbs, nouns, adjectives, adverbs. When listing verbs, you may write both simple present and past tense forms (e.g., eat/ate, walk/walked). Basic beginners would do well to tell the story in present tense, but high beginners could work in present tense, then retell the story in past tense.

Suggestions for Teaching

Checklist for Successful Classrooms

Right Kind of Input

- 1. New language in every lesson
- 2. Input that is slightly above the students' current level of proficiency
- 3. Content relevant to the students' real-life needs and interests
- 4. Language learned in meaningful chunks, not words in isolation
- 5. Comprehensibility achieved by use of the following:
- -Realia or authentic materials
- —Simplified language (rephrasing, repeating, clear enunciation)
- —Demonstration and multiple examples rather than explanation
- -Lots of gestures and nonverbal language

Low Anxiety Environment

Students should not be afraid to make mistakes or take risks in language learning. The following factors contribute to a relaxed and comfortable atmosphere and build a sense of community:

- —Personally greeting and bidding farewell to students
- —Sincere and frequent affirmation
- —Minimal error correction from the teacher
- —Frequent reference to the culture(s) of the students
- —Smiles and laughter that are commonplace
- —Connecting with students through eye contact and positioning yourself on students' eye level
- -Calling students by name

Checklist for Real-Life Interaction

- 1. Pace activities with a balance of noisy/quiet and still/active
- 2. Attention to different learning styles (visual, auditory, tactile, kinesthetic)
- 3. Variety in grouping (predominately pairs and small groups of three or five; using whole class in initial presentation and again for feedback and wrap -up at the end)
- 4. A focus on a task or message rather than form (grammar)
- 5. Provision for all four skills (listening, speaking, reading, writing)
- 6. Avoidance of questions for which answers are known

- 7. Use of information gap activity in which partners have different pieces of information and must ask each other questions in order to fill in their gaps of understanding
- 8. Other useful activities: surveys, interviews, roleplay, problem-solving, and interactive games
- 9. Review previous material.

Some suggestions based on material developed for the EFL Training Manual—Beyond our Borders.

Teaching Tips for Acts

Introduction

This study of The Book of Acts can teach today's church to do God's mission in the world. A bonus Easter lesson is included if you are using this study during Easter.

Prepare to Teach

- 1. Read the entire book of Acts before beginning to teach. Challenge the class to read the all of the book during the study.
- 2. There are many names of people and places in this study. You can make a People You Should Know chart to display during the study. Locate pictures or make drawings to go with the chart. Use a search engine such as Google to find pictures, or borrow them from a children's Sunday school department file. See:

http://www.ebibleteacher.com/children/cards_free.htm

- 3. Prepare maps for this study with the following methods:
- 1) Cover a large map with plastic sheeting so that you can write over it with different colors of erasable pens.
- 2) Prepare overhead cells using different layers to show the missionary journeys of Paul.
- 3) Draw your own map on poster board, white plastic trash bags, or other paper.
- 4. Prepare a banner for this study with the title: *The Book of Acts: Being a Mission-Minded Church*
- 5. Preparing picture sequence pages or showing flannel graphs to aid comprehension. See the Easter Lesson as an example.

Before Each Session

1. Prepare visuals, handouts, posters, etc. Use PowerPoint, overhead cells, poster board, marker boards, or white plastic bags cut apart and write on with markers.

- 2. Consider providing a notebook for each student's Study Guide. Punch holes in the lessons. Provide lined paper to write any new words and to write out the memory verses.
- 3. As you prepare to teach ask yourself this question: What do I want the members of the class to say after class if someone asks them, "What did you learn today?"

During the Session

- 1. When the teaching guide says *read*, choose members of the class, or call for volunteers to read the verses. For beginning readers, model the verses first and then allow the whole class to repeat.
- 2. Each lesson may take more than one session to complete, depending on the level of the class, their interest, and the time allotted for each lesson.
- 3. Possible session outline:
- Begin with prayer
- Point out study title: The Book of Acts: Being a Mission-Minded Church
- Unit title (_____)
- Lesson title () and page number
- Write the scripture reference on the board and show where it is in the Bible and where to find it on the last page of each lesson in the Study Guide
- Show listing of new words at the beginning of the Study Guide and in each lesson.
- Ask class members to read Study Guide paragraph by paragraph.
- Discuss questions and applications
- Read scripture passage
- Discuss meaning of verses
- Practice memory verse
- Sing
- Conclude with prayer
- 4. At the beginning of each session go over the new vocabulary words. Ask members to circle any other words which are not clear and discuss these in class.

Resources for *Acts*

Introduction

As teacher/facilitator for the class, use all resources available---Adult Bible Study Guide and Teaching Guide, on-line resources from BGCT, and the Baptist Standard.

Read the Simplified English Study Guide and this Teaching Guide, the Adult Bible Study Guide and Teaching Guide.

Use the following free helps: Additional Adult Bible Study comments by Dr. Jim Denison. Teaching plans and teaching resource items available for each lesson online at www.baptistwaypress.org. Additional teaching help is provided in the internet edition of the Baptist Standard www.baptiststandard.com

From EasyEnglish

EasyEnglish is a form of simple English developed by Wycliffe Associates (UK). Their website: (www.easyenglish.info) contains Bible commentaries, Bible translations, Bible studies, and other materials written in simple English. They are free for you to download and use. See: Acts: Good News for Everyone for a Bible text and commentary on the book of Acts. Written by Marion Adams. April 2005: http://www.easyenglish.info/bible-commentary/index.htm

From BaptistWayPress

www.baptistwaypress.org

Posted a week in advance of the first Sunday of use.

Teaching Resource Items: Go online to www.baptistwaypress.org and click on "Teaching Resource Items." Permission is granted to download these teaching resource items, print them out, copy as needed, and use in your class.

Additional Teaching Plan: Enrichment teaching help is provided in the Internet edition of the Baptist Standard. Access the free Internet information by checking the Baptist Standard website at www.baptiststandard.com. Call 214-630-4571 to begin your subscription to the printed edition of the Baptist Standard.

Lesson 1: Looking to Jesus

Lesson Focus

Followers of Jesus are to be focused on Jesus.

Focal Text

Acts 1:1-14

Background

Acts 1

Memory Verse

"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 1:8b)

Connect with Life

1. Make individual copies of the following or make one large copy for the class.

Ask: What do you know about the Book of Acts? Go over the questions and answers together.

Getting Ready to Study The Book of Acts

Choose one or more answers:

- 1. The Book of Acts was written by:
 - c. Luke a. Matthew
- e. Paul

- b. Mark
- d. John
- 2. Some Bibles call this book "The Acts of the Apostles." Another good title might be:
 - a. The Acts of the Early Church
 - b. The Acts of the Early Christians
 - c. The Acts of the Early Missionaries
 - d. The Acts of the Holy Spirit
- 3. A great sermon in Acts 2 was preached by:
 - a. Peter
- c. John
- e. Paul

- b. James
- d. Stephen
- 4. How many believers were baptized on the day of Pentecost?
 - a. 1.000
- c. 3.000
- e. 5,000

- b. 2,000
- d. 4,000
- 5. Philip left Samaria to go to the south. There he met the man from Ethiopia on a desert road because:
 - a. The church in Jerusalem told him to go.
 - b. An angel told him to go.
 - c. He was not welcomed in Samaria and so he left.

- 6. Peter had a vision before going to the home of Cornelius in Caesarea. Peter saw a sheet that had in it:
 - a. Vegetables c. Snakes
- e. All of the above
- b. Animals
- d Birds
- 7. These went with Paul on 1 or more missionary journeys:
 - a. Barnabas c. Silas
 - e. Timothy
 - f. All of the above b. John Mark d. Luke
- 8. Paul's journeys in the Book of Acts took him to these places:
 - a. Asia Minor c. Italy
- e. All of the above
- b. Greece d. Spain
- 9. Paul was a:
 - a. Missionary
- b. Pharisee e. Roman citizen
 - b. Tentmaker
- d. Author f. All of the above

Answers: (1) c (Luke 1:3, Acts 1:1-2).

- (2) d (Acts 1:2,5; 2:4; 5:32; 8:15-18; 9:17; 10:44; 19:6)
- (3) a (Acts 2:14). (4) c (Acts 2:41). (5) b (Acts 8:26).
- (6) b/c/d (Acts 10:12). (7) f (Acts 13:2-4; 15:37-38; 15:40; 16:10, referring to Luke 17:14).
- (8) a/b/c (Acts 13:13; 17:15; 28:16).
- (9) a/c/d/e (Acts 13:4; 18:3; 22:3, 27; 2 Peter 3:15).

Guide the Study

2. Explain that Acts is a continuation of Luke.

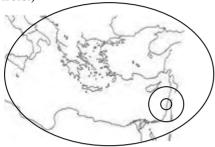
Say: He wrote Luke to tell the life of Jesus. He wrote Acts to tell the life of the church. We will study Acts to learn how to be a mission-minded church.

- 3. Ask: What does the word act mean? What is action? Write on the board: The Acts of the Apostles, The Acts of the Holy Spirit, The Acts of the First Missionaries.
- 4. Read Acts 1:1-5. Describe what Luke said about the life, death and raising again of Jesus.
- 5. Ask: Who told the followers to wait in Jerusalem? Why were the followers told to wait?
- 6. Point out that Luke speaks of God the Father, God the Son, and God the Holy Spirit. Draw a triangle to illustrate the Trinity.

Say: God is one God in three persons.

7. Read Acts 1:6-8. Discuss what the followers wanted (power in an earthly kingdom). Discuss what Jesus told them they could have (power to witness, power to tell others about Jesus).

- 8. Display a map showing the area around Israel. Read Acts 1:8 again. Prepare a chart and map:
- The Good News in Jerusalem (Circle Jerusalem.)
- The Good News in all Judea and Samaria (Draw a circle around these countries.)
- The Good News to the ends of the earth. (Draw a larger circle.)



Say: These words of Jesus show what the Book of Acts will be about.

- 9. Prepare a poster. Write Acts 1:9-15 on the top. Make two columns. On one write: What the two men told the followers. On the other write: What the followers did when they were together. Ask the class to call out phrases to fill in the columns.
- 10. Discuss the promise by the two that Jesus would return again. Ask: *Who knows when this will be?*
- 11. Use an atlas or map to show the Mount of Olives and Jerusalem.
- 12. Ask: Why did Jesus' followers spend their time in prayer?

Encourage Application

- 13. List ways the early church looked to Jesus and not anything else. Place a check beside those which your church does.
- 14. Read Acts 1:4 again. Ask: What are some things we wait for? (a baby to be born, the bus, the mail) Discuss why it is so hard to wait for God to tell us what to do.
- 15. Make an Acts 1:8 chart for where you live:
 - Jerusalem (your city)
 - Judea (your state)
 - Samaria (your country)
 - The ends of the earth (the world)
- 16. Sing We've a Story to Tell to the Nations or another hymn about missions.
- 17. Read the memory verse together and close with prayer for power to tell others about Jesus.

Supplemental Teaching Ideas Connect with Life

•Place pictures of your church building and church leaders on a poster at the front of the class room.

Ask: Who do you know who is always taking pictures? Say: This study of Acts will give us pictures of what a New Testament church should look like.

Guide the Study

•Bring a telescope or a picture of a telescope. Say: This lesson is about the importance of looking to Jesus and giving Him our complete attention.

