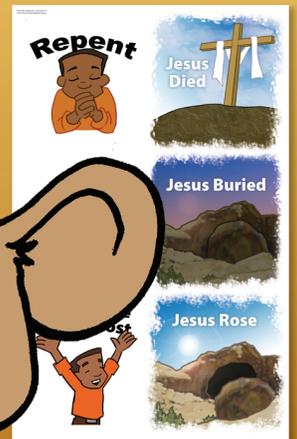
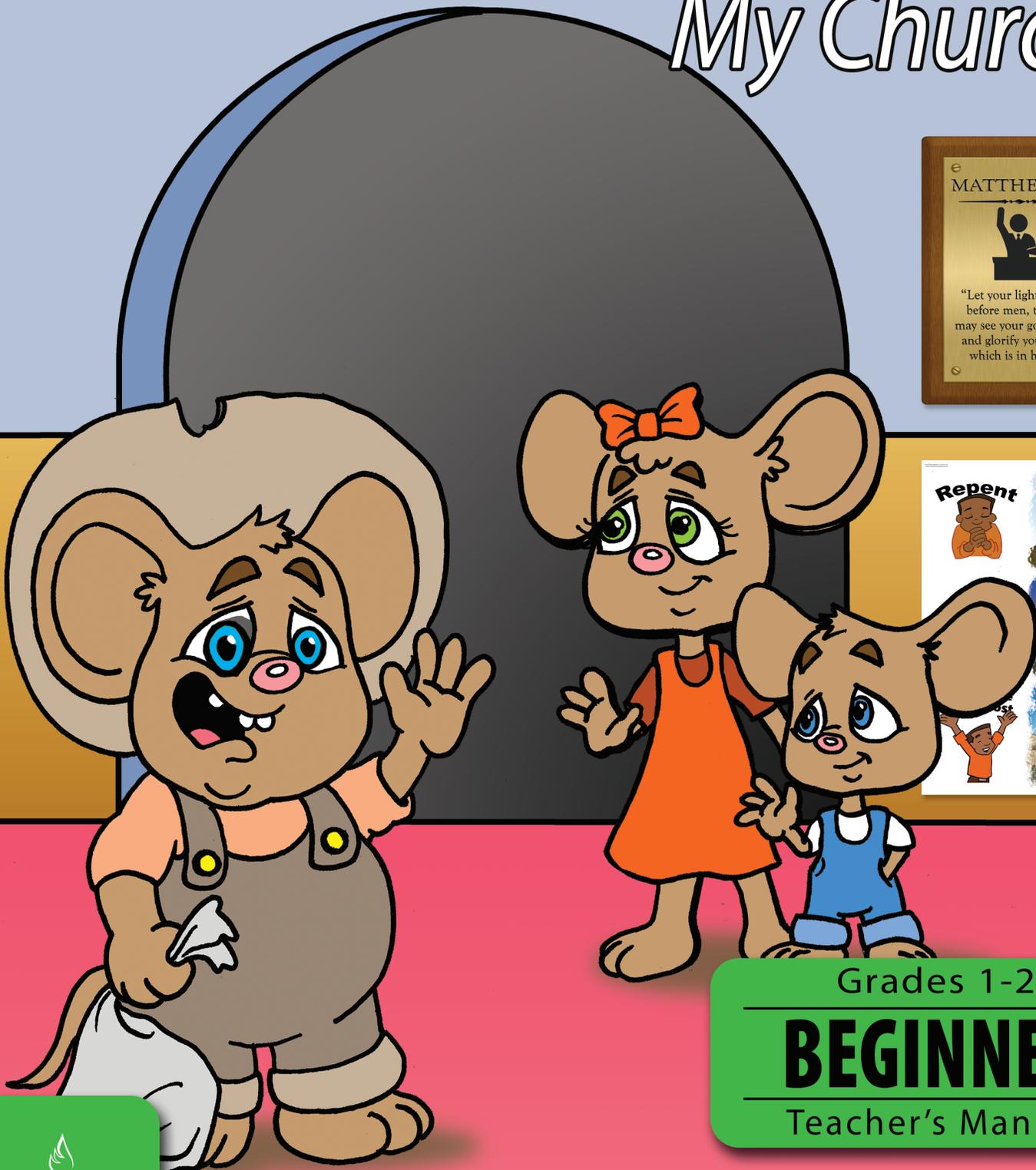


# The First Church

## My Church



Grades 1-2

**BEGINNER**

Teacher's Manual

# The First Church

## My Church

# Table of Contents

### EDITORIAL STAFF

**Editor in Chief:** Robin Johnston  
**Senior Editor:** Lee Ann Alexander  
**Children's Editor:** Melanie Claborn  
**Beginner Editor:** Joni Owens

### WRITERS

Chris Anderson, Krisann Durnford, Kari Lynn, Kara McCoy, Joni Owens

### THEME DEVELOPMENT

Joni Owens

### DESIGN

**Layout:** Chris Anderson, Tim Burk, Dennis Fiorini  
**Artist:** Wil Rowland Jr., Ron Wheeler

Editorial: My Church .....	2
Theme: My Church .....	3

## Unit 1: The Church Is Born

**Unit Focus:** Children will investigate the birth of the church.

### Week of

03.06.2016	1	Jesus Promises the Holy Ghost .....	7
03.13.2016	2	The Holy Ghost Is Poured Out .....	13
03.20.2016	3	In the Name of Jesus .....	18
03.27.2016	4	Celebrate! .....	24

## Unit 2: The Church Preaches the Holy Ghost

**Unit Focus:** Children will summarize how the early church spread the message of the Holy Ghost.

### Week of

04.03.2016	5	Jailed for Jesus .....	29
04.10.2016	6	Full of the Holy Ghost .....	35
04.17.2016	7	Preaching Christ in Samaria .....	41
04.24.2016	8	Preaching Jesus to Everyone .....	46

## Unit 3: The Church Serves Jesus

**Unit Focus:** Children will determine why and how the church serves Jesus.

### Week of

05.01.2016	9	Jesus Transforms Saul .....	52
05.08.2016	10	Serving Jesus .....	58
05.15.2016	11	Serving His People .....	64
05.22.2016	12	Be Like Jesus .....	69

## Review

05.29.2016	13	My Church .....	75
------------	----	-----------------	----



Join our group on Facebook:  
 Word Aflame Beginner Curriculum Teachers



**Beginner Teacher's Manual**  
 Manufactured in USA, March 2016, 1231611  
 ©2016 Pentecostal Publishing House  
 8855 Dunn Road, Hazelwood, MO 63042  
 www.pentecostalpublishing.org • All rights reserved.



Only individual items accompanied by this icon may be copied for use in the local classroom. Do not reproduce, distribute, or transmit any other part of the Word Aflame curriculum in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without possessing prior documented approval from Pentecostal Publishing House, a department of the United Pentecostal Church International. To request permission, contact [customerservice@pentecostalpublishing.com](mailto:customerservice@pentecostalpublishing.com).

All Scripture quotations are taken from the King James Version unless otherwise noted.

# Editorial

## My Church



The church has always been a part of my life. From my baby dedication to my baptism to my marriage to my babies' dedications and then my grandbabies' dedications—not to mention the countless hours of youth services, teaching Sunday school and children's church, organizing church dinners, singing in the choir, and cleaning the building—my life has and still does revolve around church.

As a child, church was a building where I went to Sunday school and learned about God. As a youth, it was my social connection. As an adult, I finally started realizing that church is so much more than a building. In the Book of Acts, where we learn of the birth and growth of the church, the church always refers to people and never a building. People who love, give, sing, worship, share, pray, cry, mourn, learn, struggle, rejoice, teach, lead, mentor, evangelize, preach, intercede, and connect.

Pastors often speak of the early church and returning to the days of the first church. Personally, I am not interested in living their lifestyle under Roman rule and constant fear of death. However, the early church immediately knew the power of their new experience. They hadn't had time to collect "baggage" along the way, wondering if the Holy Ghost was real, watching people come and go through revolving doors, and dealing with hypocrites. Peter and his cohorts had one focus: go therefore and teach all nations. That is what the early church did. They

spread the message of the Holy Ghost. The people learned how to serve Jesus by serving others. That is the church to which I belong.

As you teach your students about the early church, be sure they also know the name of your church. The time may come when they are far from God and seeking answers, when a memory will surface—a memory of a time of clapping and singing, playing games, learning Bible verses, and hearing stories of a Savior. Will they also remember the church where they experienced these things? Share the name of your church and declare your church's apostolic purpose. Let them know this is God's church, based on His Word, serving Him as we fulfill His commission. Most importantly, connect them to the church body. Our students are the church—not the church of tomorrow, but the church of right now. They can and should receive the Holy Ghost, spread the message of the Holy Ghost, and serve Jesus along with the rest of the body.

Watch the Lord add to the church daily!

Blessings,

Joni Owens

## How to Download Word Aflame Teacher's Manual Web Material

To access the PDF and DOCs of the teacher's manual online:

1. Visit [www.pentecostalpublishing.com](http://www.pentecostalpublishing.com) to access the download site.
2. If you are an existing customer, click the *Sign In* icon to log in to your account. If you are a new user, click the *Create an Account* icon to open an account for the site.
3. Enter **25490** in the Search bar to find the appropriate download.
4. Click on the item to access the product detail page.
5. Click the *Add to Cart* button.
6. In the checkout process on the *Order Summary* page, enter **BGsp16ChurchTM** in the *Coupon* box and click *Update Cart* to apply the coupon.
7. Complete the order process to access the download options. These downloads will be available until December 1, 2016.
8. Once the order is complete, you will see a screen with the item listed and a button with the name of the resource. Click on this button to download the resource.
9. You may also access the download from the *My Account* button and look under the *My History* section to see your orders and find the appropriate download button there to obtain the resource.

## Teacher Resource Packet Downloadable Resources

To access the reproducible items from the resource packet (TRP), see the resource packet instruction sheet. If you have not purchased a packet, you can do so by going to [www.pentecostalpublishing.com](http://www.pentecostalpublishing.com) or calling 866-819-7667.

# A Look at the Curriculum

## My Church

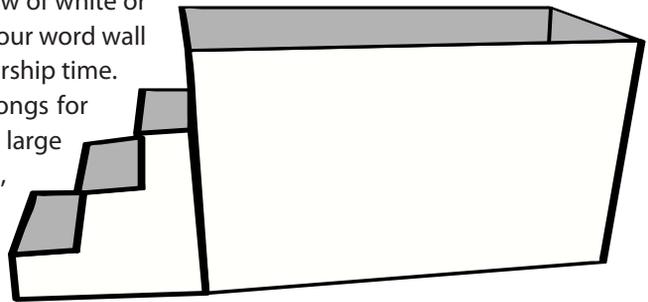
Mention the church to children and they will immediately think of the structure in which they worship. The building plays a big role in their lives, as it is the place where they learn about Jesus, discover an altar, get baptized, sing in the choir, play with friends, create crafts, memorize Bible verses, learn Bible skills, and dedicate their hearts to Jesus. In time they will learn that the church is not a building, but is a body of believers preparing to be the bride of Christ. For this quarter, though, the church will be the building.

Every church is different in its layout and particular components, but all churches have a sanctuary, Sunday school classrooms, a pastor's office, and a special place for small visitors such as Misti Mouse and her family. While most churches do not care for these particular visitors, your church will host Misti and her family as they watch from special hiding places to see what goes on in God's house.

### The Sanctuary

One wall will be the sanctuary. This is where the children worship and hear the Bible narrative. Create a child-height podium from a cardboard box, or ask a carpenter in your church to build one. Fill a basket with musical instruments and place it on the floor to one side. Depending on the color of your walls, mount a double row of white or silver wrapping paper to form a projector screen. This will be your word wall (large cards that introduce new words) or a song screen for worship time.

If you are blessed to have a projector in your class, project songs for worship time, just like big church. Or print words to songs on large posterboard and mount on the screen. On one end of the wall, draw a baptistery. Mount the Scripture plaque displaying the special memory passage (TRP).



### The Pastor's Office

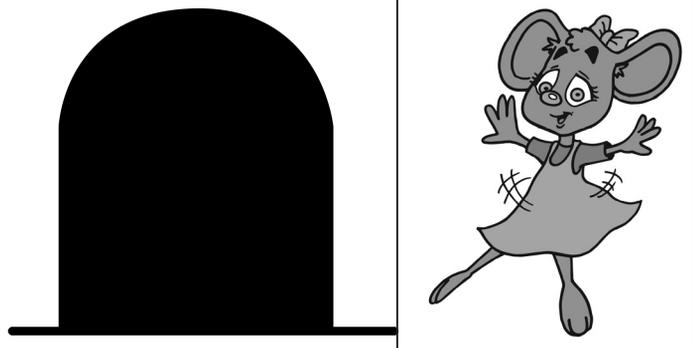
This wall includes the door to the classroom. Build the office around the door. Include a bookshelf and a desk, either real or drawn on paper and mounted on the wall. Cut out the three unit memory verse plaques (so there is no white space around them) and stack them on the wall at children's eye level. Since the pastor studies the Word in his office, the children will study their memory verses here as well.

### The Sunday School Room

Keep this wall simple, displaying the attendance and memory charts, the *Kids in Missions* map of Central America/Caribbean region (TRP), and copies of Partners in Missions of the CA/C region whom your church sponsors. Position the activity table at this wall.

### Misti's House

On each wall, create a mouse hole from which Misti can observe the activities. Each week reposition a small toy mouse or the small version of Misti (TRP) at one of her mouse holes.



## A Look at the Curriculum

To build Misti's house, create from black paper a large inverted U to cover most of the center of the wall. This will be the inside of Misti's house in the wall, where she can look out at the church activities. Hang a sign from the top of the entrance that reads, Misti's Mouse House. Mount the three smaller unit memory verse plaques  to one side of the U, and scraps of old Bible art pictures on the other side. (Misti and her family are always retrieving bits and pieces from the church to decorate their humble abode.) Cut out the large figure of Misti (**TRP**) and place her where she can look out at the church.

### Bulletin Boards

Whichever wall has the bulletin board (not Misti's wall), incorporate it into that wall's décor. It will feature the salvation art (**TRP**) as it correlates with the death, burial, and resurrection of Jesus.

If you have a bulletin board outside your classroom, mount pictures of your students for passersby to see. Label it, We Are the Church.

### Door Poster

Mount the door poster at children's level to greet them as they enter their room-size version of church.



### Misti Mouse

For those who use puppets, Misti would make an excellent puppet mascot. Search the Internet for mouse puppets. Or create a mitten puppet from gray felt, with pink felt for her mouth and nose, inside her ears, and a hair bow.

Dialogue for Misti does not appear in every lesson, so be prepared to let her ad lib as she observes what the children are doing, asking questions such as "Why did you do that?" "How do you know the answer all the time?" "Why do you come to church so much?" She is inquisitive but also shy.

Instead of a puppet, Misti could simply be the quiet guest each week doing her best to remain hidden as she observes what is going on. Purchase a toy mouse and hide her each week, letting the children try to find her when they first enter the room. The cutout of Misti will be on the wall, and she is also the star of the I Can Read stories in the activity paper.

### Bible Points

Every week the children learn a short take-home phrase summarizing the lesson objective. Take a picture of your church and mount it in a frame. Each time the Bible point is said, hold up the frame as a cue.

### Volunteers

Using the theme art letters , print the first letter of each child's name, write his full name on the back of the letter, and laminate for durability. Place the letters in a container and draw from it whenever you need a volunteer to role-play, read a verse, take up the offering, praise

sing, and so on. This will ensure every student has opportunity to volunteer and the same students are not always used.

## Church Leaders

Use the volunteer method to select an usher, worship leader, and assistant each week. Use a real usher badge if your church offers them. Otherwise, cut apart the badges (TRP) and let the students wear them. The usher takes the offering, the praise leader leads the singing at worship time, and the assistant does whatever is needed. Be sure to collect the badges at the close of the session.

## Attendance and Memory Charts

The charts are combined on the activity paper wrapper. **Remove the staple and separate the papers for weekly distribution.** On the first Sunday, give each child a charts page and let him write his name on the line. Each week the child attends, he colors a segment of the stained glass window.

Purchase a package of gold stars, enough for each student to earn three. Each week the child practices his unit memory verse, he adds a Bible sticker (TRP)  in the appropriate unit column. When he can quote a unit verse, he adds a gold star to the column. For visitors, make copies using the master .

## Bible Verses

A unit Bible verse is studied for four weeks each unit. The four-week study will explain the verse as well as encourage memorization. An additional Bible lesson verse that connects to the Bible lesson is mentioned in the story and is included in the activity paper.

The special memory passage is Acts 2:1-4. Mount the poster (TRP) with the unit memory posters in the pastor's office area (trim off the white edging). A small version is on the weekly activity paper. Refer to the SMP ideas  for ways to teach the passage during class.

## Kids in Missions

The focus this quarter is Central America and the Caribbean. Ideas and information are included on the *KiM* newsletter (TRP). The large map (TRP) includes a list of missionaries in this region. Consider spending time the first Sunday of the month to pray for the missionaries and do the suggested activities. Profile sheets of the missionary kids serving in Central America and the Caribbean are available at [www.upwithmks.com/profilesheets](http://www.upwithmks.com/profilesheets). Print these and distribute for students to color and take home as a reminder to pray for them.

If your church partners with missionaries in the region, ask your pastor's permission to copy their plaques and display them next to the *KiM* map.

# A Look at the Curriculum

## Music

Worship is an important part of each lesson. Several children's CDs are available at [www.pentecostalpublishing.com](http://www.pentecostalpublishing.com), including Word Aflame's *Kids in Praise* volumes 1 and 2. Many children's worship CDs include choruses that are popular in church today. Let students help lead worship time by using inflatable mics and musical instruments.



## Teacher Training Helps

Our website offers several teacher training articles as well as other items to enhance your teaching experience: a child information form, childhood characteristics, how to build a tree, and a standard supply list detailing items that should be regularly available.

[pentecostalpublishing.com/t-teacherstraining1.aspx](http://pentecostalpublishing.com/t-teacherstraining1.aspx)

A teacher training article (TRP) is 3-hole punched for placement in your personal or classroom resource notebook.

## Facebook

Join us on Facebook and share exciting news, ask questions, offer suggestions, and most importantly, post those room décor pics! Your pictures inspire others as well as offer options for turning rooms into WOW! Rooms. Search for *Word Aflame Beginner Curriculum Teachers*.

**Note:** Before posting pictures of children, be sure to get parental permission. The child information form on our teacher training link offers a place for their approval.

# Jesus Promises the Holy Ghost

## Welcome to the Word

**Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers, biblical robe or scarf for each child, gift bag filled with candy treats

**Activity** Hide the Bible point promise cards (TRP) around the room.

**Worship** Suggested songs: "I Am a Promise" by William Gaither; "You Gotta Have the Holy Ghost" from Word Aflame's *Kids Praise 1*

**Prayer**

## Open the Word

**Memory Work** Place an open Bible in a far corner of the room. Mark Acts 2:38 with a sticky note. Unit 1 memory verse poster (TRP); memory charts; Bible stickers (TRP) ; Word cards (TRP): REPENT, BAPTIZED, REMISSION, and HOLY GHOST

## Reveal the Word

**Bible Lesson** Bibles, sticky notes, Jesus cutout (TRP), paper, markers, lapboards, tape or Plasti-Tak, large piece of Poly-Fil for a cloud, calendar

## Do the Word

**Life Application** Gift bag with candy prizes, timer, Bible art: The Ascension (TRP)

**Activity Paper** Activity papers, Jesus figures (TRP)  (1 per student), crayons, 6" oval of Poly-Fil (1 per student), glue, 6" piece of yarn (1 per student), tape

## Optional Activities

**Option 1** Scrabble tiles A-Z

**Option 2** Bibles

**Option 3** *Kids in Missions* map (TRP) and newsletter (TRP), globe

Items marked with (TRP) can be found in the teacher's resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Unit 1:

The Church Is Born

## Unit Bible Verse:

"Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost" (Acts 2:38).

## Scripture Text:

Acts 1:1-14

## Key Words:

promise, Holy Ghost

## Bible Point:

Jesus promised us the Holy Ghost.

## Bible Lesson Verse:

"But ye shall receive power, after that the Holy Ghost is come upon you" (Acts 1:8).

## Children will:

- Investigate the birth of the church.
- Review Jesus' last days on earth and discuss His promise.

## Bible Background

*Adam Clarke's Commentary* explains the word *power* in Acts 1:8 as energy Jesus gave to His disciples, enabling them to work miracles. This power would make them witnesses among the then-known world—Jews, Samaritans, and Gentiles.

Prior to this, the disciples were limited in their witness. When Jesus sent them forth, they ministered among the Jews alone and were specifically told not to go to the Gentiles and Samaritans. (See Matthew 10:5.) This sphere would expand to the entire world once the Holy Ghost came.

## Teacher Insight

Beginners believe in promises. Their trust in others allows this even when it seems impossible. Unfortunately, in many young lives, promises have been shattered too often and very little trust remains.

Children need that trust to accept the promises of God. Godly teachers have the opportunity to build faith for the promise of the Holy Ghost—through prayer, personal relationship, and godly interaction. Be an example of God's promises through your testimony and teaching. His promise is available to all, especially to the beginners in your class!

# WELCOME TO THE WORD

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers
- Biblical robes and scarves
- Gift bag with candy treats

Every time you travel on your Bible journey, weave around furniture or the perimeter of the room as much as possible to make it a real journey.

### Activity supplies:

- Bible point promise cards

If you have a Misti puppet, let her interact with the children whenever possible. Puppets help break the ice for newcomers and those who are shy.

Allow students a few minutes to explore the new setting. Observe as the children interact with each other and the church items, and discover what they know (and don't know) about church. Introduce Misti Mouse, whether she is a puppet or a small gray toy. If you are hiding Misti Mouse (see page 4), describe what she looks like and let students search for her.