Write an outline of the lesson on the board:

Looking to Jesus

- I. Introducing the Church to the World (vv.1-2)
- II. Making a Place in the World (vv.3-5)
- III. Telling the World about Jesus (vv.6-8)
- IV. Introducing the Holy Spirit to the Church (vv.9-14) Ask: *Is our church looking to Jesus?*
- •Read Acts 1:1-2. Discus who Theophilus was. Ask: What might the followers have said to Jesus when they saw Him after His death?
- •Read Acts 1:3-5. Discuss why waiting can help us think about Jesus. Ask: *Do we wait on Jesus all the time?*Does our church?
- •Read Acts 1:6-8. Discuss what it means to be baptized with the Holy Spirit. Ask: What kind of power does Jesus give us? What is the use for this power?
- •Wrap two boxes. Label one: *Jesus*. Label the other one: *Holy Spirit*. Say: *God gave us the first box at the first Christmas. He gave us the second when Jesus returned to heaven*.
- •Read Acts 1:9-14. Discuss why Jesus' followers spent so much time in prayer. Accept all answers. Include the following ideas:
 - Jesus taught them how He prayed.
 - They needed to pray.

Encourage Application

- •Discuss questions in the Study Guide.
- •Discuss ways the early church looked to Jesus for answers (listened to Jesus' teachings, did what Jesus told them to do—obeyed, asked questions, prayed together).

Ask: Which do we do?

- •Ask if anyone can complete the following proverb: "The family that prays together, stays ."
- •Show the picture of your church again. Close with prayer that your church will become an Acts 1 church.

Lesson 2: Giving Power to the Church

Lesson Focus

The Holy Spirit gives power to Jesus' followers.

Focal Text

Acts 2:1-24

Background

Acts 2: 1-40

Memory Verse

"It will be that whoever calls on the name of the Lord will be saved from the punishment of sin." (Acts 2:21)

Connect with Life

- 1. Bring a kite or a picture of a kite to class. Ask: What makes the kite fly? Can you see the wind? Can you see what the wind does?
- 2. Introduce the lesson with the following background information:

The lesson today is about a Jewish celebration called Pentecost. This is the time God sent His Holy Spirit to the church. The Bible tells us that the followers were all together when suddenly there was a sound like a mighty, rushing wind. They were filled with the Holy Spirit. God's Holy Spirit is like the wind. We can not see Him, but we can know that He is there. In the same way, we see the wind holding the kite in the air.

We can also know that the Holy Spirit is there because we can hear Him. The Bible says, "See! I stand at the door and knock. If anyone hears My voice and opens the door, I will come in to him and we will eat together" (Revelation 3:20). We can't see the Holy Spirit, but we know He is there because He speaks to our hearts.

Another way we can know that the Holy Spirit is there is that we can see Him moving people to do God's will. The Bible says that the Spirit of God moves people to speak and to do things for Him (2 Peter 1:21). We can't see God, but we can see people doing things that God's Holy Spirit has moved them to do.

We can know that the Holy Spirit is there because we can feel His presence. The Bible says, "I will not be afraid of anything, because You are with me" (Psalm 23:4).

3. Read 1 John 4:12: No person has ever seen God at any time. If we love each other, God lives in us.

We can't see the Holy Spirit, but we know He is there because we can feel Him in our life.

- 4. Show the class a picture of the believers at Pentecost. See: http://www.sermons4kids.com/pentecost-colorpg.htm
- 5. Bring a birthday cake or a picture to class. Ask members to tell their birth month and day. Say: *Our lesson today is about the birthday of the church*.

Read Acts 2:1. Ask: What is another name for the birthday of the church? (Pentecost)

Write the numbers 50 and 10 on the board. Say: Pentecost was a Jewish holiday 50 days after Jesus' death at Passover. It had been 10 days since Jesus returned to heaven.

Guide the Study

- 6. Before class, prepare three posters with the following words at the top: *Wind, Fire, Speech*. Read Acts 2:2-4. Display the posters and under each word write what the class says about how God was present in each form.
- Wind Include information from I Kings 19:9b-11 and Ezekiel 37:9-14. Explain that the sound of a great wind was a sign of a new work of God.
- **Fire** Exodus 3:2; 13:21; 24:17; 40:38; Isaiah 30: 27; Luke 3:16. When God made His agreement with Moses and the people, the fire showed God was there.
- **Speech** Compare with Genesis 11:1-9.

Ask: Did hearing in different languages divide or unite those who heard the followers? Emphasize that the languages showed God wanted all the people of the world to know Him.

7. Read Acts 2:5-13 in English. Ask a representative from each language group present to read the verses in his native language – all at the same time.

Say: This is what it might have sounded like on the Day of Pentecost.

- 8. Ask the class to list the questions found in these verses:
- Write: Are not these Galileans who are speaking?

- Explain that the people knew Jesus followers were from Galilee. They had no education. But they were speaking wonderful things about God.
- Write: How is it that each one of us can hear in our own language? Discuss what it meant that each person heard in his own language. Say: They heard about the "powerful works of God." Jesus had died to save men from sin. Jesus died on the cross and then became alive again.
- Write: What can this mean? Say: They were curious.
- 9. Read Acts 2:14-15. Remind the class of the time that Peter denied Jesus three times when Jesus was going to die on the cross.

Ask: Would you have chosen Peter to preach the first sermon? Discuss what changed Peter and gave him the power to preach (The Holy Spirit).

- 10. Read Acts 2:16-21. Ask these two questions: Who did the early prophet Joel say would receive the Holy Spirit? (all) What group would be saved? (whoever calls on the name of the Lord)
- 11. Read Acts 2:22-24. Say: If someone asks you "Who is Jesus?" what would you say?

List on the board what Peter said in his sermon about Jesus.

Encourage Application

- 12. Discuss how Peter was able to preach so well. Discuss whether others in the class can think of people like Peter who might not have been a first choice but were the ones who did great things for God.
- 13. List the five things which the Holy Spirit gives power for in Acts 2. Discuss ways the Holy Spirit can give power to the church today.
- 14. Write the memory verse on the board. Read it together. Erase one or two of the words and say it again. Continue until all the words are gone but the class can say the verse.
- 15. Sing *O*, *Spirit of the Living God* or read aloud the words together.

Pray and thank God for sending the Holy Spirit. Thank God that even though we can't see the Holy Spirit we can hear Him speak to our hearts. We can see what He does in our lives and obey Him to do God's will.

Supplemental Teaching Ideas Connect with Life

•Say: Peter M. is a doctor from the Philippines, working in the US Army in Iraq. He was older than all the other doctors. Everybody had to wear heavy clothes to protect themselves. They had to carry heavy loads. He was afraid he could not do this. He did it. He told his International Sunday school class that he was able to do this because they were praying and God gave him power.

Explain that this lesson will show how God gave power for His people to do what Jesus had told them to do before He returned to heaven.

Guide the Study

- •Read Acts 2:1. Before the lesson, ask several volunteers to do the following actions:
 - First: gather around and pretend to open their mouths and sing,
 - Next: open their Bibles and read
 - Then: pretend to pray together in a circle
- •Read Acts 2:2-5. Bring a portable fan and turn it on as these words are being read.
- •Read Acts 2:6-13. Ask the class to locate countries mentioned on a map.
- •Read Acts 2:14-24. Send your volunteers to the edges of the room. Ask them to read Acts 2:22-24 in as many languages as they can.

- •Re-write Peter's sermon for today's listeners.
- •Read Things to Think About and discuss.
- •Sing In Christ There is No East or West.
- •Pray for responsibility to carry out the command Jesus gave to His followers.

Lesson 3: Understanding and Believing

Lesson Focus

Christians are to be a part of a church where they can learn of Christ, show love to each other, worship God, and welcome new believers.

Focal Text

Acts 2:41-47

Background

Acts 2: 41-47

Memory Verse

"The Lord added to the group each day those who were being saved from the punishment of sin." (Acts 2:47)

Connect with Life

1. Bring to class a clothing pattern used to make a shirt. Display the pattern and say: *This lesson is like a pattern for a church. We will study the parts that go together to make up the church.*

Guide the Study

2. Read Acts 2:41. Ask: What happened after Peter preached? (3,000 became followers).

Explain that the members of this church came from all of the people-groups that had gathered in Jerusalem at Pentecost. This was a church made up of ten different cultural groups. Remind the class that there were about 120 believers before this day. Count how many are in attendance. Ask group to imagine 3,000 more people meeting with you. Discuss what you would do.

3. Say: After belief came baptism.

Explain that baptism was a picture of death, burial and being raised again. It is a picture of what happened to Jesus and a picture of what has happened to the new believer. The person who believes in Jesus and asks Him to come into his life has died to an old way of life and come alive to a new way. Baptism is a way to show others what has happened to you. Ask someone to read Romans 6:3-5 and Colossians 2:12.

4. Share the story of where you were baptized and what it meant to you. Ask for others to briefly tell about their

experiences. Bring pictures of different places where people are baptized (rivers, churches, etc). See the following website:

 $\underline{\text{http://www.ebibleteacher.com/imagehtml/sermonani.ht}}$ ml

5. Prepare these three words on large pieces of paper and give to three people to hold up when their word is being discussed: *Learning, Loving, Worshipping*.

Read Acts 2:42-43. Discuss what the early believers did

Say: These verses are a picture of the early church and show what the believers did every day.

6. Ask: What do you think the new believers learned?

List on the board ways we can learn about being a believer and a church member. Include church leaders, the Bible, the Holy Spirit. Discuss what new believers need to learn. List suggestions on the board. Include: Study what Jesus did, what He said, and then do what He said and did.

7. Explain the meaning of the Lord's Supper. Include what Jesus told the followers to remember when they ate the supper.

Say: On the night before Jesus died, He ate a meal with His followers. He broke the bread to give them. He told them "Take, eat, this is My body Then He took the cup and gave thanks. He gave it to them and they all drank from it. He said to them, "This is My blood of the New Way of Worship which is given for many" (Mark14:22-24).

Discuss how this is another picture of what Jesus did for us.

- 8. Read Acts 2:44-45. Ask: What do you think about how these people shared what they had?
- 9. Read Acts 2:46-47. Ask: Where did the believers worship and pray? (At the temple and in homes).

Discuss how important it is for us to meet often with other believers in public places and in the homes of friends.

Ask: How does their happiness show they had God's love in their hearts? How does their sharing with each other show they had God's love in their hearts? Do you think others noticed this?

Encourage Application

10. Prepare copies of the following or make one copy on a large poster. Ask the class to decide how well the church in Jerusalem did and how well your church is doing in the following areas. You can do a thumbs up for *good*, thumbs down for *not so good*. A hand going from side to side can mean *so*, *so*.

Jerusalem Church

My Church

Worship

Training

Welcomes new people

People in area know and think well of this church

Prayer

Love for each other

Does missions

- 11. Discuss from the Study Guide what Christians in the early church did. Compare this to what Christians should do today:
- Learn about Jesus Study His life and how He helped others. Follow the lessons taught.
- Worship God Talk with Him and listen to Him
- Love one another Reach out to others. Show each person you meet that they are important.
- Include new believers Make visitors to your church feel welcome. Learn what makes them special. Get everyone involved in the activities of the church.
- 12. Sing Let us Break Bread Together on our Knees.

Supplemental Teaching Ideas Connect with Life

•Show a picture of a team sport like soccer or basketball.

Ask: What would happen if one player tried to play without the others? Allow time for responses. Say: Our lesson today teaches us how to be a part of a team called the church.

Guide the Study

•Ask: Which would you rather have -- a picture of an ice

cream cone or the real thing? Say: This lesson will teach what the real church in Jerusalem was like.