Let students color one segment of the stained glass window on their attendance charts.

Ask children to name church leaders. Explain that each week you will have church in class, and volunteers will be selected to be usher, worship leaders, and an assistant. Draw names (see page 4) and give the volunteers their badges. Direct them through the session as needed.

Explain that you are going on a Bible trip, a trip with a promise. Distribute biblical attire.

- **What part of the Bible would you like to visit?**
- **My favorite Bible story is (name a story). What is yours?**

Show the gift bag and explain that you promise to give everyone a treat later. The usher leads the children to the worship area.

**Activity:** Discuss what a promise means.

**Promise:** a statement telling someone that you will definitely do something or that something will definitely happen in the future

—*www.learnersdictionary.com*.

Ask students what kinds of promises they have received, such as a trip to the zoo, candy, or a special prize. What did they have to do for the person to keep the promise?

Tell the children you have hidden five pictures of promises around the room. Allow them five-second increments to find the pictures, calling “Freeze” each time five seconds is up. When all are found, let each child tell what his promise picture is. Have them turn the cards over and see if they can make the words form a sentence. Help as needed.

Show the church frame. **When I hold up this picture of our church, say our Bible point: Jesus promised us the Holy Ghost. Does Jesus ever break His promises? Jesus always keeps His promises. I’ll tell you later what you should do for Jesus to keep this promise.**

## Worship

Place gift bag where children see it and remind them of your promise.

Suggested songs:

- “I Am a Promise” by William Gaither
- “You Gotta Have the Holy Ghost” from Word Aflame’s *Kids Praise 1*

## Prayer

Provide simple prayer instructions to build students’ faith.

*Repent:* Ask Jesus to forgive sins.

*Ask for the Holy Ghost:* Jesus wants everyone to have this gift.

*Worship:* Allow children to connect with Jesus through true worship.

*Pray aloud:* Speaking in tongues is exactly that—speaking.

# OPEN THE WORD

## Memory Work

**“Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost” (Acts 2:38).**

**Remember, we are headed on a trip in the Bible—a special trip with a promise! Can you remember that promise? Hold up the church frame as a clue.**

**Word cards:**

**REPENT:** be sorry, change

**BAPTIZED:** immersed in water

**REMISSION:** forgiveness

**HOLY GHOST:** Spirit of God

**Let’s travel a bit to learn about that promise.** The assistant helps lead students around the classroom to the open Bible. **The Bible has many promises for us.** Ask a volunteer to read the verse in the Bible or let students follow along as you read. **Let’s travel back to our poster to talk about this verse.** Do so.

**Peter was one of Jesus’ disciples who had heard Jesus promise to send the Holy Ghost. He was one of the first people to receive the Holy Ghost, and he was the first one to preach to others about the promise of the Holy Ghost. This verse was part of the message he preached.**

### **Memory Work supplies:**

- Bible with Acts 2:38 marked
- Unit 1 memory verse poster
- Memory charts
- Bible stickers
- Word cards: REPENT, BAPTIZED, REMISSION, and HOLY GHOST

Use the word cards to explain the verse. Lead in saying the verse, stopping at “repent” and explaining it. Start the verse over and then stop at “baptized.” Continue in this fashion until each word card is shown and explained.

Students add a Bible sticker to their memory charts for participating.

## REVEAL THE WORD

### Bible Lesson

#### Bible Lesson supplies:

- Bibles
- Sticky notes
- Jesus cutout
- Paper
- Markers
- Lapboards
- Tape or Plasti-Tak
- Poly-Fil cloud
- Calendar

After selecting volunteers, do not return the names to the container. This way, every child will have a chance to volunteer before re-using a volunteer. This also prevents using the same children all the time.

Mount the Poly-Fil cloud above the area where students’ artwork will be mounted.

#### Bible Lesson Verse

“But ye shall receive power, after that the Holy Ghost is come upon you” (Acts 1:8).

Save your visuals each week for review and for lesson 13’s Fun Day.

**Access Prior Knowledge:** Let students explain why it is important to keep a promise.

Explain that students will help draw pictures for the lesson. Help students with Bibles to locate Acts 1:8 and mark it with a sticky note.

### Jesus Promises the Holy Ghost

**Let’s pretend we are Jesus’ disciples. We are happy and excited because Jesus is alive! After dying on the cross, Jesus rose again. And we got to see Him!** Ask a volunteer to draw a happy face. Mount this on the wall.

Show Jesus cutout. **Jesus met with His disciples for forty days.** Ask a volunteer to draw a large 40 and mount it next to the first picture. **Forty days is more than a month.** Show forty days from today on the calendar. **Jesus told His disciples to go preach to others. He promised wonderful signs would happen: miracles, people being baptized, and people receiving the Holy Ghost. Let’s draw some pictures of miracles.** Allow one minute for several children to draw pictures of miracles and mount them.

**One day Jesus took His disciples to a mountain outside the city of Jerusalem.** Ask a student to quickly draw a mountain and mount it on the wall below the cloud. **Let’s travel to the mountain with Jesus.** Hold Jesus cutout and lead students in a small circular route and return to the worship area. **Everyone gathered around Jesus.** Hold the Jesus cutout on the mountain while the children gather around it. **Jesus blessed His disciples and repeated His promise about sending the Holy Ghost.** Children with Bibles read Acts 1:8 aloud.

**Jesus told them to wait in Jerusalem for that promise. He said the Holy Ghost would come and they would have power to tell others about it.**

**Then something amazing happened! He began to rise up toward Heaven.** Use the figure to demonstrate. **He was taken up into the clouds until the disciples could not see Him.** Hide Jesus cutout in cloud. **Two men in white clothes said, “Jesus will come back again just as He left.”**

**Jesus left earth, but the disciples had a promise. What was it? Show the church frame as a clue.**

# DO THE WORD

## Life Application

Pick up the gift bag and set the timer for thirty seconds without saying anything, then sit quietly. When the timer dings, continue holding the bag as you talk.

- **What did Jesus promise His disciples?**

**The disciples obeyed Jesus' instructions and went to Jerusalem to wait for Him to keep His promise. They didn't know what it would look or feel like. They only knew it would happen because Jesus promised it.**

Set the timer again for thirty seconds and wait quietly.

- **Is it hard to wait for a promise to happen? What do you do while you wait for promises to happen?**
- **What makes you believe I will keep my promise?**

Show the church frame. **Jesus promised us the Holy Ghost. If you have been waiting for that, Jesus is ready to keep His promise and give you the Holy Ghost now.** If the children are prepared, pray for those who do not have the Holy Ghost.

After prayer, set the timer for ten seconds, and then distribute the candy.

## Activity Paper

Distribute the activity papers and Jesus figures for students to color. Give each student a piece of Poly-Fil to glue on as a cloud, putting glue only on the outer edges so the center is not glued down. Students tape a piece of yarn to the back of Jesus figure, and then thread the end through the cloud. Show how to raise and lower Jesus on the picture.

On page 2 is an activity to teach the first part of Acts 1:8.

Collect the badges.

## End of Lesson Discussion Questions

During this informal assessment of the learning objective, listen to students and check if they understand the lesson objectives.

- **How would you react if the person who made you a promise went away?**
- **Why do you think the disciples believed Jesus' promise about the Holy Ghost?**
- **List some promises you believe Jesus will keep for you.**

## Life Application supplies:

- Gift bag with candy prizes
- Timer
- Bible art: The Ascension

## Activity Paper supplies:

- Activity papers
- Jesus figures (1 per student)
- Crayons
- 6" piece Poly-Fil (1 per student)
- Glue
- 6" piece of yarn (1 per student)
- Tape

# OPTIONAL ACTIVITIES AND IDEAS —

## Option 1:

### Option 1 supplies:

- Scrabble tiles

Let students take turns drawing a Scrabble tile and naming a possible promise that matches that letter. Examples: Z = trip to the zoo; C = candy; H = Holy Ghost.

Discuss promises they have made to others and what happened when they kept or did not keep their promises.

## Option 2:

### Option 2 supplies:

- Bibles

Be sure every child has a Bible, or take turns using available Bibles. Show children the table of contents page and help them find the Book of Acts. Locate Acts 1:8. Tell them the large number is the chapter and the small number is the verse. Read the verse together. Then do the same with Acts 2:38.

Ask the children to name other promises they know are in the Bible.

## Option 3:

### Option 3 supplies:

- *Kids in Missions* map and newsletter
- Globe

Introduce the Central American/Caribbean area. Show its location on the globe in relation to your location. Pray for the missionaries who are sharing the promise of the Holy Ghost.

# The Holy Ghost Is Poured Out

## Welcome to the Word

**Welcome** Recruit a male to play the role of Peter, dressed in biblical attire. Provide him a copy of the lesson (see page 2 download instructions).

Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers

**Activity** Craft sticks (4 per student), copies of multicultural children (TRP)  (1 set of 8 per student), scissors, glue sticks, 4" piece of 1/4" ribbon (1 per student), glue dots or low-temp glue gun, finished sample

**Worship**  
**Prayer**

## Open the Word

**Memory Work** Bibles, Unit 1 memory verse poster (TRP), memory charts, Bible stickers (TRP) , word cards from lesson 1 (TRP), timer

## Reveal the Word

**Bible Lesson** Carefully cut the smiley stickers (TRP) into strips for faster distribution. Use only 120 stickers (126 are provided). Locate a cover (large paper or small blanket) that will cover the SMP poster (TRP).

Bible, Peter in biblical attire, small tapered candle, lighter or match

## Do the Word

**Life Application** Salvation art (TRP), word cards from lesson 1 (TRP), Bible art: Peter Preaches on the Day of Pentecost (TRP), recording of "Send It on Down"

**Activity Paper** Activity papers, crayons, 1" red tissue paper squares (several per student), pencils, glue

**Kids in Missions** *Kids in Missions* map (TRP) and newsletter (TRP)

## Optional Activities

**Option 1** Brown or tan construction paper, markers, smiley face stickers from the Bible lesson (TRP), finished sample

**Option 2** Blindfold

**Option 3** SMP poster (TRP), Bibles, 5" piece of red tissue paper (1 per student), scissors; (optional) copies of SMP passage from SMP ideas  (1 per student)

Items marked with (TRP) can be found in the teacher's resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Unit 1:

The Church Is Born

## Unit Bible Verse:

"Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost" (Acts 2:38).

## Scripture Text:

Acts 2

## Key Words:

Holy Ghost, salvation, preaches

## Bible Point:

I must repent, be baptized, and be filled with the Holy Ghost.

## Bible Lesson Verse:

"Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost" (Acts 2:38).

## Children will:

- Investigate the birth of the church.
- Summarize the plan of salvation as shared in Acts 2.

## Bible Background

Pentecost marked fifty days after Passover. It was also called the feast of weeks or of harvest (Exodus 23:16; 34:22) and the day of the firstfruits (Numbers 28:26). In the Old Testament, this feast included specific sacrifices and a free-will offering.

Peter's Pentecost sermon was to Jewish pilgrims who came to celebrate the feast in Jerusalem—Jews born throughout various countries and Jewish proselytes. Being versed in the history of Israel, they readily understood his references to King David and the prophet Joel. Through the Scriptures, Peter proved that Messiah had come and salvation was available.

## Teacher Insight

Children are often led to the altar either through a tug on their heart or the best intentions of friends and family. They kneel, pray, cry . . . and leave disappointed.

Thank God for sensitive teachers who will lead children into a deeper understanding. Share real-life experiences to boost their faith. Encourage your children to believe and keep praying as they obey the Word through repentance and baptism. Jesus wants to give them the Holy Ghost!

# WELCOME TO THE WORD

### Welcome supplies:

- Peter in biblical costume
- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

### Activity supplies:

- Craft sticks (4 per student)
- Copies of multicultural children (1 set per child)
- Scissors
- Glue sticks
- 4" piece of ¼" ribbon (1 per student)
- Glue dots or low temp glue gun
- Sample

Peter greets and invites each child to the prayer meeting in the upper room. Quickly select your church leaders for the day, distributing badges. The usher collects the offering. The assistant helps with the attendance charts. Allow time for students to find Misti Mouse. The usher leads students to the worship area.

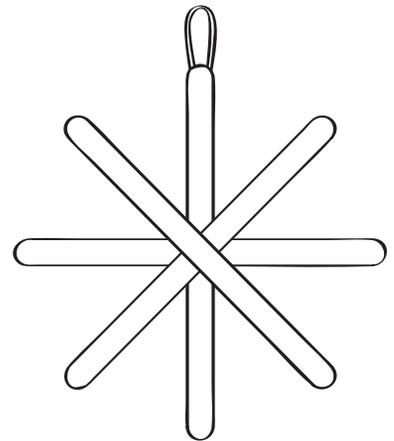
After inviting everyone, Peter leaves the room until the Bible lesson.

**Activity:** Show the church frame and teach the Bible point: **I must repent, be baptized, and be filled with the Holy Ghost.**

- **Why is this statement true?**
- **Who must do this?**

Read Acts 2:39 and explain that this is for all people, no matter where they live, what they look like, how smart they are, or how rich or poor they are.

Show your sample hanging. Tell students to do the same: cut out the figures, glue them onto craft sticks, then one by one, stack the craft sticks at angles and secure with glue dots (or you use the glue gun) to form a circle hanging. Attach the ribbon as a loop on the back of one of the sticks. This piece will remind them that Acts 2:38 is for everyone.



### Teaching Tip

Although *diversity* and *tolerance* are buzzwords of today, prejudices still abound in our world. Holy Ghost-filled people must demonstrate that Jesus is never prejudiced—He truly loves each person.

## Worship

Divide into four groups by clothing color: red, yellow, black, and white. (Assign tints or blends of color, such as purple or pink to red, orange or green to yellow.) The worship leader leads in singing "Jesus Loves the Little Children." When a color is mentioned, that color group quickly stands and then sits before the next color is named.

## Prayer

- What is something Jesus wants each of us to do, no matter what we look like or where we live? Hold the church frame as a clue.

You and I cannot tell everyone in the world they can do this, but we can pray for God to send people to tell others. Everyone needs to know our Bible point: I must repent, be baptized, and be filled with the Holy Ghost. Ask for a volunteer to lead in prayer.

## OPEN THE WORD

### Memory Work

“Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost” (Acts 2:38).

The usher leads the children to the Pastor’s Office wall to study the Word. Help the children find Acts 2:38 in their Bibles. Gather children at the poster and let the assistant help lead the children in the verse, pointing to each word as you say it. Let students explain the verse, referring to the word cards from last week.

Keep the groups from worship time. Set the timer for ten seconds. When it dings, the usher shouts out a color (red, yellow, black, or white), and that group stands and says the verse. Reset the timer and let the assistant shout out a color. Continue with the worship leader and then you shouting out a color.

Students update their attendance charts.

## REVEAL THE WORD

### Bible Lesson

**Access Prior Knowledge:** Ask if anyone can speak another language and if they would share a few words. If no one can, ask if they have heard anyone speak another language and how they felt at not being able to understand.

**Before Jesus went to Heaven, He told His disciples to go to Jerusalem and wait. What did He tell them to wait for?**

### The Holy Ghost Is Poured Out

Enter Peter, praying out loud for the promise, “Jesus, send us Your promise.” He quotes Acts 1:8 in his prayer.

After Jesus went to Heaven, Peter remembered Jesus’ instructions to go to Jerusalem and wait. So he and about 120 believers went to Jerusalem, found a large house, and went upstairs. They started praying. Peter prayed aloud again. Peter was praying for the promise of the Holy Ghost. He did not know what it was, but he was praying for it with 120 of his friends! That’s a lot of friends. Distribute 120 smiley face stickers evenly among the children. The children put the stickers on their clothes to represent the many people in the upper room.

At Peter’s prayer meeting, there was only one prayer request: “Jesus, send us Your promise.” Peter cries out these words. Let’s say it with Peter: “Jesus, send us Your promise.”

### Memory Work supplies:

- Bibles
- Unit 1 memory verse poster
- Memory charts
- Bible stickers
- Word cards from lesson 1
- Timer

### Bible Lesson supplies:

- 120 smiley stickers
- Covered SMP poster
- Bible
- Peter in biblical attire
- Copy of lesson for Peter
- Small tapered candle
- Lighter or match

### Bible Lesson Verse

“Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost” (Acts 2:38).

**NOTE:** The packet provides more than 120 stickers. Distribute only 120 and save the rest for activities or rewards.

**Peter and his friends prayed like this for ten days, all the way to the holiday called the Day of Pentecost.** Uncover and read Acts 2:1 on the SMP poster.

**Suddenly, a sound like a big wind filled the room. Help me make that sound. Then, the Lord sent something that looked like tongues of fire. Maybe it looked like this.** Light the candle. **It was not real fire . . . it looked like fire. The group saw this fire above each other's heads.** Uncover and read Acts 2:2-3.

**Then the promise came—what was the promise?** Uncover and read Acts 2:4. **Everyone—all 120 people—began to speak in tongues. Speaking in tongues means talking in a different language you have never learned.**

**The disciples were not quiet. They were worshiping and praying loudly, speaking in tongues. Some people from other countries who were visiting Jerusalem could hear them from outside the house. Peter and his friends were speaking about the wonderful works of God in languages they didn't know—but the visitors understood them! What did it mean?** Peter stops praying and steps to the front.

PETER: **“Let me tell you what is happening. This is the promise we have waited for. The prophet Joel told us this would happen. Jesus came. He died on the cross and rose again. Jesus is Lord and He gave us this promise.”** Peter stops.

**The people asked Peter, “What must we do to be saved?” Ask that with me, “What must we do to be saved?”** Peter quotes Acts 2:38-39.

**Then Peter said the Holy Ghost was for everyone. The people were glad to hear and about three thousand more people received the Holy Ghost that same day!** Exit Peter.

## DO THE WORD

### Life Application

**Jesus promised us the power of the Holy Ghost. Peter preached salvation is for everyone. It was not just for Peter and his friends.**

Display the salvation art. Ask students to explain what Peter preached about salvation. Read the unit 1 memory poster, and then read Acts 2:39. Discuss how everyone must repent, be baptized, and be filled with the Holy Ghost. Review the word cards from lesson 1. Explain that some people repent and then are filled with the Holy Ghost before they are baptized, but they still must be baptized. Play and sing the song, “Send It on Down.”

### Activity Paper

After students color the map, show your church home location and let them mark it with a small X. Give each student a tissue paper square to twist with the pencil eraser, and then glue it over the X. Say the Bible point as they glue the tissue in place. If time allows, let them add more “tongues of fire” on the map to represent salvation being for everyone.

On page 2 is an activity to learn Acts 2:39.

#### Life Application supplies:

- Salvation art
- Word cards from lesson 1
- Bible art: Peter Preaches on the Day of Pentecost
- Recording of “Send It on Down”

#### Activity Paper supplies:

- Activity papers
- Crayons
- 1" red tissue paper squares
- Pencils
- Glue

## End of Lesson Discussion Questions

- Summarize the plan of salvation as shared in Acts 2.
- What might have happened if the group had gotten tired of waiting for the promise?
- Compare what happened to the group on the Day of Pentecost to what happens to people today who receive the promise.

## OPTIONAL ACTIVITIES AND IDEAS —

### Option 1:

Provide brown construction paper and markers. Draw windows and doors in the room. Use the Bible lesson's smiley face stickers children are wearing and add stick figure limbs to each one. Show how to color a small cloven tongue of fire over each head. Emphasize that it was not real fire, but a symbol of the Holy Ghost.

### Option 2:

Children form a circle and walk clockwise around a blindfolded volunteer while reciting the memory verse. At your signal, they stop. The blindfolded child points to the person in front of her, who quotes the remainder of the verse and becomes the new blindfolded volunteer. Continue until everyone has been blindfolded once.

### Option 3:

Show the poster and help students find Acts 2:1-4 in their Bibles. Encourage students to read it with you. Give each student a red tissue paper to cut into the shape of a flame and place in the Bible as a bookmark. If students do not have Bibles, give each student a copy of the passage to keep at home on their mirror to study.

Collect badges.

### Option 1 supplies:

- Brown construction paper
- Markers
- Smiley stickers
- Sample

### Option 2 supplies:

- Blindfold

### Option 3 supplies:

- SMP poster
- Bibles
- 5" pieces of red tissue paper (1 per student)
- Scissors
- *Optional:* copies of passage from SMP ideas (1 per student)

# In the Name of Jesus

## Unit 1:

The Church Is Born

### Unit Bible Verse:

“Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost” (Acts 2:38).

### Scripture Text:

Acts 3

### Key Words:

name, power, change

### Bible Point:

There is healing in the name of Jesus!

### Bible Lesson Verse:

“Silver and gold have I none; but such as I have give I thee: In the name of Jesus Christ of Nazareth rise up and walk” (Acts 3:6).

### Children will:

- Investigate the birth of the church.
- Tell about the healing power of Jesus’ name.

## Welcome to the Word

**Welcome** Recruit a man to act as the lame beggar (ragged clothing with crutches, dark glasses, and a hat), and seat him on the floor just inside your classroom. Provide him a copy of the lesson. Throughout the lesson, he calls out (in a disguised voice), “Alms, please. Money, please,” as he holds out a tin cup.

Make a large sign that reads “TEMPLE” and mount it near the worship area.

Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers

**Activity** Bag of candy

**Worship** Whiteboard and marker

**Prayer**

## Open the Word

**Memory Work** Unit 1 memory verse poster (TRP), memory charts, Bible stickers (TRP) , word cards from lesson 1 (TRP), Bibles

## Reveal the Word

**Bible Lesson** Cut apart the Acts 3:1-11 cards (TRP).

Biblical attire for two students, book of names and their meanings

## Do the Word

**Life Application** Write the needs listed on page 22 on six index cards (one need per card) and place the cards in a container.