•Prepare a poster with the following outline:

The New Testament Church
I. More Than Numbers (v.41)
II. The Church is:____ (vv.42-47a)
III. The Early Church and Today's Church (v.

2:47b)

•Recall Peter's sermon in the first lesson. Read Acts 2:41. Ask: Why do you think so many people became believers after Peter's sermon?

•Write these words on separate sheets of paper and give a different one to members before class: *Baptizing*, *Preaching*, *Teaching*, *Fellowship*, *Lord's Supper*, *Prayer*, *Surprise and Fear (Awe)*, *Concern for Needy*, *Worship*, *Respect from Others*.

Read Acts 2: 41-47b. As each word is mentioned in a verse, ask the person holding that word to come to the front of the class and hold it up or attach it to the wall. Discuss the words.

•Read Acts 2:47b. Ask: Why do you think God added new members to the church? Why do you think God adds new members to our church? (See #11 above.)

Encourage Application

•Prepare the following form on a large poster or overhead and fill out during class. Take time to discuss each one.

•The early church added new members after they
were baptized. My church
•The early church learned about Jesus. My
church
•The early church showed love and helped others.
My church
•The early church loved each other and spent time
with each other. My church
•The early church prayed. My church
Discuss ways Acts 2:42-47 is a picture of how the
rly believers lived. Compare this to ways believers

•Close with prayer to learn how to be a church where members can learn of Christ, show love to each other,

worship God, and bring in new believers.

Lesson 4: Growing a Church

Lesson Focus

Churches that grow in the right way learn to minister.

Focal Text

Acts 6:1-7

Background

Acts 6:1-7

Memory Verse

"Then we will use all of our time to pray and to teach the Word of God." (Acts 6:4)

Connect with Life

1.Ask: What are the things you need to make rice to eat? List on the board: rice, water, heat.

Ask: What did we learn from Acts 2 about what it takes to make a church? List on the board: Learning of Christ;, Loving one another, Worshipping God, Including new believers. Explain that Acts 6 shows how the early church added something to this list so they could solve a problem in the church.

Guide the Study

2. Say: We need to know what happened in the Book of Acts between Chapter 2 in the last lesson and Chapter 6 in this lesson.

Before class, assign these seven Bible lessons to seven people who will tell each story in one minute or less. Or, write the verses on a poster and review them for the class:

- Acts 3:1-10—Peter heals a man who cannot walk.
- Acts 3:11-26—Peter preaches in the temple.
- Acts 4:1-22—Peter and John speak to the Religious Leaders' Court.
- Acts 4:23-31—The believers pray for courage.
- Acts 4:32-37—The believers share what they own.
- Acts 5:1-11—Ananias and Sapphira sinned.
- Acts 5:12-42—The followers heal many, are put in jail and placed on trail.
- 3. Ask: What can we learn today from what happened in these verses? Accept any answers but be sure to point

out that the believers were helping the church grow by obeying Christ's commandment.

- 4. Read Acts 6:1. Ask: What two things caused problems in the early church? (So many new believers who were from different places)
- 5. Ask: Do you know what this statement means? <u>The problem is not the problem; it is your attitude</u> about the problem.

Discuss why it was important for the church leaders to have time to pray and preach and why it was also important for the church to take care of those who needed food.

6. Read Acts 6:2-6. Say: They did something very practical to meet a very specific need in their new church.

Ask the class to name the steps to solve the problem. List them on the board:

- The twelve called a meeting of believers.
- The twelve suggested that the believers choose seven who are respected and who are full of the Holy Spirit and wisdom.
- The believers agreed.
- The believers chose seven men to be the servant/ministers.
- All agreed to do this.
- 7. Ask: Do you think it is easier to talk about a problem or find the answer to a problem? Ask: Do you think that it took a long time or a short time to solve the problem? Did they pray? Can you imagine who might have spoken during the meeting? (The Greeks, the women with no husbands, Peter, John)
- 8. Note that the names of the new helpers were Greek names. Ask: *Why do you think these were chosen?*
- 9. Read Acts 6:7. Ask: What happened after the church tried this new way of doing things? (The Jews in Jerusalem saw the care and love the church was showing. Perhaps they said, "These believers really love Jesus Christ and they love each other.")

Encourage Application

- 10. Ask: What are problems we have in our church? How could we solve these problems?
- 11. Discuss the first thing the early church did (Acts 6:2).
- 12. Ask: Are there those in your church who could use help from church members?
- 13. Read the memory verse together.
- 14. Discuss questions from Things to Think About.
- 15. Pray that your church will learn from Acts 6 and look for new ways to solve problems.

Supplemental Teaching Ideas Connect with Life

- •Bring a photo album or scrapbook to class. Display it and say: When we read Acts, we see pictures of important times and people and ideas in the early days of Christ's church.
- •Ask members to make quick drawings of the following verses. See examples of Annie Valloton's drawings in the Good News Bible or download your own from the internet using a search engine such as Google. For example: http://www.mssscrafts.com



- •Peter heals a man who cannot walk Acts 3:1-10
- •Peter preaches in the temple Acts 3:11-26
- •Peter and John speak to the Religious Leaders' Court Acts 4:1-22
- •The believers pray for courage Acts 4:23-31
- •The believers share what they own Acts 4:32-37
- •Ananias and Sapphira sinned Acts 5:1-11 The followers heal many, are put in jail and placed on trail - Acts 5:12-42

Guide the Study

- •Place the pictures in line on the wall or hang them from a heavy string of rope using clothes pins. Quickly review what has happened in each of the pictures.
- •Say: The early church was focused on Jesus in all but one of these pictures. Which one was the one where Jesus was not the main story? (Ananias and Sapphira) Ask: What happens when we want to look good for other people and not for God?
- •Prepare a chart with the following outline for the lesson:
 - •Growing a ministry—Acts 6:1-2
 - •Planning for future growth—Acts 6:3-4
 - •Choosing more helpers—Acts 6:5-6
 - •Getting involved—Acts 6:7
- •Read Acts 6:1-2. Ask: Was this a perfect church? What was the problem?
- •Read Acts 6:3-4. Explain how the church decided together to solve the problem.
- •Read Acts 6:5-6. Discuss how your church chooses leaders. Discuss what it means to lay hands on the new helpers. Note that they prayed first.
- •Read Acts 6:7. List three results of solving the problem. (The Word of God spread, The group of followers became much larger in Jerusalem, Many of the religious leaders believed)

Say: God's blessing was on this church and they increased in number.

- •Ask: What are some things our church can do today that we could not do twenty-five years ago? Are there changes we can make to help people and to grow?
- •Ask: If the early church was choosing someone who was full of faith and full of the Holy Spirit, would they choose you?
- •Discuss these statements:
 - •God wants to use all followers to be a part of His ministry to the world.
 - •The early church leaders knew how important prayer and preaching was.
- •Close with prayer that we will each find our place in making our church ready to help others in new ways.

Lesson 5: How to Tell the World About Jesus

Lesson Focus

God tells us to reach out to all people.

Focal Text

Acts 8:4-8, 14-17, 26-36

Background

Acts 8:1-40

Memory Verse

"As they went on their way, they came to some water. The man from Ethiopia said. 'See! Here is water. What is to stop me from being baptized?" (Acts 8:36)

Connect with Life

- 1. Bring a large bowl of water and drop a small rock in the bowl. Say: Luke wrote that the message of Christ was spreading out to all people like circles in the bowl.
- 2. Display the map and chart from Lesson 1, Plan 8. Circle where the message of Christ had been preached in Jerusalem. State that this new unit will show how the message was moving out beyond Jerusalem to Judea and Samaria. Place arrows going out from Jerusalem towards these two places.

Guide the Study

- 3. Say: All of the first followers were Jews who lived in Palestine. After Peter preached at Pentecost, Jews from many parts of the world believed in Jesus as Lord and Christ. They were baptized. The religious leaders tried to make Peter and John stop preaching and teaching about Jesus. They were not afraid. The church kept on growing. They were happy meeting together.
- 4. Assign a member of the class to review Acts 7:1-8:1b and briefly summarize what happened to Stephen, how he died, and how it was a hard time for the believers.
- 5. Read Acts 8:4-8. Show where Samaria is on the map. Ask if any in the class have a Bible with maps at the back. Allow time for members to locate Samaria on these maps.
- 6. Explain the history of the Jews and Samaritans and

how they hated one another. Remind the class of the time Jesus talked to the woman at the well in Samaria (John 4:1-42).

- 7. Say: There are two men named Philip in the Bible— Philip who was one of the original twelve followers of Jesus and Philip in this lesson who was one of the seven chosen to help the church in Acts 4.
- 8. Read Acts 8:14-17. Discuss how the people were taking the message of Jesus to the Samaritans.

Say: At first the only believers were Jews. Now there are Samaritan believers. Ask: Do you think some people were afraid for this to happen?

9. Read Acts 8:26-36. Show on a map the place the man from Ethiopia was from, south of Jerusalem and Egypt.



Tell about this man. (He was an important government official. He worked for the highest queen. We know he had money because he was not walking. He was able to read and had a scroll, something few people owned.)

10. Discuss the importance of Philip speaking to this man from another country and another race.

Ask: How often do you tell people from your home country about Jesus?

Encourage Application

- 11. Ask: Are there people you know who are different from you who need to know about Jesus?
- 12. Explain that God calls us to reach out to all people the same way He told the early church to do.
- 13. Sing In Christ There is No East or West.
- 14. Read the title of the lesson and ask the class to make suggestions of how to reach the world for Christ.

Ask: What are some ways for our families and our

church to reach out in the place where we live?

15. Read together the memory verse and discuss how the faith of the Ethiopian made him want to be baptized at once.

Supplemental Teaching Ideas Connect with Life

•Say: We have some special guests with us today.

Using the list of people from the Study Guide, ask volunteers to read what the Study Guide says about Stephen, Philip, and the Ethiopian. Prepare large name tags for each one. Instruct them to begin by saying, "My name is (Stephen, or Philip, or the Ethiopian). I am

•Ask if anyone in the class knows someone who has been persecuted for being a believer. Allow time for response. Share any you know of.

Say: We will learn today about how God used persecution to send out the followers to spread the message of His Son. Those who left Jerusalem were not all preachers. We might say that they were "accidental missionaries." They shared the good news of Jesus when they had to move to new cities to be safe.

•Discuss how class members can be like these early believers. Say: *We can share what we know with others*.

Take a poll to find out if members of the class became Christians when a preacher spoke, or when a person who was not a pastor told them about Jesus.

Guide the Study

- •Prepare a poster with the following words:
 - Mass Evangelism
 - Church Planting
 - Personal Evangelism

Define the words above. Say: The verses we will study today show how God reaches out in many ways to people.

•Read Acts 8:4-8. Explain who Philip was and that he was not the Philip who was one of the twelve followers.

Ask: Do you think that going to Samaria would have been difficult for Philip? Discuss how Philip and Stephen started out serving meals and were both now preaching.

•Read Acts 8:14-17. Point out that God was in control. Discuss how men and women were being baptized because of the message Philip brought.

•Read Acts 8:26-36. Describe where Ethiopia was located. Read Deuteronomy 23:1 to explain about this man from Ethiopia who was made so that he could not have children. Show on your map how the message was spread even further from Jerusalem when the Holy Spirit sent Philip to talk to this man. Show a picture of them.

•Ask: How did Philip begin to share about Christ?

List some answers. Include: Philip began where the man was reading in Isaiah but he soon began talking about Jesus. Philip showed what Jesus had done for us. The man from Ethiopia saw water and asked to be baptized.