Bible art: Lame Man at the Gate Beautiful (TRP), container with volunteer names (see page 4), upbeat worship music

**Activity Paper** Activity papers, crayons, lame man (TRP) , brad fasteners

**Kids in Missions** Kids in Missions map (TRP) and newsletter (TRP)

## Optional Activities

**Option 1** Small foam ball or beanbag

**Option 2** Jesus cube (TRP)

**Option 3** Bible point poster  (1 per student), art supplies (including foam and jewel stick-ons), construction paper or small posterboard, glue, 6” length of ribbon (1 per student), hole punch

Items marked with (TRP) can be found in the teacher’s resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Bible Background

The inner portion of the Temple, called the court of Israel, was the main worship area for those bringing sacrifices. The outer court was a place for worshipers who brought no offering. A third court on the Temple outskirts was the court of the Gentiles, used much like a foyer, filled with merchants, tourists, Roman guards, and also beggars soliciting alms.

The lame man sat at the Gate Beautiful, the ornate entrance from the court of the Gentiles into the outer court. It offered the best begging to the largest crowd. After his healing, the lame man entered the outer court—an appropriate place for demonstrative worship!

## Teacher Insight

Few American children have seen a beggar, much less a population of crippled, lame, or poor people sitting in the streets. This lesson offers a glimpse into missionary work, where begging is an occupation in third-world country streets. Use street pictures from such places to heighten awareness of your church missions program. Compare Peter and John to our modern missionaries. Tell stories of miracles from the mission fields. Provide students with missionary names and teach them to pray for those missionaries and their ministries.

# WELCOME TO THE WORD

Seat the beggar at the door before the children enter. After you quickly select your church leaders for the day and give them badges to wear, the beggar hollers out, “Alms, please. Money, please.”

The usher uses the offering plate to collect the offering. The assistant helps with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her. The usher leads students to the worship area.

Gather the children on the opposite side of the room and whisper these instructions: **Our guest needs to hear there is healing in the name of Jesus.** Show church frame. **Each time he asks for money, we will say the Bible point for him: there is healing in the name of Jesus.**

**Activity:** Ask children why we come to church and what we do at church. Discuss some of the things we learn to do while at church.

**Beggar:** *Alms please. Money, please.* **Students:** *There is healing in the name of Jesus.*

- **What happens when you beg and whine and beg again for something, especially after your parent has already told you no?**

Form two teams—one represents children and the other represents parents. Together the children ask the parents for a cookie in a whiny voice without saying please. Tell the parents to respond like a parent.

**Even children know how a parent will respond to a whiny beggar!**

Bring out the bag of candy. **What should you do to get a piece of candy?**

Tell the teams to reverse roles. The new children will politely ask for candy, and the new parents will respond accordingly. Thank students, and then give each child a candy as he returns to his seat.

**Asking for a treat is sometimes like asking the Lord for something. He wants to give us good things—we just need to ask Him. Some people beg instead of asking.**

### Welcome supplies:

- Lame beggar in ragged attire with tin cup
- TEMPLE sign
- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

### Activity supplies:

- Bag of candy

### Teaching Tip

Beginners are taught to stay away from strangers. Balance this with compassion for those who need Jesus. Help them understand that you are the adult who will keep them safe while also ministering to the stranger.

Another teacher demonstrates begging, using exaggerated expressions and motions: “Oh, Jesus, please, please, ple-e-e-ease help me with my problem. I need Your help so-o-o-o bad. Please, Jesus, ple-e-e-ease.”

Jesus is not a mean God; He is a kind and loving God. His Word tells us to believe when we ask Him for things.

- How do you think Jesus wants us to pray?

*Beggar cries, students respond.*

### **Worship and Prayer supplies:**

- Whiteboard and marker

## **Worship and Prayer**

Ask children why they should say thank you after they receive something they ask for. Talk about how we sometimes forget to say thank you to our parents, and also to Jesus. Have children list or draw on the board things Jesus does for which we should thank Him.

Lead in prayer. Encourage children to simply ask Jesus, not to beg. Remind them to thank Him before ending the prayer, because thanking Him in advance of the answer is a sign of faith. End the prayer in Jesus' name.

*Beggar cries, students respond.*

# **OPEN THE WORD**

## **Memory Work**

**“Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost” (Acts 2:38).**

The usher leads the children to the Pastor's Office wall to study the Word. Gather children at the poster and let students explain the verse, referring to the word cards from lesson 1.

- **Whose name is mentioned in this verse? Why is that name more important than Peter's name, the guy who was preaching this?**

Each student needs a Bible. Start with the table of contents page where they can find what page starts the Book of Acts. **When you find Acts on the table of contents page** (point to the reference on the poster), **raise your hand. When you find that page in your Bible, raise your hand.**

Explain the large numbers are chapter numbers and the small numbers are for verses. **Raise your hand when you find chapter 2.**

**Be sure you stay in chapter 2 and go down the page with your finger until you find verse 38. Raise your hand when you find it.** When everyone finds the verse read it aloud together.

Have students close the Bibles and repeat the process on their own, assisting only as needed.

Let students update their memory charts.

*Beggar cries, students respond.*

### **Memory Work supplies:**

- Unit 1 memory verse poster
- Memory charts
- Bible stickers
- Word cards from lesson 1
- Bibles

Consider pairing students. Each child takes turns following your instructions: child 1 finds table of contents page, child 2 finds the Book of Acts, child 1 goes to that page, and so on.

# REVEAL THE WORD

## Bible Lesson

**Access Prior Knowledge:** Ask students to share what their names mean. Refer to the book of names and quickly tell each child's name's meaning. Discuss what kind of power their names have (none).

### In the Name of Jesus

**Not long after the Day of Pentecost, Peter and John went to the Temple to pray. Let's read what happened.**

Volunteer reads Acts 3:1 and mounts the verse to the wall. **The ninth hour of the day was three o'clock in the afternoon.** Peter and John volunteers walk across the room to the Temple sign. Help the beggar limp to the Temple sign where he sits down. Volunteer reads verse 2.

*Beggar cries, students respond.*

**This lame man was carried to the Temple every day. He sat near the Gate Beautiful, begging for alms, or money, because he was not able to work.**

Volunteer reads verse 3. **The beggar noticed Peter and John.** Peter and John move closer to the beggar, who calls out again, holding out his cup for money. **What do you think Peter and John did?**

Volunteer reads verse 4. **This means Peter looked at the lame man who thought Peter was going to give him money.**

Volunteers read verses 5 and 6. **The lame man expected money, but money could not help the beggar's problem.**

Volunteer reads verse 7 while Peter takes beggar by the hand to help him up. Beggar acts surprised as he stands up, feels his ankles, and tries his feet on the ground.

**Peter knew even before he said the words that Jesus could heal the lame man. He reached out his hand to help the man get up. Immediately, Jesus healed the man. What do you think the lame man did?**

Volunteers read verses 8 through 11. As the remaining verses are read, the beggar leaps and praises God with a loud voice.

Ask the beggar these questions:

- **What happened when Peter spoke the name of Jesus?** "I was healed."
- **How do you feel since Jesus healed you?** "I want to worship Him" or "I want to thank Him."
- **What do you think about the name of Jesus now?** "There is healing in the name of Jesus."

The beggar exits, still praising God.

### Bible Lesson supplies:

- Book of names and their meanings
- Biblical attire for two students
- Cards: Acts 3:1-11

Dress two volunteers in biblical attire to represent Peter and John. Select volunteer readers and hand out Bible verses, assigning one verse from Acts 3:1-11 to each reader. Give verse 6 to Peter. When you call for a verse, the child holding it comes to the front, reads his verse, and then mounts it on the wall.

### Bible Lesson Verse

"Silver and gold have I none; but such as I have give I thee: In the name of Jesus Christ of Nazareth rise up and walk" (Acts 3:6).

# DO THE WORD

## Life Application

### Life Application supplies:

- Container with needs cards
- Bible art: Lame Man at the Gate Beautiful
- Container with volunteer names
- Upbeat worship music

### Needs:

- Sore throat
- Broken arm
- Headache
- Tummy ache
- Hurting back
- Earache

### Activity Paper supplies:

- Activity papers
- Crayons
- Copies of lame man and legs (1 set per student)
- Brad fasteners

**When Peter reached out to the lame man, he knew it wouldn't do any good to say, "My name is Peter and I'm important. Jesus told me to preach. Get up and walk." Peter knew that even with the Holy Ghost inside of him, he did not have the power to heal. He knew there was healing in the name of Jesus. That is the name he used. That is why the lame man was healed.**

Ask a volunteer to draw a needs card, then draw a volunteer's name and tell him to take care of the need. Of course, it cannot be done. Discuss how no matter how good we are or what our skills are, we do not have the power to heal. Our names are not good enough. Only Jesus can heal when we ask in His name.

Encourage the children to worship as the beggar did—leaping and praising Jesus. Play upbeat worship music such as "Every Move I Make."

## Activity Paper

Give each student a copy of the lame man and his legs. After students color their pictures and the man, give each a brad fastener to connect the man and his legs to the X. A coded message on page 2 will complete Acts 3:6.

## End of Lesson Discussion Questions

- **Divide into teams of three and act out the healing of the lame man.**
- **Discuss the importance of names. Why are our family names important? Explain the importance of the name of Jesus.**

Collect badges. Introduce the beggar and reveal his identity.

# OPTIONAL ACTIVITIES AND IDEAS —

## Option 1:

Students form a circle. Give one child the ball/beanbag. He calls out a child's name and tosses the ball/beanbag to that person, who must say the Bible point. That child then calls out a name and tosses the ball/beanbag to that child. Continue until everyone has had a turn.

## Option 2:

Students sit in a circle with their legs stretched out in front of them. As music plays, students gently pass the cube. When the music stops, the child holding the cube rolls it. If it lands on Jesus, he leaps up and says the Bible point, then removes himself from the circle. Tighten the circle and repeat. If the cube does not land on Jesus, the child remains in the circle.

## Option 3:

Distribute the Bible point posters. Students attach them to construction paper or small posterboards for stability before coloring and decorating. Punch a hole at the top and tie a ribbon loop for hanging the poster.

### **Option 1 supplies:**

- Foam ball or beanbag

### **Option 2 supplies:**

- Jesus cube

### **Option 3 supplies:**

- Bible point posters (1 per student)
- Art supplies
- Construction paper or small posterboards
- Glue
- 6" lengths of ribbon (1 per child)
- Hole punch

# Lesson 4

# Celebrate!

Week of March 27, 2016

## Unit 1:

The Church Is Born

## Unit Bible Verse:

“Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost” (Acts 2:38).

## Scripture Text:

John 20:1-18

## Key Words:

resurrection, celebrate

## Bible Point:

Jesus is alive!

## Bible Lesson Verse:

“This is the day which the LORD hath made; we will rejoice and be glad in it” (Psalm 118:24).

## Children will:

- Investigate the birth of the church.
- Tell about the Resurrection through the eyes of Mary Magdalene.

## Welcome to the Word

- Welcome** Decorate with helium balloons, or inflate balloons and tape them to the walls, chairs, and furniture. Cover tables with bright plastic tablecloths. Add other party items: hang party swirls from the ceiling, sprinkle sparkly confetti on the tablecloths, place cascade centerpieces on the tables, and hang garland.  
Misti Mouse, leaderbadges (TRP), church frame, offering plate, attendance charts, markers
- Activity** Cut out the shapes (TRP) . (Copy or print additional copies on cardstock.) Each child will receive one shape, but include two triangles (angels), one heart (Jesus), one diamond (Mary Magdalene), and a mix of the other shapes. See page 26 for characters.  
Hole punch, markers, 20" length of yarn (1 per student)
- Worship** Search *YouTube* for a video demonstrating motions to “God’s Not Dead” by Newsboys.
- Prayer** Play-Doh or Legos

## Open the Word

- Memory Work** Cut six 3" hearts from red construction paper. Place each in a small gift bag, using two colors of bags (e.g., three yellow and three purple).  
Music, unit 1 memory verse poster (TRP), memory charts, Bible stickers (TRP) , Bibles

## Reveal the Word

- Bible Lesson** Bible, basket of play food, sheet, shapes from activity (TRP) 

## Do the Word

- Life Application** Bible art: Angel Appears to the Women (TRP), balloons from décor
- Activity Paper** Activity papers, crayons, Easter stickers (TRP) , glue sticks
- Kids in Missions** *Kids in Missions* map (TRP) and newsletter (TRP)

## Optional Activities

- Option 1** 5" squares of posterboard (1 per student), colored pencils, black crayons, stylus (wooden skewer stick; chopstick; craft stick), sample
- Option 2**
- Option 3** Several inflated balloons

Items marked with (TRP) can be found in the teacher’s resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Bible Background

Mary Magdalene is first mentioned in Luke 8:2, and is known as one “out of whom [Jesus had cast] seven devils.” A devoted follower who ministered to Jesus of her own substance, she was with Him through the final moments of His execution.

Three Gospels recorded the angels’ role at the tomb, whereas John wrote of Mary’s weeping vigil after the discovery. To John, the personal concern Jesus showed toward Mary and her slow recognition of Him as her Master was the greater story.

## Teacher Insight

Jesus spent many famous moments with undesirables, making no apology for touching lepers, working with the diseased, or casting out demons from people like Mary. He loved them. Many of our children find fault with their own lives or believe they are undesirable, of less worth than another. Mary, though imperfect, proved to be a comfort to Jesus when He had few others there to comfort Him, and then was chosen by God to share an important message—His resurrection. She mattered and so do your Sunday school students.

# WELCOME TO THE WORD

Welcome each child with an excited, “Jesus is alive!” **Welcome to our party. We are going to celebrate today! When I show the church frame, shout out, “Jesus is alive!”** Practice. Quickly select your church leaders for the day, giving them badges to wear. The usher collects the offering. The assistant helps the students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her. The usher leads the children to the tables.

**Activity:** Distribute shapes. Choose students who will interact well with you for Mary Magdalene (diamond) and Jesus (heart). Do not explain the purpose of the shapes, but let students color them as they choose. Hole punch the top of each shape, thread the yarn through the hole, and tie it around the student’s neck. Occasionally show the church frame so they jump up and shout out the Bible point.

## Worship

Teach the words and motions to the chorus of “God’s Not Dead.” The worship leader helps lead the students.

Show church frame. **Jesus is alive! God is not dead but He is alive!** Sing again.

## Prayer

Distribute Play-Doh or Legos and allow one minute for students to create a statue.

**For thousands of years, many people have believed they could bring their prayer requests to statues.** Tell students to speak their requests to their statues. **Can your statue hear you? Can it answer your prayer? One must be alive to hear and answer prayer, and these statues are certainly not alive.**

Show church frame. **Jesus is alive, and He hears and answers our prayers. Tell Jesus your request. Believe when you say it that Jesus hears and will answer your prayer.** Encourage children to pray aloud.

### Welcome supplies:

- Balloons
- Party décor
- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

### Activity supplies:

- Shapes
- Hole punch
- Markers
- 20" length of yarn (1 per student)

### Prayer supplies:

- Play-Doh or Legos

# OPEN THE WORD

## Memory Work

### Memory Work supplies:

- 6 small gift bags of 2 different colors with red heart in each
- Music
- Unit 1 memory verse poster
- Memory charts
- Bible stickers
- Bibles

**“Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost” (Acts 2:38).**

The usher leads the children to the Pastor’s Office wall to study the Word. See who can say the verse without help.

- **How did Peter have the power to preach this important message?**

Show the church frame. **Jesus is alive, and this verse tells us how He can live inside us as the Holy Ghost.**

As music plays, students pass the gift bags. When the music stops, call out a color. Those with that color bag pull out the heart inside and say the verse. Return the hearts to the bags and repeat.

Students update their memory charts.

# REVEAL THE WORD

## Bible Lesson

### Bible Lesson supplies:

- Bible
- Basket of play food
- Sheet
- Shapes from activity

Triangle = angel (2)

Heart = Jesus (1)

Diamond = Mary Magdalene (1)

Shield = soldiers

Circle = disciples

Hexagon = rock

Square = leaders

### Bible Lesson Verse

“This is the day which the Lord hath made;  
we will rejoice and be glad in it”  
(Psalm 118:24).

**Access Prior Knowledge:** Ask students to tell what happens to a body when a person dies.

*Note: Has any student experienced a death recently in his family? Handle this topic with care.*

Call the girl wearing the diamond forward to face the class.

### Celebrate!

**Mary Magdalene’s life was not always good. She had some bad problems that kept her unhappy . . . until . . . (call heart/Jesus forward) Jesus touched her! Tell Jesus to touch Mary’s shoulder. Mary Magdalene’s life was changed forever! She had a reason to celebrate! Everybody shout “woohoo” for Mary Magdalene! Now shout “woohoo” for Jesus!**

Call the circle/disciple shapes forward to stand by Jesus. **Jesus had disciples and other followers who believed in Him. Mary Magdalene was so excited that Jesus cared for her and loved her when everyone else had left her alone that she became one of His followers.** Tell Mary to give Jesus and disciples some food. **She helped make sure Jesus and His disciples were comfortable wherever they traveled, and she did what she could to help Jesus.** Mary quickly collects the food in the basket.

**Not everyone loved Jesus.** Call up the shield/soldier shapes. **These soldiers were strong.** Tell soldiers to flex their muscles. **They had to obey their leaders.** Bring the square/leaders forward. **Some of the leaders hated Jesus because the things He taught made them realize they had sin in their hearts.** Tell leaders to look angry and shake their fists at Jesus. **And they did not like feeling guilty! So they had Him arrested.** Tell the soldier to grab Jesus.

**The disciples were scared. They thought they would be arrested too, so they ran away.** Tell disciples to return to their seats. **Mary Magdalene cried.** Tell Mary to cry.

**The soldiers and leaders took Jesus to court** (tell soldiers and leaders to take Jesus to one side of the room), **beat Him, and finally decided He should die on a cross like a terrible criminal.** Tell Jesus actor to hold his arms out like he is on a cross.

**Mary Magdalene came to the cross with Jesus' mother and some other ladies to watch Jesus die.** Tell Mary to stand by Jesus. **She stayed until He died on that cross.**

**After Jesus died, some men took His body off the cross and buried Him in a tomb.** Have disciples help Jesus lie on the floor. Lay a sheet over him. **A tomb was a cave with a big rock rolled over the entrance.** Call up the hexagons/rocks and position them in front of Jesus. **Some guards stood by that big rock** (tell the soldiers to stand by them) **to be sure that no one would steal Jesus' body. Everyone went home to cry.**

**Three days later the stone suddenly rolled away!** Tell rocks to move over a few steps. **The Bible says the guards were so scared they fainted!** Tell soldiers to fall down. **Jesus rose from the grave!** Tell Jesus to jump up and stand behind your chair. Tell soldiers to return to their seats. Show church frame. **Jesus is alive!**

**Mary Magdalene and some friends decided to visit the tomb.** Tell Mary to stand by tomb area. **When they got there, they saw the stone had been rolled away! There were no guards! She ran to tell the disciples.** Tell Mary to go to where the disciples are sitting.

**Some of the disciples ran to the tomb to see what had happened. They entered the tomb and found that Jesus was gone. They still didn't know that** (show the church frame) **Jesus is alive!**

**Mary Magdalene went back to the tomb and looked inside.** Tell Mary to stand at the tomb. Call up the triangles (angels) and tell them to stand by the sheet. **Two angels asked her why she was crying. She said she was afraid someone had taken Jesus and buried Him somewhere else. She turned to leave the tomb when a man appeared in front of her.** Tell Jesus to stand in front of her.

**Mary Magdalene didn't recognize Him. She thought He was the gardener, so she asked if he was the one who had moved the body. Mary Magdalene simply couldn't believe Jesus was alive. She needed some kind of proof.**

**Jesus simply said her name.** Tell Jesus to say "Mary" in a deep voice. **Mary Magdalene stopped crying instantly.** Tell Mary to stop crying. **She knew that voice! That was all the proof she needed to help her believe!**

**Mary Magdalene had felt so horrible and sad after Jesus died. But now, because** (show the church frame) **Jesus was alive, she just wanted to celebrate!** Show church frame. **Jesus is alive! Everything will be all right! Show church frame. Jesus is alive! Mary ran to tell everyone she had seen the Savior!** Tell actors to return to their seats.

# DO THE WORD

## Life Application

### Life Application supplies:

- Bible art: Angel Appears to the Women
- Balloons from décor

Mary Magdalene's life used to be horrible, but Jesus changed her life. Mary loved Him, but it wasn't enough just to love. She also needed to trust Him, to have faith even without having proof. Jesus helped change her attitude from sadness and worry to faith and hope. He can do the same for you!

Let each student retrieve a balloon of his choice. **Why are we celebrating today?** After students respond, read Psalm 118:24. **We celebrate because Jesus is alive! When I say go, toss your balloon into the air. Before it touches the ground, shout praises to Jesus. It's time to celebrate!**

### Activity Paper supplies:

- Activity papers
- Crayons
- Easter stickers
- Glue sticks

## Activity Paper

On page 1, students draw five large balloons and add an Easter sticker to each one. They color each letter of "CELEBRATE" a different pattern (e.g., stars, solid, stripes, polka-dots).

On page 2 is an activity to help them learn Psalm 118:24.

## End of Lesson Discussion Questions

- **Imagine how our lives would be different today if Jesus had not risen from the grave.**
- **Illustrate or demonstrate what you think is the most important part of the Resurrection story. Explain why it is important.**

Collect badges. Let students select balloons to take home.

# OPTIONAL ACTIVITIES AND IDEAS

## Option 1:

Instruct children to completely cover one side of the square with bright colors. Then they cover it completely using the black crayons. Write the Bible point on the board. When the card is black, children use the styluses to etch the Bible point as large as they can. They can add swirls and balloons for a celebratory look.

## Option 2:

If weather permits, go on a nature walk and find things that are alive, especially new flower growth, animals, and insects. Ask students to compare these living things with Jesus: He completely died and came back to life!