Read together the memory verse. Philip said the man must believe with all his heart before he could be baptized.

Ask: Does this make clear what is necessary to become a believer?

Encourage Application

- •Ask: *How can we reach other people to tell them about Jesus?* Share who told you about Jesus and ask others to share how they first heard.
- •Discuss ways we can become more willing to reach others. Ask: *Have you ever felt God's Spirit telling you to share in a special way with someone?*
- •Share the following letter from an international who returned to her home country to visit her parents:

I've already shared with two people the story of Jesus walking on the water. One was a taxi driver. Though the Good News appears to be quite new to them, I think a seed might have been planted in each one of them. Many of the small crosses made by my husband have been given away. They are THE most perfect gifts I've ever known to pass to new and old friends. Tons of people are everywhere. They are simple, pure hearted, poorer, but hard-working people, according to me. I cry for their souls when I walk by them. A smile and a greeting usually will receive very appreciative responses. People are very humble and sweet here. I just love them.

- •Discuss questions from the Study Guide.
- •Ask the class to read the lesson title again as a question. Discuss different answers and conclude with this idea: *Just Do It.*

Lesson 6: How to Tell the Church About Paul

Lesson Focus

A church that follows Christ will find ways to include all kinds of people.

Focal Text

Acts 9:10-28

Background

Acts 9:1-31

Memory Verse

"The church was made strong and it was given comfort by the Holy Spirit. It honored the Lord. More people were added to the church." (Acts 9:31)

Connect with Life

1. Blindfold a volunteer. Take him to the back of the class and turn him around.

Say: I am going to direct you to the door. Instead, direct him the opposite way. When he takes off his blindfold, explain how hard it is to get to the right place with wrong directions.

2. State that this study is about a man who was going in the wrong direction.

Say: We will learn how Jesus turned him around and turned around those who were afraid of him. This was a person others thought would never become a believer.

Ask: Who can you think of as the hardest person in the world to become a Christian?

Guide the Study

3. Locate pictures of the three people listed below. (See http://www.mssscrafts.com/newtestament/paul.htm). Place information from below on the back of the pictures. Ask three volunteers to hold the pictures in front of their faces and read aloud:

ANANIAS:

- A Christian who lived in Damascus
- Perhaps one of the seventy sent out to preach
- Not the same man as the husband of Sapphira
- Had the gift of healing
- Found Saul and baptized him
- Introduced Saul (later called Paul) to the church in Jerusalem

SAUL/PAUL:

• Born in Tarsus of Cilicia

- From a family of Pharisees
- A citizen of Rome
- Highly educated; studied with a top scholar of the time
- Never met Jesus when He was on earth
- Saw Christians as a threat to Jews
- "Damascus Road" conversion
- When he was baptized his name was changed to Paul
- Asked to help Barnabas in Antioch

DORCAS:

- A rich woman who lived in Joppa
- Gave money and sewed clothes for those in need
- Died suddenly; Peter raised her from the dead
- 4. Read Acts 9:1-9 and explain what happened to Saul on the road to Damascus.
- 5. Say: Saul changed, but others were not sure.

Read Acts 9:10-18. Say: Saul is the first person in our story who seemed like a person who cannot change. But he did. Ananias is the second.

Ask: Who is Ananias afraid of? Why? What causes Ananias to help Saul?

6. Read Acts 9: 17 again. Note the word Ananias uses when he sees Saul—*Brother*.

Say: Ananias obeyed God and accepted Saul.

7. Read Acts 9:19-22. Explain that Paul had learned to speak well before he became a believer. Now he had the Holy Spirit to help him. Ask: *What happened to Saul?*

List on the board: he received his sight, he received the Holy Spirit, he was baptized, he ate, he preached.

8. Read Acts 9: 23-31. Say: Paul had to leave Damascus because he was now a Christian and was in danger.
Ask: Where did he go? (Jerusalem) Ask: Were they happy to see him?

Explain that even though he had been away from Jerusalem for about three years, the people were afraid of him. Barnabas told the others they should trust him. He took Saul to meet Peter and James.

9. Ask: Why was Saul in danger again? Say: The Jewish leaders wanted to kill him because he was preaching about Jesus. He left Jerusalem and went to his home town of Tarsus.

Locate these places on a map. Say: Saul had been the

main leader that persecuted believers. Now the church was able to grow and the Good News could spread.

10. Read. Acts 9:32-42. Say: The Good News of Jesus was spreading everywhere. Saul had become a Christian, and Peter was also busy telling others.

Ask: Who did Peter help? Tell how Peter helped the paralyzed man and brought Dorcas back to life. Ask the class to read aloud v. 32: "News of this went though all Joppa. Many people put their trust in the Lord."

Encourage Application

11. Prepare a chart using the material below. Write the words in only the first column. Ask class to fill in the second two columns. Give clues if necessary.

Name Person from Bible Changed to

Thief	(Thief on cross)	(Hard worker)
Cheater	(Zaccheus)	(Honest man)
Spoiled child	(Joseph)	(Ruler/leader)
Fighter	(David)	(Peace maker)
Coward	(Peter)	(Preacher)
Persecutor	(Saul)	(Missionary)

12. Ask: Would you have been willing to help the man who watched while Stephen was killed? Would you have been like Barnabas and told the other believers in Jerusalem to give Saul a chance?

Discuss what these verses teach about including all people in our churches and giving people a second chance.

- 13. Thank God for people like Ananias and Barnabas, who welcome others into the family of God with. Paul later wrote in 1 Corinthians 13: Love believes all things.
- 14. Read together the memory verse. Pray that our church will honor God, and He will add more.

Supplemental Teaching Ideas Connect with Life

•Early in the week, ask a member of your class to share the story of how they became a Christian and how their life has been different since that time.

Guide the Study

- •Display a poster with the outline of the lesson:
 - •Acts 9:10-18—Ananias Ministers to Saul
 - •Acts 9:19-22—Saul Ministers to the People in Damascus
 - •Acts 9:23-31—Saul Escapes to Jerusalem
 - •Acts 9:32-35—Peter Helps Ananias
 - •Acts 9:36-38—Peter Helps Dorcas
- •Read Acts 9:10-12. Locate Damascus on a map. Say: Damascus is about sixty miles northeast of the

Sea of Galilee, 130 miles northeast of Jerusalem, at least a six day journey.

Ask: Was it hard for Ananias to visit Saul?

- •Explain that God used Ananias because he was a willing servant. Share or read the *Song of Ananias* from: http://myweb.tiscali.co.uk/dovecot/SongPages/SongOfAnanias.htm
- •Read Acts 9:13-18. Point out that God had chosen Saul to become His missionary. God chose Ananias to help Saul. Both had to obey God.

Use the following information to share about Saul: Since Saul was born in Tarsus he was considered a Roman citizen. Saul studied under famous religious teachers and was well educated in his religion. He was able to become a Pharisee when he was still young. He was so popular with the religious leaders of his day that he was able to join a group called the Sanhedrin. They decided legal and religious matters.

After Stephen was stoned—with Saul present—great trouble started for the Christians. Saul was one who helped search for and kill other Christians. He was on his way to Damascus to find other Christians when he was stopped.

A bright light flashed around him, and he fell to the ground. Jesus spoke to him and asked Saul why he was hurting Him. Saul became blind. He didn't eat or drink for three days. He prayed for God to forgive him and decided to become a follower instead of a persecutor.

He met a man named Ananias who put his hands on Saul and gave him back his sight. Then Ananias baptized Saul. The man who had hurt Christians was now a Christian himself. Jesus changed Saul completely. His name changed from Saul to Paul.

- •Read Acts 9:23-31. Explain that in Jerusalem Saul needed help from Barnabas to be welcomed into the church. Ask: *Are you one who welcomes others?*
- •Read Acts 9:32-35. Share information about Peter and how he was helping others so that the church could grow. Show the towns of Lydda and Joppa on a map. Discuss how the Good News was spreading.

Encourage Application

•Ask the class to discuss how well we do inviting new people to church. Think about the person you know who is most against Jesus.

Ask: How can you show God's love to him or her? Say: Saul's story shows how God can change a man.

- •Sing Let Jesus Come into Your Heart.
- •Close with prayer that we will show love to those who have been our enemies like Ananias and Barnabas.

Lesson 7: How to Tell the Church About the Unwanted

Lesson Focus

God tells us to reach out to all people.

Focal Text

Acts 11:1-18

Background

Acts 10:1—11:18

Memory Verse

"Then I remembered the Lord had said, 'John baptized with water but you will be baptized by the Holy Spirit.'" (Acts 11:16)

Connect with Life

- 1. Prepare and display three adult-sized black footprints on the wall. Under each footprint, write one of the following words: Jerusalem, Judea and Samaria, All the World.
- 2. Take one step from where you normally stand or sit to teach the lesson, then another and another. Say: *The church was learning to take many steps on the way to becoming a worldwide fellowship open to all people everywhere.*

Ask: What were some of the steps they had to take?

3. List on the board: *Moving beyond only Jews to include other*

Say: They began moving out at Pentecost when the Holy Spirit helped people from many nations hear the Good News in his or her own language. Note that these were all Jews or Jewish converts.

4. List on the board: *Persecution of the Christians caused many to move from Jerusalem*

Say: Believers spread throughout Judea and Samaria to share the Good News with Samaritans and an Ethiopian. People who would not have been welcomed before were now welcome. They had gone as far as Damascus.

5. Explain that this study will show how the Holy Spirit took the church to take another step so that all non-Jews (Gentiles) could be accepted into the church. Before, the

only people to hear and believe were those who believed in the One true God. Now the message will be taken to Jews and non-Jews.

Guide the Study

- 6. Define the word *Gentile*. (anyone who is not Jewish, thought to be unclean)
- 7. Read Acts 11:1-3. Explain that before Peter got to Jerusalem, the believers had already heard the news that Gentiles had become believers. They wanted Gentiles to go through the religious act of becoming a Jew (circumcision). It was their most important Jewish tradition, even more important than keeping the food laws.

Say: Those who were against Peter wanted to know whom he ate with and what he ate. They said "You stayed in the home of Gentiles. You ate with them!"

- 8. Ask class members to share the first time they ate a strange food and found they didn't like it. Allow time for several to speak. Explain that Peter had learned to never eat anything against the laws of his people. This was something that separated them from all those people around them who believed in many gods. Jesus and the first Christians had been Jews. The first believers wanted to keep their traditions. The Jews wanted Gentiles to keep Jewish traditions before they could become members of the church.
- 9. Discuss how Peter's vision was about much more important ideas than eating unclean food. It was about calling no person unclean. Say: *This was the way God told the Jews to accept Gentiles without them having to become Jews first. Salvation was for everyone.*
- 10. Read Acts 11: 4-10. Use the following information to share with the class:

It is possible that the believers in Jerusalem had not heard all that had happened to Peter. Peter wanted to tell them everything. He began with the story of his vision at Joppa. Luke wrote about this in Chapter 10 and again here because this was an important event.

11. Read Acts 11:11-12 Ask: Why did Peter say that he took six believers with him from Joppa to visit the man

God told him to see? (There were witnesses).

Explain that Peter did not argue with the believers in Jerusalem. He told them the facts. They knew that he was speaking the truth. They knew that because there were seven witnesses. That was how he proved it.

- 12. Read Acts 11:13-14. Ask: *How did Cornelius become a Christian?* (He heard what Peter told him. He was a good man, but he still had to repent and accept Jesus as Lord and Savior.)
- 13. Read Acts 11:15-16. Discuss what Peter said about Cornelius receiving the Holy Spirit. Recall that the Holy Spirit had come to the believers in Jerusalem who were Jews and now has come to a Gentile.
- 14. Read Acts 11:17-18. Explain that some say this is one of the most important parts of the Book of Acts.

Say: After what happened to him, Peter understood that the promise of God was for Gentiles too. He saw that God gave the Holy Spirit to them when they believed. It was not possible for Peter to argue with God. Then Peter convinced the Jewish believers that God had given the Holy Spirit to the Gentiles. It was not possible for them to argue with what God had done.

Ask: What did they do? (They praised God.) Is this how problems in the church should be solved today? Do we end by praising God?

Encourage Application

- 15. Use the following questions to discuss this lesson:
- Are there steps we need to make to take the Good News to others? What are they?
- Are there any traditions in our church which keep us from reaching all people?
- How would you describe God's vision for your life?
- How would you describe God's vision for your church?
- 16. Sing a song such as *Christ for the World We Sing* or *O, Zion Haste*.
- 17. Call on someone to read the memory verse.
- 18. Pray that God will help your church reach out so that no one will feel unwanted.

Supplemental Teaching Ideas Connect with Life

•Write the lesson focus on a board: *God tells us to reach out to all people*.

Ask: What keeps us from reaching people?

Invite the class to share any experiences when they talked to someone about God who seemed to have been waiting to hear.

Ask: If God has not given you someone to talk with why do you think He has not?

Guide the Study

- •Read Acts 11:1-18. Discuss what reasons people give for not telling others about Christ. Invite class to share what can be done to overcome those reasons. Write these phrases on a poster:
- We do not share because we are afraid
- We do not share because we have never learned how
- We do not share because we don't care enough about other people
- We do not share because we do not pray enough
- We do not share because we do not see God's plan

Encourage Application

•Say: If we are to share like Peter we need to know what God wants us to do.

Have a poster prepared with the following sentences to be completed. Fill in the blanks in the poster together. Ask a volunteer to write the answer(s) as they are given.

If I Want to Find God's Vision for My Life and My Church, I Must:

•Want____vision more than ___vision. (God's,

- my)
 •Spend time in _____. (prayer)
- •Study the ______. (Bible)
- •Discover how _____made me and my church _____. (God; special)
- •_____to what God is doing in the world. (Listen or Learn)
- •_____God and do the things I know to do. (Obey)
- •_____to the Holy Spirit speak to my heart. (Listen, or Obey)

•Close with sentence prayers by several volunteers who will pray for a vision for the church to reach the world for Christ.

Lesson 8: How to Tell the Church About the World

Lesson Focus

God tells us to reach out to all people.

Focal Text

Acts 11:19-26

Background

Acts 11:19-26

Memory Verse

"The followers were first called Christians in Antioch." (Acts 11:26b)

Connect with Life

- 1. Show a barrier to the class. A picture of a tall fence, a childproof gate for a door, or draw two stick figures on the board with a line separating them. Say: *Barriers keep people from getting from one side to the other*.
- 2. Say: There are other barriers that have been broken. Ask: What are some things which our grandparents never thought would happen? Include: breaking the sound barrier, sports records, climbing Mount Everest, going to the moon, Berlin Wall coming down, etc.
- 3. Recall that the Book of Acts tells the story of how Christians grew from a small group of believers to include people all over the world. Say: *The Holy Spirit had to overcome many barriers. Many thought Jesus was for Jews only. Lesson 7 shows how the Holy Spirit helped the believers learn that Jesus came for everyone.*
- 4. Explain this lesson will show how the Holy Spirit taught the Jewish believers to reach out to everyone.

Guide the Study

- 5. Read Acts 11:19-26. Locate these places on a map: Phoenicia, Cyprus, Antioch, and Cyrene.
- 6. Ask a class member to hold up a page with a question mark and the words "Who am I?" Write these words on the opposite side for them to read:
- I was among the first in Jerusalem to believe in Jesus as Lord and Christ.
- I was able to sell some of my land to help the members of our church who had very little (Acts 4:36).
- I am from Cyprus, the island some of the missionaries had come from to Antioch (Acts 4:36-

37).

- I told the Jerusalem church that Saul was a good man and we should accept him.
- My heart is big and I listen to what God wants to do (Acts 9:26-27).
- My parents named me Joseph, but I got a new name in Jerusalem from the other believers. My new name means "man of encouragement."
- Who am I? (Barnabas)
- 7. Show the cities of Jerusalem, Antioch, and Tarsus on a map. Say: Many were becoming believers in Antioch. The church in Jerusalem sent Barnabas to help them. Barnabas sent for Saul to come from Tarsus so that they could work together.

Draw an arrow from Jerusalem to Antioch and from Tarsus to Antioch. Ask: What does this tell us about churches reaching out?

8. Write the bold topics on a poster (or place on PowerPoint or an overhead):

To Reach People We Must Share the Gospel With Everyone

Discuss:

- Who first received the gospel?
- Who began speaking to the Greeks?
- How well do people who are different fit into your church?

To Reach People We Must Live a Life That Shows We Have Changed

Discuss:

• What is a disciple?

To Reach People We Must Look For the Harvest Discuss:

- Why was Barnabas sent to Antioch?
- What is important about this harvest?

To Reach People We Must Encourage the Harvest Discuss:

 How are new believers reached and then encouraged to grow in our church?

To Reach People We Must Connect Others to the Harvest

Discuss:

- Why did Barnabas want Saul in Antioch?
- What did Barnabas and Saul do in Antioch?

To Reach People We Must Get Involved in the Harvest

Discuss:

 What are ways people can get involved in sharing the Good News and reaching others?

Encourage Application

9. Ask: If someone looked at your life, could they say: There is a Christian?

Explain that those who were first called *Christians* were believers who had spent a whole year learning about the Christ. They learned what Jesus taught and how they should be like Him. Perhaps they were first called Christians in Antioch because the believers were always talking about Christ.

- 10. Discuss how every church should ask itself these questions:
 - Is our church doing all it can to tell others about Christ?
 - What are we doing to share the message with every person in our area?
 - What are we doing to send the Good News to people who live far away from us?
 - Do we know of any one, close or far, who does not know about Jesus?
 - If you looked at our church gifts, could you tell our church is interested in missions?
- 11. Sing We've a Story to Tell to the Nations or Wherever He Leads, I'll Go.
- 12. Pray that your church will learn about the world—a world God wants to know about His Love.

Supplemental Teaching Ideas Connect with Life

•Ask: If the word "Christian" was not used today, what other words might people in our church be called? Share the following information:

Believers were first called *Christians* at Antioch (Acts 11:26). People who were not believers were the ones who used the name. Paul never used the word in his writings and Peter only used it one time (1 Peter 4:16).

Guide the Study

- •Write the following statements on paper large enough for the class to see. Say: *A church needs:*
 - 1. To be trained
 - 2. To develop powerful leaders
 - 3. To build strong ties among themselves
 - 4. To learn to reach out to others
- •Read Acts 11: 19-21. Ask someone to prepare

information to share about the city of Antioch. Use the following:

Antioch was an important city north of Jerusalem in Syria. People from many different countries lived there and did business together. Many Gentiles went to worship with Jews. Some had gone through the religious act of becoming a Jew (circumcision). Others had not. There was not a great difference between Jews and Gentiles here. Some Jews who spoke Greek preached when they were together at worship. These were believers who had left Jerusalem because of persecution. Many Gentiles became believers.

- •Read Acts 11:22-24. Ask: Why did the Christians in Jerusalem send Barnabas to Antioch? (They wanted to know what was happening to the new church there. Barnabas spoke Greek, and he could encourage them like his name says. The church in Antioch was new.)
- •Ask: What did Barnabas learn in Antioch? (He saw how good God had been, and he was full of joy.) Discuss what it meant when he told them to be "true and faithful to the Lord."

Ask: *Is this good advice for us?* Explain that verse 24 says Barnabas was full of the Holy Spirit and faith and that many people became followers of the Lord.

•Read Acts 11:25-26. Say: The church in Antioch was growing. Barnabas needed to go to Tarsus and get Saul to help.

Discuss why Saul would be a good helper in Antioch. (He spoke Greek. Perhaps Barnabas thought that after seven or eight years in Tarsus, Saul was ready to be a church helper. For a year they taught in the church together.)

•Ask: Why do you think the non-believers in Antioch began calling the believers Christians? Accept any answer. Include that the non-believers could see that they were different, their faith was new and not the same as the Jews.

- •Read the following verses and after each one, ask: What can we learn from this verse?
 - •Acts 11:19 (The Church should preach the Word.)
 - •Acts 11:26 (The Church should teach the Word.)
 - •Acts 11:19 (The Church should pray.)
- •Read this sentence and ask the class to react. One reason we do not reach people is because non-Christians do not see our lives are different from theirs.

Lesson 9: Taking Risks

Lesson Focus

There may be danger in following God.

Focal Text

Acts 13:1-6a, 13-16, 42-52; 14:19-22

Background

Acts 13—14

Memory Verse

"The word of God was preached all over the land." (Acts 13:49)

Connect with Life

1. Collect pictures of world leaders. Place them on the wall.

Ask: How many people do you think follow each of these leaders? What kind of risks are they willing to take to follow these leaders? Would **you** be willing to take the risks?

2. Hold up a Bible. Ask: Who is the the leader we should be willing to take any risk to follow? Do you know anyone who takes risks to follow Jesus? Are you willing to take those risks?

Say: There are some who have said that it is a much greater risk **not** to follow Jesus than to follow Him.

Guide the Study

3. Bring the poster from the beginning of Unit 1 and 2 showing Jesus' command to make disciples in Jerusalem and Judea and Samaria.

Say: This new unit will show how the believers began the third part of the Jesus' command in Acts 1:8—going to the ends of the earth. Read Acts 1:8.

4. Explain that Barnabas and Saul had brought money given by the church in Antioch to help the church in Jerusalem (Acts11:29). They returned to Antioch with John, also called Mark (Acts 12:25). There they heard God sending them to start new churches in the province of Asia, the regions of Greece, and on to Rome. Point these places out on a map for the class.

- 5. Prepare a teaching poster for these verses:
- Set Apart and Sent Out—Acts 13:1-6a
- Problems and Getting Stronger—Acts 13:13-16; 42-52
- Slowed Down but Not Stopped—Acts 14:19-22
- 6. Read Acts 13:1-6a. Locate Antioch of Syria on a map. Recall why Saul and Barnabas were there (Acts 11:19-26).

Ask: What did the church do before sending out these missionaries?

Explain that one reason why Saul is also called Paul (Acts 13:9) is that Saul was his Jewish name and Paul was his Roman name. He was a Jew because his family was Jewish. He was a Roman citizen because he was born in Tarsus. Now he would be going as a missionary to the Gentiles.

Write the word Saul on the blackboard. Erase the letter S and change to P. Say: *Since the Bible calls him Paul from now, so will we.*

7. Read Acts 13:13-16, 42-52. Locate Perga and the other city named Antioch in Pisidia on a map. Ask: *What took place in Perga?*

List what the class says on the board. Include: The leaders of the Jewish place of worship invited the missionaries to speak; this is the first time we read a public speech by Paul.

Ask: What happened while Paul and Barnabas were there? Include the fact that John Mark, the cousin of Barnabas, returned to Jerusalem. Paul was not pleased.

8. Read Acts 14:19-22. Locate Iconium, Lystra, and Derbe on a map. Explain what happened in Iconium (Acts 14:1-7) and in Lystra (Acts 14:8-20).