## Option 3:

**You must keep the balloons in the air. Every time you hit a balloon to keep it up, you must shout out a praise to celebrate (show the church frame) Jesus is alive! You must also watch me. When I show the church, you must yell Jesus is alive! Let's celebrate!**

### Option 1 supplies:

- 5" squares of posterboard (1 per student)
- Colored pencils
- Black crayons
- Stylus
- Sample

Colored pencils could be used for the first layer, then use a black crayon to cover it.

### Option 3 supplies:

- 2-3 inflated balloons

# Lesson 5

# Jailed for Jesus

Week of April 3, 2016

## Welcome to the Word

- Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers
- Activity** National flag
- Worship** Suggested song: "Stand Up for Jesus" by Psalty Kids & Company (on *YouTube*)
- Prayer** Pray for the Persecuted poster (TRP)

## Open the Word

- Memory Work** Bibles, unit 2 memory verse poster (TRP), memory charts, Bible stickers (TRP) 📖, international people pictures (TRP), basket, posterboard, glue stick
- Word cards (TRP): PREACH, GOSPEL, and CREATURE

## Reveal the Word

- Bible Lesson** Make a jail door from a large appliance box (completely open the box so it stands free), or decorate a small puppet stage as a jail. The jail needs to be the correct height for your apostles group to stand behind and use their peeper puppets. Place this in the worship area.
- Purple, yellow, and green chenille wires (one wire per student for three color groups); one white chenille wire; medium-size stick-on wiggle eyes; sample puppets

## Do the Word

- Life Application** Life App posters (TRP), tape or pins, Bible art: Angel Leading Disciples (TRP)
- Activity Paper** Activity papers, special coloring tools (glitter pens, paint pens), foam stick-on numbers 1-4 (1 set per student)
- Kids in Missions** *Kids in Missions* map (TRP) and newsletter (TRP)

## Optional Activities

- Option 1** Bible, worship music
- Option 2** Peeper puppets
- Option 3** SMP poster (TRP), SMP ideas 📖, appropriate supplies

Items marked with (TRP) can be found in the teacher's resource packet. Items marked with 📖 are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Unit 2:

The Church Preaches  
the Holy Ghost

## Unit Bible Verse:

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

---

## Scripture Text:

Acts 4:1-4, 8-19; 5:14-23

## Key Words:

apostles, stand, jail

## Bible Point:

Stand up for Jesus!

## Bible Lesson Verse:

"Go, stand and speak in the temple to the people all the words of this life" (Acts 5:20).

---

## Children will:

- Summarize how the early church spread the message of the Holy Ghost.
- Critique the reasons the apostles were jailed and assess the outcomes of each episode.

## Bible Background

This story has all the drama of a “good guys versus bad guys” novel. Both sides were intent on standing for their beliefs. Which beliefs were worth it?

The priests and Sadducees were “grieved” that Peter and John were teaching about Jesus. *Matthew Henry’s Commentary* notes that they were grieved not only over the men preaching Jesus, but that the people were ready to hear it. They continued to be more jealous of the people’s acceptance of Jesus than the message itself.

This is not a “good versus bad guy” story. It is God’s story of truth. The apostles proved that adversity does not destroy truth; rather, it enhances and encourages hungry souls to seek it!

## Teacher Insight

Children are consistently bombarded with an “anything-goes” attitude that erodes absolute truth. Even at this tender age, they are allowed to choose how to live, without being given proper training to make such decisions.

Your classroom is a safe place where they can find belief, faith, and righteousness. Through your love, dedication to the Word, and prayers, each child has the opportunity to build a foundation for life. Stand firm and strong for Jesus! Allow nothing to stop you from preaching the Word and ministering to the lives you can affect! Your example may be the only occasion they have to see real Holy Ghost results.

# WELCOME TO THE WORD

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

### Activity supplies:

- National flag

*American Flag Etiquette:* Stand when the flag passes by; place your right hand over your heart.

*Canadian Flag Etiquette:* Stand quietly when the flag passes by.

Welcome each child with an excited, Stand up for Jesus! Quickly select your church leaders for the day, giving them badges to wear. The usher collects the offering. The assistant helps the students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her. The usher leads the children to the tables.

**Activity:** Instruct students to sit in a circle of chairs. Discuss times when we stand in honor or respect, such as when a flag is carried in a parade. Ask a student to carry the flag as though in a parade, and have remaining students stand as the flag goes by. Other examples include standing for important public figures and for special occasions like weddings and graduations. Explain why standing up for someone or something is important.

**There is another kind of standing up that Christians do. We stand up for Jesus!** Show church frame. **This doesn’t mean we stand all day long just because we live for Jesus. This means that no matter what anyone says or does against what we believe, we will not stop believing, but we will** (show church frame) **stand up for Jesus! When people bully us, scare us, or make fun of us, we will** (show church frame) **stand up for Jesus!**

Call out reasons for the children to stand (“Everyone wearing blue stand up!”). Each group stands and shouts “Stand up for Jesus!”

## Worship

Suggested song: “Stand Up for Jesus” by Psalty Kids & Company (available on *YouTube*)

## Prayer

Explain that there are places in this world where God’s people are jailed because they stand up for Jesus. Review the poster and guide children through prayer for each point. Allow children to step behind the jail door as they pray.

### Prayer supplies:

- Pray for the Persecuted poster

# OPEN THE WORD

## Memory Work

“Go ye into all the world, and preach the gospel to every creature” (Mark 16:15).

The usher leads the children to the Pastor’s Office wall to study the Word. Gather at the unit 2 poster and let the assistant point to each word as you lead students in reading it. Introduce the appropriate *word cards* to help children answer the following questions.

- Who do you think the word “ye” is talking about?
- What is the *gospel*?
- What does *creature* mean?
- How can we preach the gospel to every creature, or person, in the world?

Place the international people pictures in a basket. Allow each child to take a picture from the basket while reciting the verse. Then add the picture to the posterboard.

Students update their memory charts.

# REVEAL THE WORD

## Bible Lesson

**Access Prior Knowledge:** Ask children to share times when they have gotten in trouble even though they didn’t do anything wrong.

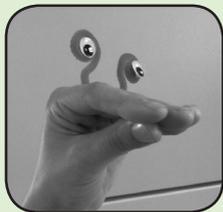
Form three groups—the Jewish rulers/leaders, the apostles, and the people. Seat everyone in a U shape so they can see one another’s actions. Distribute specific colored chenille wires to each group to make finger peeper puppets:



1. Place the middle of the chenille wire under the middle finger with each end wrapping around the sides and up through the other fingers.

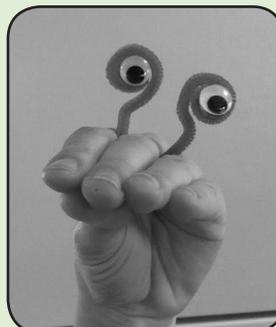


2. Twist each end into a tight swirl (creating a circle) until it is close to the fingers.



3. Stick the wiggle eyes on to the swirl circle, facing outward from the palm.

4. Hold the hand in a puppet position, using the thumb and other fingers to act as a mouth while talking.



### Memory Work supplies:

- Bibles
- Unit 2 memory verse poster
- Memory charts
- Bible stickers
- International people pictures
- Basket
- Posterboard
- Glue stick
- Word cards: GOSPEL, CREATURE

### Bible Lesson supplies:

- Jail door/jail
- Purple, yellow, and green chenille wires (1 wire per child for 3 color groups)
- 1 white chenille wire
- Medium-size stick-on wiggle eyes
- Sample puppet

### Bible Lesson Verse

“Go, stand and speak in the temple to the people all the words of this life” (Acts 5:20).

## Jailed for Jesus

Ask another teacher to sit at the opening of the U and help show appropriate actions. Open the Bible to the text. **In Acts chapters 3, 4, and 5, we read about some apostles who knew how to stand up for Jesus. You are going to be the characters in the story, so follow our actions and instructions.**

Introduce the characters for the story by asking each group to stand and raise their peeper puppets. **The Jewish rulers were *leaders* in the synagogue, or church. They did not like anyone who liked Jesus. In fact, they had helped crucify Jesus!**

**The *apostles* were Jesus’ disciples. They knew Jesus was alive, and they preached about Jesus everywhere they went.**

**The *people* are the ones who listened to what the apostles preached.**

Show puppet actions for the groups to follow as you relate the events. Each group acts as a whole for their roles (e.g., the entire group preaches rather than just selecting one person to be Peter). The *apostles* group will move around as the story dictates.

**When Peter and John went to the Temple to pray, they saw a lame man (*people* place peeper hands in their laps because they cannot move) so they prayed for him (*apostles* stand in front of people). When the apostles prayed in the name of Jesus, the lame man was healed! He jumped up (*people* raise peepers in air) and started praising God! Peter started preaching to the people about Jesus (*apostles* open and close peeper hands as though talking to the *people* group).**

**The Jewish rulers or leaders did not like this. They got together (*leader* peepers huddle close together) and threw the apostles in jail! *Apostles* stand behind jail door/jail. But it was too late. Many of the people who had listened to the apostles believed and worshiped Jesus. *People* worship.**

- Why do you think the Jewish rulers threw the apostles into jail?
- How did the people react to God’s Word being preached?

**The next day the leaders let the apostles out of jail. *Apostles* stand in front of leaders. The leaders (*leaders* move hands as though talking) asked the apostles how they had the power to heal that man. The apostles preached to the leaders about Jesus. *Apostles* move hands as though talking. They told them there is no other name that saves and heals—only Jesus!**

**The leaders huddled together again (do so) and realized these apostles were smarter than they had thought. The leaders threatened the apostles (*leaders* make jabbing motions toward the *apostles*) and told them to stop preaching about Jesus.**

- How would you feel if you were:
  - a) the apostles;
  - b) the Jewish leaders;
  - c) the people?
- Who was standing for Jesus?

**The apostles did not stop preaching! They left the leaders and went back to the people (do so) and started preaching again (talking motions). They prayed for the people (*apostles* lay peeper hands on *people* peeper hands) and many people were healed. *People* worship.**

Guess what? The Jewish leaders did not like this! They huddled together (do so), arrested the apostles again, and put them in jail. *Apostles* return to jail.

The apostles didn't have to wait for the leaders to let them out the next day. That night, an angel (use the *angel* peeper) came to the jail, opened the door, and let the apostles out. The angel said, "Go, stand and speak in the Temple to the people all the words of this life."

- Where do you think the apostles went when they left the jail?

The apostles went back to the people and started preaching again! Many people believed and were baptized and filled with the Holy Ghost. Many people were healed. The people worshiped and rejoiced!

- Compare and contrast each group's attitude toward the message of the Holy Ghost.

## DO THE WORD

### Life Application

Select four volunteers to hold the posters. Discuss each poster as it is attached to the jail.