Say: It is seventy miles from Lystra to Derbe. Ask: When is the last time you walked seventy miles (50, 40,30,20,10, 1mile?) to tell someone about Jesus?

9. Ask class to share any times when God used a closed door to open another door in their lives. Discuss how this happened to Paul and Barnabas.

Ask: Why did Paul go back to cities where he was opposed, criticized, threatened, and left for dead?

10. Point out the problems between the Jews and Gentiles. Explain the differences in the church at

Jerusalem and the church at Antioch towards people who were not Jewish. Discuss why it is important to accept all kinds of people in our church if we want to be the kind of church God wants.

Encourage Application

- 11. Ask the class to agree or disagree with the following: Mission-minded churches take risks to do God's will. They obey the Holy Spirit when it is time to change. Christians may suffer or die. They take risks to reach out to people who may not be friendly, may not care, or are sinful. Mission-minded churches know that God will give them what they need.
- 12. Ask: How can our church help those who are called to do missions like Paul and Barnabas? Is our church willing to give its best members to go to other places where they have not heard about Jesus?
- 13. Read the memory verse. Show on a map what this meant. Discuss how your church can be a church which preaches the word of God all over the land by giving, going, and praying for missions.

Supplemental Teaching Ideas Connect with Life

•Bring a globe or a map of the world. There are colorful cloth maps available at some fabric stores. Ask the class to think about places on the map where there are people who have never heard the message of God's love.

Guide the Study

•Read Acts 1:8. Ask: How far had believers gone out as they obeyed Jesus?

Explain that this lesson tells about a church that was obeying what Jesus told them to do. Say: *They were an Acts 1:8 church. We can follow that example.*

- •Discuss why the Jerusalem church had a problem with the church in Antioch. Point out where Antioch is on the map. Explain that Antioch had begun taking the message of Jesus to Gentiles as well as Jews.
- •Read Acts 13:1-6a. Ask the class to listen for what the church was doing and what the Holy Spirit showed them to do.

Ask: What two things was the church doing when the Holy Spirit came to lead them? (praying and fasting)

Ask: What did it mean that the church members placed their hands on the missionaries? Explain how

ministers, deacons, and other churches leaders are set apart for service in today's church.

•Read Acts 13:13-16. Ask class to tell where the missionaries went. Locate them on the map.

Ask: What important things happened? Re-tell Paul's message in Acts 13:16-41.

•Read Acts 13:42-52. Ask class to listen for what happened after Paul preached.

Ask: Why did Paul and Barnabas go to the Gentiles? Explain what happened in Acts 13:49-51.

Ask: What did Paul and Barnabas do?

- •Point out that Paul and Barnabas went next to Iconium and Lystra. Tell what happened to them there (Acts 14:1-18).
- •Read Acts 14:19-22. Place a large rock on a table.

Ask: Would you return to a city where rocks were thrown at you until you were almost dead?

Display this statement: Courage is not the absence of fear but the willingness to act in the midst of fear.

Ask: How does the Holy Spirit help us when we are afraid.

- •Ask any members to share about those they know who have taken a risk to do God's will. Discuss the questions in Things to Think About.
- •Pray that we will each be willing to do what God wants in our church, even if it is risky to do that.
- •Sing The Church's One Foundation or Send Me, O Lord. Send Me.

Lesson 10: Taking Care of Church Business

Lesson Focus

The message of the church is that salvation is by faith in Jesus alone, with nothing added.

Focal Text

Acts 15:1-22a

Background

Acts 15:1-35

Memory Verse

"We believe that it is by the loving-favor of Jesus that we are saved." (Acts 15:11a)

Connect with Life

1. Bring a salt shaker, a picture of hair dye, and a picture of outdoor furniture. Ask: What do all of these have in common?

Say: They are all things we add to make something better.

Ask: Do we ever try to add anything to faith in Jesus so we can be saved? Explain that some in the Jerusalem church wanted to add some things.

2. Display a poster with these words: *Jesus Plus or Jesus Only?*

Say: Acts 15 is about an important decision the church made.

Guide the Study

- 3. Read Acts 15:1-5. Discuss the problem the New Testament churches were having.
- 4. Make a poster with two columns. Draw the Jerusalem church on one side and Antioch church on the other. Use the following information to fill in the columns:
- Members of the Jerusalem church were Jews who
 were comfortable keeping the Law of Moses. If a
 Gentile wanted to become a Jew, he had to receive
 circumcision (a religious act to become a Jew) and
 obey Moses' Laws. The Jews wanted Gentiles to
 become Jews first and then become Christians.
- The Antioch church had members who were both Jews and Gentiles. Some Gentiles had become

believers without becoming Jews. This was causing a problem. Paul and Barnabas went down to Jerusalem so they could all work together and solve the problem.

- 5. Teach this idiom: *On the same page*. It means *to be in agreement*.
- 6. Review Acts 8:26-39. Recall Philip's meeting the Ethiopian. Ask: What do you think Philip would have said about the problem? Would he have added anything to salvation except faith in Jesus?
- 7. Review Acts 10:1-48. Recall God called Peter to tell the Good News to Cornelius. Ask: What do you think Peter would have said? Would he have added anything to salvation?
- 8. Review Acts 11:19-26. Discuss the work of the Antioch church. Ask: *Ho was the Antioch church obeying Acts 1:8?*
- 9. Ask: *Can you understand the two different sides?* Explain what was added by those who said more was needed than faith in Jesus. (Becoming a Jew first)

Ask: What did the Christians at Antioch teach? (Salvation is by faith alone)

- 10. Read Acts 15:6. Ask: Who are the missionaries and church leaders?
- 11. Read Acts 15:7-11. Ask: *What did Peter say?* Use the following information:
- The Holy Spirit came down onto the Gentiles.
- God accepted them immediately.
- God had not made them become Jews first. Jewish Christians must accept them too.
- The Law was like "a heavy load." The Jews also thought that it was difficult to obey the Law.
- The Good News is all about grace. This makes the Christian faith different from all other religions. We cannot save ourselves from the results of our sin. To obey rules cannot bring us close to God. There is only one way to be saved--by faith to receive the gift of Jesus' sacrifice for our sins.
- 12. Read Acts 15:12. Explain that those who were there

listened to what Barnabas and Paul said about God's powerful works. Ask: What would happen if we always treated each other with respect in the church?

13. Read Acts 15:13-22a. Discuss James' decision. Include:

- James reminded them about what Peter had said.
- The Christian Gentiles now also belonged to God's own people.
- James used the Bible. The church must agree with what the Bible says. James spoke words from Amos about Jesus being raised again and the growth of the church (Amos 9:11-12).
- God will include people from all nations in his kingdom.
- Faith was enough for Gentiles. The Jews should not make it difficult for them. The Gentiles did not have to become Jews first or be circumcised.
- Gentiles should respect the Jews and not offend them

Ask: Would it be hard for the Gentiles to do what James suggested?

Encourage Application

14. Discuss what these verses teach about salvation. Read the memory verse together. Emphasize the following:

- God will give His salvation to everyone who will accept it.
- Salvation comes though the grace of God.
- We accept Christ and make Him Lord of our lives by faith
- Nothing else is to be added as a requirement for salvation.

Supplemental Teaching Ideas Connect with Life

•Ask: Does a Christian have to be baptized or take the Lord's Supper to be a Christian?

Allow time for discussion. Explain that salvation is a free gift from God. We should want to be baptized to show that we are a Christian. We should obey God's laws. But we cannot earn or buy salvation. We should do good things. But this does not bring us salvation. We receive salvation by faith in Jesus. We must believe in Him and trust Him. God gives us salvation. It is not because of anything that we do.

•Take a poll and ask if members believe it is hard to change. Ask for a show of hands for the following: for women to change their hairstyle, for people to change their favorite football team to another, for a boy to give up his favorite tennis shoes.

Say: This lesson tells about how hard it was for the church in Jerusalem to change and learn that all people could become believers, without having to become Jews first.

•Write on a marker board: Only _____in ____is needed for salvation, with nothing else added. Ask the class the fill in the blanks.

Guide the Study

- •Read Acts 15:1-5. Prepare a summary of the main people there:
- James: This James was a brother of Jesus (Mark 6:3.) He had doubts about Jesus before Jesus' death and resurrection, but had changed (1 Corinthians 15:7). He was at Pentecost and was a leader of the church in Jerusalem. He wrote the book of James. He talked about the importance of faith and action. He wrote about wisdom from heaven which was "pure" and "genuine" (James 3:17). He showed that he had this wisdom from heaven. He listened to everyone, to the Pharisees, to Peter, Paul and Barnabas. Then he gave his answer to the problem.
- **Peter:** Recall his experience with Cornelius.
- **Barnabas and Paul:** They spoke of how God had blessed the work they had done among the Gentiles.

•Read Acts 15:13-22a. Explain that James said what he thought. Faith was enough for Gentiles who were deciding to trust God. The Gentiles did not have to become Jews first and did not have to be circumcised. He said they should respect the Jews. They should do these four things so they would not offend the Jews:

- •Do not eat food that people had offered to idols.
- •Do not eat animals that had been strangled.
- •Do not eat meat with blood in it.
- •Keep away from sex sins.

Say: James did not give this advice because it was necessary for salvation. He did so that Jews could mix with Gentiles. Some Jewish Christians would always obey all parts of the Law. Those 4 rules meant that they could eat with and be friends with the Gentiles. James knows that the Law could not give salvation, but He knew the Law was important to Jews.

- •Discuss this question: What do you have to do to become a Christian?
- •Pray for members to tell others that faith alone is all that is necessary to become a Christian.

Lesson 11: Taking the Message to Europe

Lesson Focus

The message of Christ is good news for all kinds of people.

Focal Text

Acts 16:13-15, 25-34

Background

Acts 15:36—16:40

Memory Verse

"They said, 'Put your trust in the Lord Jesus Christ and you and your family will be saved from the punishment of sin." (Acts 16:31)

Connect with Life

- 1. List on the board words that tell about members of your church. Include: age, education, where born, economic class, etc.
- 2. Bring the classified ads from the newspaper showing job offerings. Cut them apart and hand out to several people.

Ask: How many different kinds of people are needed for these jobs? What kinds of requirements are there? Do you think churches should have requirements so that only certain kinds of people can be members?

Explain that this study will show how Paul and Silas reached out to three people who were very different: Lydia, a girl possessed, and a jailor.

Guide the Study

- 3. Write on the board:
- Reaching a Businesswoman Who Prayed (Acts 16:13-15)
- Reaching a Jailer Who Did Not Know About God (Acts 16:25-34)
- 4. Prepare the following to introduce the study:

This is the beginning of Paul's 2nd missionary journey. Paul and Barnabas had disagreed over taking John Mark and so two different teams of missionaries went out. Barnabas and John Mark went to Cypress, and Paul and Silas went to Asia Minor. Timothy joined Paul.

5. Bring a map which shows the 2nd missionary journey. Show where Paul and Silas went. Use the following to tell what happened

Paul had wanted to go to Bithynia, but the Holy Spirit would not let them go. In Troas Paul had a dream in which he saw a man from Macedonia asking him to come there. This is how he was led to go to Europe.

Say: We sometimes call this the "Macedonia Call." Sing that song.

Note that in this part of the book Luke *we* is used, so it is thought this is when Luke joined the team. Macedonia was a center of Greek culture. The people worshipped many gods such as Zeus, Apollo, Artemis and one called God most High. Some also worshipped the Roman emperors.

- 6. Read Acts 15:36—26:12 as background for this lesson.
- 7. Ask three volunteers to prepare to tell the story of the following people or tell their stories yourself:

Lydia (Acts 15:11-15)

Paul found Lydia by the river at a place of prayer. She was a non-Jewish person from Thyatira city. Her work was to buy and sell expensive purple cloth. She was a "worshipper of God." God caused her to listen to the message of Paul. She believed, and all of the people in her house believed Jesus. She told Paul and Silas they could come to her home to stay and hold meetings. She and those in her house were baptized.

Someone who saw the girl who was possessed (Acts 16:16-24)

This slave-girl brought money to her owners because she predicted the future. She followed the missionaries and made fun of them. Paul told the spirit to come out of her. It did, and she healed. This made her owners angry. They complained to the city officials and Paul and Silas were beaten and placed in the strongest part of the jail in Philippi. God used this time in jail. Paul and Silas sang and prayed in jail.

The jailer (Acts 16:24-34)

The jailer woke up when an earthquake shook open the prison doors and the chains fell off. He knew that he would be punished for the escape of the prisoners. He thought he would kill himself. When he saw Paul and Silas had stayed, he asked the most important question any person can ask, "What must I do 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." Like Peter with Cornelius, they told him that if his family believed, they could be saved also. After midnight, the guard took Paul and Silas to where there was water. He washed their cuts and bruises there. Then Paul and Silas baptized the prison guard and all his family. The guard took Paul and Silas into his house and he gave them a meal.

8. Prepare a chart and ask the class to compare Lydia and the jailer. Include these ideas:

Lvdia Jailer

Know her name Don't know his name

Female Male

Businesswoman Roman official
May have been single Had a family
Knew God Did not know God
Simple conversion Dramatic conversion

Encourage Application

- 9. Ask: What would you have done in prison if you were Paul and Silas? What did Paul and Silas do?
- 10. List ways that we can make all kinds of people feel welcome in our class and church.
- 11. Read the memory verse together. Ask: *Do you know the TV show* Jeopardy? *What is the question that this verse answers?* (How can I be saved?)
- 12. Show the newspaper ads for jobs again. Pray for God to make our hearts open to all kinds of people.

Supplemental Teaching Ideas Connect with Life

•Place this sentence on the wall: The message of Christ is good news for all kinds of people.

Guide the Study

•Read Acts 15:36—16:12. Prepare the following questions on strips of purple paper or, if possible, cloth, using a permanent marker. Pass the questions out to members of the class to read. Allow other class members to give the answers. Find a picture of Lydia to place on the wall while the first set of questions is being asked and answered. Use a drawing, or picture from a Sunday

school department or from the internet.

Lydia

- •Why did Paul go to the river on the Day of Rest?
- •Who did they find there?
- •What was Lydia's job?
- •What does it mean to say that Lydia was a
- "worshipper of God?"
- •What happened after Paul told Lydia about Jesus?
- •What was the invitation of Lydia to Paul and Silas?
- •What is your favorite part of this story?

•Write the following questions on strips of paper. Glue each strip in a circle, joining it to the next strip to form a chain. Let each person tear apart their piece of the chain, being careful not to tear the sentence:

The Jailer

- •What were Paul and Silas doing at midnight in the iail?
- •What did God do while they were in jail?
- •What happened to the chains of Paul and Silas after the earthquake?
- •Why was the jailer afraid?
- •How did Paul keep the jailer from hurting himself?
- •What question did the jailer ask?
- •What was Paul's answer?
- •What did the jailer do after he heard Paul?
- •What happened to the jailer's family after they heard the message?

- •Discuss this question: Who in your life is like Lydia, ready to receive the word? Who is like the jailer?

 Ask class to list ten ways to reach these people.
- •Allow time for members to tell about times when they have shared the Good News with others.
- •Pray for those that class members go past on their way to church every week, those who do not come to church and do not know about Jesus.

Lesson 12: Taking the Message to Athens

Lesson Focus

Churches need to take the gospel to people who don't believe in the Bible as well as to those who do.

Focal Text

Acts 17:10-11, 16-34

Background

Acts 17:10-34

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)

Connect with Life

1. Write the word *Athens* on the board. Ask: *What comes to mind?* (2004 Olympics, Greece, Acropolis).

Say: Athens had been the most important city in the world. By Paul's time, Rome had become more powerful. Athens was still the most important for culture and art. Many people came there to teach and learn about religion. They talked about life's meaning. False gods made of stone and metal were everywhere.

2. Say: Today there are also those who know nothing about the Bible and others who say the Bible is not true. In this lesson, Paul spoke to both groups in different ways to help them understand the truth.

Guide the Study

- 3. Show Thessalonica, Berea, and Athens on a map. Explain what happened to Paul in these cities. Write this outline on a poster:
- Sharing in the Jewish Place of Worship—Acts 17:10-11, Acts17:16a
- Sharing in the Market Place—Acts 17:16b-18
- Sharing With Those Who Talked About the Meaning of Life—Acts 17:19-34
- 4. Read Acts 17:10-11. Say: Paul preached in Philippi. Some Jews, many Greek people, and some leading women who honored God had become Christians. Jews who had not become Christians became jealous and

started trouble. Paul and the others had to leave at night and go to Berea. In Berea the Jews were more willing to receive God's message. They studied the holy writings to see what they heard was the truth.

- 5. Write on the board:
- Paul's Sermons in Acts
- The Promises of the Old Testament Have Come
- Jesus: His Life, Death and Resurrection
- Verses in the Old Testament which Tell about Jesus
- Repent and Believe

Ask: How can you use Paul's sermons when you share with others?

- 6. Read Acts 17:16-18. Explain what Paul did in Athens. Paul saw many idols in the city. He talked to the Jews at the synagogue, to Gentiles who worshipped God, and in the market-place, where two different groups argued against Paul.
- 7. Write: *The Fun Group* on one side and *The Wisdom Group* on the other. List important ideas below each name on the board:
- The Epicureans followed what Epicurus taught. The Epicureans believed in false gods. But they said that those gods had no interest in people's lives. The Epicureans believed that people should just enjoy themselves as much as possible. They tried not to do anything that caused fear and pain.
- The Stoics followed what Zeno taught. The Stoics did believe in a chief god, but they did not believe in the real God. They said that everything happened because of fate. They had no hope for the future. They were not like the Epicureans. They did not try to avoid pain. They believed that people should suffer bravely.

Ask: Do people today believe wrong ideas?

- 8. Ask: What did the people who argued against Paul call him? (A babbler, they thought Paul was talking about two new gods: Jesus and another god called *Resurrection*.)
- 9. Read Acts 17:19-34. Explain that those from the marketplace brought Paul with them to the rulers of the city. They went to Mars' Hill where people did nothing but hear and discuss new ideas.

10. Ask: How did Paul speak in Athens?

State that Paul preached in a new way in Athens because they knew nothing of the One True God. He did not mention the holy writings or people from the Bible since they did not know about those things. He talked about what they knew. He talked about an altar that he had seen TO THE GOD WHO IS NOT KNOWN. Paul said that he would tell them about this God.

- 11. Ask class to list what Paul said. Include:
- God made all things and is Lord over all things.
- God does not live in one place only. God is much bigger than anything that we can build.
- God does not need anything from us. We cannot give to Him anything that He does not already have.
 Everything that we have comes from Him. He gives us life and keeps us alive. No other god can give life.
- God made all people. He is the ruler over all people. God controls everything that happens in the world.
- God made all people from one man, Adam. God decided when and where each person would live on earth.
- God did not make us just so that he could watch us from far away. He wanted us to know Him.
- We are God's children. He made us. It is impossible for us to make metal or stone to be God. God is spirit.
- All people everywhere should be sorry for their sins and turn from them. There is a day that God knows when Jesus will tell who is guilty. Jesus was raised from the dead to prove that He is the Christ, the chosen one.

Encourage Application

- 12. Prepare a rebus of the memory verse by substituting pictures for as many words as possible: world, hands, an *X* for not. Read the verse first using words; read it again using the pictures.
- 13. Discuss what we can learn from the Bereans. Include that they first checked what Paul said with what the Bible said. Say: When someone teaches something new, we should check to see if this is what the Bible says.
- 14. Ask the class to name what they learned from Paul's sermon in Athens.
- 15. Pray that we will always know what to say, how to say it, and when to say it as we are talking to people about God.

Supplemental Teaching Ideas Connect with Life

•Say: The life of Paul shows that that it is really difficult to be a faithful missionary. It is still difficult today as we meet people like those Paul met.

Guide the Study

- •Read Acts 17:10-11. Ask: Where did Paul and Silas go first when they went to Berea? Why did Paul say that the Bereans were more willing to understand than the people of Thessalonica?
- •Read Acts 17:16-18. Ask: Why was Paul troubled in his spirit when he went to Athens? What did he do about it?

Say: There is an old proverb which says there were more idols of gods in Athens than people.

•Say: Paul spoke to them about what they knew and then tried to explain carefully about Jesus so they would not be confused. Note that Paul did not change any of the true words about Jesus, he only changed the way he shared it. The people in Athens did not know God. He told them about Christ who had come and offers salvation from the results of sin.

Encourage Application

•Say: It has been said that a good witness is one where you are invited back to speak to that person again.

Note that Paul did not anger people. He told the truth in a kind and gentle way. When we speak to people today, we should never be rude. No one will want to listen to us if we make fun of what they believe or insult them. Do this: Tell about Jesus. Tell about the difference He has made in your life.

- •Read this: When Paul went to another city like Athens he said, "I did not preach the secrets of God with big sounding words or make it sound as if I were so wise. I made up my mind that while I was with you, I would speak of nothing except Jesus Christ and of His death on the cross" (Corinthians 2:1-2).
- •Sing I Love to Tell the Story.
- •Pray for power to tell all kinds of people about Jesus.

Lesson 13: How to Tell the Church About the Unwanted

Lesson Focus

Churches need to help the Christians on the inside and reach out to people who are not Christians on the outside.

Focal Text

Acts 19: 8-10; 10:18-35

Background

Acts 19-20

Memory Verse

"Feed and care for the church. He bought it with His own blood." (Acts 20:28b)

Connect with Life

1. Explain a saying Baptist college students once used: "Journey Inward, Journey Outward."

Say: This meant they wanted to grow as Christians but also reach out to others. The church is no different. Those inside the church must be taught and cared for and those outside the church must be reached.

Guide the Study

2. Ask: Do you know what it means to show Christ by the way we live?

Say: We can see in the life of Paul an example of how to live the Christian life. He told believers, "Follow my way of thinking as I follow Christ" (1 Corinthians 11:1).

Ask class to tell about someone who has helped them learn about Jesus.

- 3. Review Acts 18:1-19:7. Include: Paul's work with Aquila and Priscilla in Corinth, Paul beginning to work more with Gentiles, Silas and Timothy coming from Macedonia, the encounter with Apollos, Paul's return to Jerusalem and Antioch and the beginning of his 3rd missionary journey, Paul's return to Ephesus and his experience with the disciples of John, Paul's experience with the workers of magic and silversmiths who made idols, and Paul's travels to Macedonia and Greece.
- 4. Read Acts 19:8-10. Ask: What did Paul teach when he went for three months to the Jewish place of worship in Ephesus?

Explain that he preached about the holy nation of God (God's kingdom). Paul preached that the kingdom has come by means of Jesus and is here for all who

accept Jesus as Savior and Lord.

- 5. Discuss what "let their hearts grow hard and would not believe" means. Ask: What did they do? (They spoke against the Christian religion in front of other people.) What did Paul do for the next two years? (He left that place and found somewhere else to preach in a building where people came to hear speeches. Many people in Asia came to Ephesus to do business and worship the goddess Artemis. Paul preached so that all the Jews and Greeks heard the Word of the God.)
- 6. Read Acts 20:18-21. Say: *This is a word picture of Paul.* List what Paul said about himself.
- 7. Read Acts 20:22-27. Answer these questions:
- What did Paul see in his future?
- How did Paul feel about what was going to happen to him?
- What can we learn from the way Paul was?
- 8. Read Acts 20:28-31. Use these questions to discuss what Paul said.
- What did Paul tell the church leaders?
- What dangers did Paul warn about?
- 9. Read Acts 20:32-35. Ask: What promise did Paul give to the church leaders at Ephesus? Discuss how Paul had lived when he was with the Ephesian Christians.
- 10. Make a list of what we can learn from Paul. Point out ways that Paul tried to help those who were believers and also reach people outside the church.

- 11. Show the globe or map of the world. Ask class members to choose one country and pray for the people who have never heard of Jesus.
- 12. Discuss: *How well is our church doing helping believers? In reaching those outside the church?*
- 13. Create and complete a chart with the following:
- Some Ways I can help my church help those inside:
- Some ways I can help my church reach outside:
- 14. Sing Make Me a Blessing.
- 15. Read the memory verse and close with prayer that we will care for the church.

Supplemental Teaching Ideas Connect with Life

•On a poster board, draw a large heart around a church building. Draw another heart on the church. Ask: *What can this picture mean?*

Discuss the church's need to help those inside and reach outside the church. Say: *This study will show how Paul did both-- help people who are already Christians and those who are not yet Christians.*

Guide the Study

- •Review Acts 18:1—19:7. Remind the class that Paul's 3rd missionary journey begins in Acts 18:23. Point out this journey on a map.
- •Ask: Which do you think is more important—reaching inside or outside the local church? Can the church do both? What happens when a church only does one of these?

Say: This study will look at the life of Paul as an example of how we can do both.

Teach the meaning of this idiom: "Have your cake and eat it too."

- •Read 1 Corinthians 11:1. Ask: Do we sometimes need to see other people who can be an example of how to follow Christ? Is Paul a good example?
- •Write on the board: Paul's Teaching.

Read Acts 19:8-10. List where Paul went and what he did. Ask: Where is the first place Paul went when he got to Ephesus?

Discuss what we can learn from Paul. Include:

- •Paul taught without fear.
- •He taught about the Holy Nation of God.
- •He did not give up
- •He took the followers and went to another place when their hearts grew hard.
- •He stayed two years.
- •Write on the board Paul's Service.

Read Acts 20:18-21. Say: *This is the only written speech Paul made to believers*. Discuss what we can learn about Paul. Include:

- •Paul had problems and troubles, but he still carried on doing what God wanted. Paul preached to crowds and to people in their homes.
- •He told the good news to Jews and to Gentiles.
- •Paul was always bold.
- •He did not worry about what other people thought of him.
- •He told people that they must turn from their sins and turn to God and have faith in Jesus.

•Write on the board: Paul's Future.

Read Acts 20:22-27. Discuss what would happen to Paul. Ask: *What can we learn from Paul?* Include:

- •He was on his way to Jerusalem. He did not know what might happen.
- •He was obeying the Holy Spirit.
- •He knew that it would be dangerous.
- •People would put him in prison. He might die.
- •He must finish the work that Jesus had given him.
- •He had told the truth about God.
- •Write on the board: *Paul's Speech to the Christians*.

 Read Acts 20: 28-31. Discuss what Paul told his friends to do and the dangers to stay away from. Include:
 - •Paul's warning that good teachers always talk about Christ, not about themselves. They help people obey Christ.
 - False teachers want to be important.
 - •False teachers want power over people and they lead people away from Christ.
 - •Write on the board: Paul's Promise.

Read Acts 20:32-35. Discuss the hope Paul gave to the church leaders from Ephesus. Ask: *How had Paul earned money when he lived with them? What can we learn about giving from Paul?* Include:

- •Paul was going away. God would look after them.
- •They had the gospel and could grow in faith with God's grace.
- •Church leaders must look after God's people.
- •They must not do this to get a reward. Paul was an example for them.
- •He had not asked them for anything. He had made tents to earn money.
- •He had helped people who could not look after themselves.

Encourage Application

•Prepare a poster to use as a prayer to conclude this study about the church:

Churches which are doing what they should are doing these things

- •Loving God, by worship and obedience
- •Living God's mission, by serving and sharing
- •Loving people, by embracing (accepting) and inviting them
- •Leading people to follow Jesus, by equipping (teaching them what they need to know) and empowering them for service¹

¹ Milfred Minatrea, Shaped by God's Heart: The Passion and Practices of Missional Churches (San Francisco: Jossey-Bass, 2004), 17-25.

Easter Lesson: Christ the Lord Has Risen Today

Lesson Focus

When we know that Jesus is alive, we are able to help others know Him.

Focal Text

Luke 24:13-35

Background

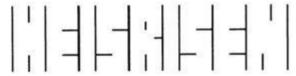
Luke 24

Memory Verse

"Did not Christ have to go through these hard things to come into His shining-greatness?" (Luke 24:26)

Connect with Life

1. Copy the following diagram exactly on a large poster. Place a cover over it until you begin. Make enough small copies for each person in the class to have one. Copy the one shown here. Fold each paper in half and instruct the class not to open them until you say. Show the large poster. Ask class members what they see.



Say: Some see HE IS RISEN right away, while others have to study it for awhile. State that many things are hidden from us in plain sight.

2. Explain that today's lesson about Easter will be a story from the book of Luke not found in any of the other books in the Bible. It is often called *The Road to Emmaus* and from it we will learn how we can share the Good News about Jesus.

Guide the Study

- 3. Assign members to each read one paragraph aloud from the Study Guide. Ask for questions about any words used in the lesson. Write the words on the board.
- 4. Show an outline of the Bible verses on a poster and refer to it as you study:

- Hidden in Plain Sight (Luke 24:13-16)
- The Rest of the Story (Luke 24:17-24)
- Jesus Speaks to the Slow of Heart (Luke 24-25-27)
- Go Farther Than You Thought You Would Go (Luke 24:28-35)
- 5. Read Luke 24:13-16. Ask: Have you ever seen someone you normally only see when they are working at a store, and when you see them some place else, you cannot remember why they look familiar? Why do you think the followers who were walking did not know who Jesus was when He came beside them? Include: grief, disappointment, fear, thinking of selves, thinking about where they were going.

Explain that they were not expecting to see Jesus, or perhaps they were too sad to look closely at Him.

Discuss how easy it is not to recognize Christ in our daily lives.

- 6. Read Luke 24:17-24. Ask: What was the reason the followers had not understood Jesus when He told them how He would die and be raised again?
- 7. Read Luke 24:25-27. Ask: Why did Jesus say to these two that they "were slow to believe what the early preachers have said?"

List what Jesus might have told them when He "kept telling them what Moses and all of the early preachers had said about Him in the Holy Writings."

Suggest that the class make a study on their own of what the Old Testament tells about the coming of the Messiah. Include: Isaiah 50:6, Psalm 22:18, Isaiah 53:12, Psalm 69:21, Psalm 22:1.

8. Read Luke 24:28-35. Ask: *After Jesus left them,* where did they go and why? Explain that the trip was seven miles—uphill—back to Jerusalem to be with the other followers and tell that they had seen Jesus.

Encourage Application

9. Read and discuss question number 3 from the Study Guide: *Have you met the risen Christ?* Ask someone to

share their story of what Easter means to them.

- 10. Ask: What keeps us from sharing the good news about Jesus? (Fear, being rejected, too busy, faith that is not strong, etc). Discuss how knowing the risen Christ can give us power to share the good news.
- 11. Sing a favorite Easter song, such as *He Lives*.
- 12. Ask the class to make their own list of those they know who need to know the risen Christ.
- 13. Pray the risen Christ will be real in your life this week.

Supplemental Teaching Ideas Connect with Life

- •Use the picture sequence page which follows to give an overview of the life and death of Jesus. Make a larger copy on a poster, or use an overhead cell. Point to each picture as you tell the story.
- •Say: It is the custom of some Christians to greet each other on Easter morning by saying: "He is risen!" The response is: "He is risen indeed!" Take turns saying this as a group and then in pairs to each other...
- •State that we will study from Luke the story of the risen Christ as He met two people on their walk to Emmaus. We will learn from Jesus how to share the Good News He shared with them.

Guide the Study

•Ask two members to walk across the room, taking the part of Cleopas and the other with him (possibly his wife, or a friend). Stop them when they are about half way across and ask the class to say what the two might have said about what they had seen and how they felt about it.

Read Luke 24:13-16. Allow your walkers to be seated. Tell the class: *Imagine that you were sad, walking home, and someone came to walk with you.*

•Prepare three copies of Luke 24:17-24. Underline with different markers the parts of: Narrator, Cleopas and Jesus. Assign three volunteers to read their lines as the class listens. Ask the volunteers to read with great feeling.

Or, read the part of the narrator yourself and ask half

the class the read the words of Cleopas and the other half to read the part of Jesus. Discuss how sad and disappointed the followers were and how they had hoped Jesus would make the Jewish people free from Rome.

- •Read Luke 24:25-27. Point out that Jesus was the ne who fulfilled what the holy writings said and He is also the one who explained the verses. Ask: *Can you imagine hearing Jesus explain the Bible?*
- •Read Luke 24:28-35. You may use the same readers as earlier. Discuss what happened when the two reached their town. Include:
 - •Jesus never forced anyone to welcome him. He acted as if He were going on.
 - •They invited Him to stay as it would soon be evening.
 - •Jesus took the bread and gave thanks.
 - •As He broke the bread, their eyes were opened and they knew it was Jesus. Perhaps they saw the nail marks in his hands or they remembered how He had prayed when He fed the 5,000.
 - •Jesus left them. They talked about how they had felt in their hearts when Jesus was telling them about the holy writings.
- •Ask: What made the followers return to Jerusalem? (They wanted to tell the other followers the good news. They knew where the 11 followers and the others would be. They told how they had recognized Jesus when He broke the bread)

Discuss how later, Christians would break bread at the Lord's Supper and think about what Jesus had done for them when He died for their sins.

- •Discuss how knowing the risen Christ changed the two followers and can change you. Include:
 - •Guides you in understanding the Bible.
 - •Makes helping others a way of life.
 - •Leads you to obey the Lord, live in peace, lean on Christ in difficulty, and share Christ with others.
- •Ask: Do you want your heart filled with joy as you find how important it is to serve God who raised Jesus from the grave?
- •Pray for the power of Easter to share the Good News.

The Story of Easter

A Picture Sequence Story Conceptualized by Phyllis Merritt • Illustrated by Margarette Coon

Picture:

- 1. This is the story of Easter.
- 2. At Christmas we celebrate the birth of Jesus. Jesus did not stay a baby in the manger.
- 3. Jesus grew up. He helped people who were sick. He was a wonderful teacher.
- 4. He taught us about God's love. He taught us to love one another.
- 5. However, because of the sin of each person...
- 6. He had to die on the cross to take away those sins. Jesus never sinned, but He gave up His life for us.
- 7. He was buried.
- 8. But He did not stay dead. Because He is God's Son, He was resurrected.
- 9. Now, Jesus is alive. "Easter" means: Jesus is alive!