1. Preach God's Word  
**The apostles preached God's Word everywhere they went.**
2. Minister to Others  
**The apostles ministered to people any way they could—by preaching, praying, and loving them.**
3. Don't Stop!  
**Nothing stopped the apostles—not the angry Jewish rulers, not threats or bullying, and not even jail.**
4. See Results  
**The Holy Ghost brought amazing results as they preached and ministered! People repented, were baptized in Jesus' name, and received the Holy Ghost. People were healed and delivered from sin.**

These four posters aren't just about the apostles, but they are about us here today! Ask students how they can apply each poster to their own lives. (1) Refer to the memory poster. (2) Praying for others, being kind, helping others, and loving them. (3) Bullies or people making fun of us cannot stop us. (4) People who believe Acts 2:38 (refer to salvation board) and are healed and saved from sin.

Have students pray for one another to stand up for Jesus no matter what.

### Activity Paper

On page 1, students color the posters. Provide foam stick-on numbers for students to attach to each poster.

Page 2 offers an activity for Acts 5:20.

### Life Application supplies:

- Life app posters
- Tape or pins
- Bible art: Angel Leading Disciples

### Activity Paper supplies:

- Activity papers
- Coloring tools (glitter pens, paint pens)
- Foam stick-on numbers 1-4 (1 set per student)

## End of Lesson Discussion Questions

- Summarize the results of the Jewish ruler's actions. Why weren't they able to stop God's Word?
- What might have happened if the apostles had given up when they were put in jail?
- Discuss what might happen in our lives when we stand up for Jesus.

Collect badges.

## OPTIONAL ACTIVITIES AND IDEAS —

### Option 1:

#### Option 1 supplies:

- Bible
- Music

Sit in the circle of chairs and pass the Bible around while the music plays. When the music stops, the student holding the Bible recites the memory verse and then steps out of the circle. Continue until every child has recited the verse.

#### Option 2 supplies:

- Peeper puppets

### Option 2:

Students will act out scenarios where they stand up for Jesus. Discuss situations in life where we must stand up for Jesus. Form small groups or pairs, and assign some to be Christians and the others to be people who try to stop them from standing up for Jesus. No personal contact is involved, but students should use words, such as "I don't believe you!" "You don't know what you're talking about." "It's against the law to talk about Jesus."

#### Option 3 supplies:

- SMP poster
- SMP ideas
- Appropriate supplies

### Option 3:

Use a selected idea to teach the special memory passage.

# Full of the Holy Ghost

## Welcome to the Word

- Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers
- Activity** Designate ministry sections in the worship area for children to join (e.g., bus, Sunday school, usher, greeter). Make signs and post in front of grouped chairs. Bring a report card from your elementary years.
- Worship** Suggested songs: “Once Again” from Word Aflame’s *Kids Praise 2*; “If You Can Use Anything, Lord, You Can Use Me”
- Prayer** Photos of church ministry leaders per your activity groups

## Open the Word

- Memory Work** Bibles, unit 2 memory poster (TRP), Bibles, memory charts, crayons or markers

## Reveal the Word

- Bible Lesson** Bibles, lesson signs (TRP), flashlight

## Do the Word

- Life Application** Life App questions (TRP), Bible art: Stephen Preaching (TRP)
- Activity Paper** Activity papers; yellow and black crayons, markers, or colored pencils
- Kids in Missions** *Kids in Missions* map (TRP) and newsletter (TRP)

## Optional Activities

- Option 1** White freezer paper, markers and colored pencils
- Option 2** Inflatable world globe
- Option 3**

Items marked with (TRP) can be found in the teacher’s resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Unit 2:

The Church Preaches the Holy Ghost

## Unit Bible Verse:

“Go ye into all the world, and preach the gospel to every creature” (Mark 16:15).

## Scripture Text:

Acts 6–7

## Key Words:

Stephen, Holy Ghost

## Bible Point:

The Holy Ghost will tell us what to say.

## Bible Lesson Verse:

“And Stephen, full of faith and power, did great wonders and miracles among the people” (Acts 6:8).

## Children will:

- Summarize how the early church spread the message of the Holy Ghost.
- Assess how the Holy Ghost affected Stephen’s faith.

## Bible Background

The Sanhedrin was the highest Jewish-led judicial body available to the Jews and supposedly originated during the time of the Maccabees (between the Old and New Testaments). It consisted of approximately seventy-one chief priests and elders with the high priest as acting president. As the Jewish high court, its jurisdiction crossed all national lines and applied to Jews scattered throughout the known world.

Although the Roman conquerors greatly reduced its power, the Sanhedrin administrated civil and religious law. Due to its limited power, Stephen's death was not a legal sentencing; rather, it was a mob form.

## Teacher Insight

Standing up for right. Defending truth. Facing opposition. Beginners rarely face these moments, right? Wrong! National statistics increasingly alarm parents and concerned teachers with the growing number of bullying incidents, peer pressure crime, and domestic violence affecting children. If ever the need for equipping children with truth was evident, it is today.

Stephen's example of courage in the face of adversity needs to ring clear in our Sunday school. You can stand for righteousness. The Holy Ghost will tell you what to say. Adults and children alike need encouragement to be defenders of truth!

# WELCOME TO THE WORD

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

Greet the children and quickly select your church leaders for the day, giving them badges to wear. Let the usher use the offering plate to collect the offering. The assistant helps the students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her. The usher leads students to the worship area.

Ask students who taught them how to speak and read, and who taught them good manners.

**One of the jobs of moms and dads and teachers is to teach us what to say. When someone gives you a present, what do you say? If a stranger talks to you, what do you say? Who told you to say those things?**

Show church frame. **The Holy Ghost will tell us what to say. When we don't know what to say about God,** (show church frame) **the Holy Ghost will tell us what to say.**

The usher leads the children to the drawing board.

### Activity supplies:

- Adult's school report card

**Activity:** Write school subjects and grades on a whiteboard. (Use letter grades that your local schools would use and your students would be familiar with.)

Example: Math      A+  
                  Spelling    B

- **What am I writing?**
- **Where do we see these things?**

Show your report card. Allow questions and discussion.

- **Who sees your report card?**
- **Why do you get a report card?**

Everyone likes a good report card. A good report means you worked hard and did well at school. It makes others notice your work. What does your mom or dad say when you do a good job on a chore at home? You might be asked to do something special because you have a good report.

Imagine that you must choose new helpers for our church (*name a ministry the children know, such as the bus ministry, children's church helpers, or hospitality ministry*).

- **Who would you choose as helpers?**
- **Why would you choose those people?** They attend church faithfully; they are always smiling and greeting others; or they are great examples of prayer and godly living. Beginners may need some help identifying these concepts.

Let students choose which ministry they would like to help and then sit in the appropriate chair grouping.

## Worship

**How can we receive a good report card from Jesus?** Love Him, talk with Him, read His Word, worship Him. **We don't really get report cards from Him, but when Jesus sees us doing good, He will tell us what to say in important situations.**

Sing "Once Again" from Word Aflame's *Kids Praise 2*, or "If You Can Use Anything, Lord, You Can Use Me."

## Prayer

**The disciples needed help in the church, so they chose men who were full of the Holy Ghost.**

- **How can we be full of the Holy Ghost?**

**After they chose these men to help at church, the disciples prayed for them. We can pray for our church helpers.** Distribute pictures of church leaders to their matching ministry groups. Each group prays for their leader.

# OPEN THE WORD

---

## Memory Work

**"Go ye into all the world, and preach the gospel to every creature" (Mark 16:15).**

The usher leads the children to the Pastor's Office wall to study the Word. Gather at the unit 2 poster and let the assistant point to each word as you lead students in reading it. Help students find the verse in their Bibles. Read it aloud together. Review the word cards and discuss the meaning of the verse.

Let the children find the puzzle pieces and put the puzzle together. It may be a bit chaotic, but let the students work it out.

Students update their memory charts.

### Prayer supplies:

- Pictures of church ministry leaders

### Memory Work supplies:

- Bibles
- Unit 2 memory verse poster
- Memory charts
- Bible stickers
- Memory verse puzzle (pieces hidden around room)
- Word cards from lesson 5

### Teaching Tip

Do your students bring their Bibles to class? Many adults are using electronic devices to access their Bibles, rather than carrying a printed Bible. Children may not have that option, but they should be encouraged to bring their Bibles and develop Bible skills.

# REVEAL THE WORD

## Bible Lesson

### Bible Lesson supplies:

- Bibles
- Lesson signs
- Flashlight

### Bible Lesson Verse

“And Stephen, full of faith and power, did great wonders and miracles among the people” (Acts 6:8).

**Access Prior Knowledge:** Have you ever been asked a question you could not answer? How did you feel?

When people ask us about Jesus, we need an answer. Our story is about a man who let the Holy Ghost tell him what to say.

### Full of the Holy Ghost

Ask the children to read, or follow along as you read, Acts 6:3.

Print the *italicized* words on the board.

- **How many men did the disciples choose to be helpers?** *Seven*
- **What was special about these seven men?** *Honest report and full of the Holy Ghost and wisdom*

Read Acts 6:5.

- **Who was the first man they chose?** *Stephen*
- **What did they notice about Stephen?** *Full of faith and the Holy Ghost*

Select four volunteers to hold the lesson posters. **This is the good report we have of Stephen.**

**He had faith.** Child holds up FAITH sign.

**He was full of the power of the Holy Ghost.** Add HOLY GHOST POWER sign.

Read Acts 6:8.

**The Holy Ghost helped him do wonders and signs among the people.** Add WONDERS AND MIRACLES sign.

Read Acts 6:10.

**He spoke with wisdom and the Holy Ghost!** Add WISDOM sign.

**The Jewish leaders did not like Stephen. He spoke the truth of God’s Word to them. The truth made them feel guilty because they were not doing what they should be doing. They knew Stephen spoke with wisdom and spirit and they couldn’t stand against him. So some of the leaders started telling lies about Stephen, accusing him of speaking against God. Several leaders grabbed him and took him to a special leaders’ meeting. They told more lies about him to the leaders at the meeting.**

**The high priest, who was the leader of the meeting, asked Stephen, “Is it true? Are you speaking against God?”**

**When Stephen heard the lies and questions, he knew the Holy Ghost would tell him what to say. As Stephen stood in front of the council leaders, they saw his face start shining like the face of an angel!** Ask a volunteer to shine a flashlight at the teacher’s face. (Tip flashlight at an angle so it illuminates face but is not directly in the teacher’s eyes.)

Stephen started preaching to the crowd. He reminded those leaders about God's Word and about Abraham, Jacob, Joseph, and Moses. Then he told them about Jesus and the Holy Ghost. The more he talked, the angrier the leaders got. Then Stephen accused them because they did not believe God's Word and they were fighting against the Holy Ghost. He was not afraid to speak to them. The Holy Ghost told him what to say to make those leaders understand God's Word.

## DO THE WORD

### Life Application

Listening to the Holy Ghost is important because (show church) the Holy Ghost will tell us what to say. Choose a volunteer. **This volunteer may only say what I whisper to him.** Distribute questions and let students ask them one at a time.

- **Who was Abraham?** *God made him the father of the Jews.*
- **What did Moses do?** *He led the Israelites out of Egypt with God's help.*
- **What did God give Moses?** *The Ten Commandments*
- **What did Solomon build?** *The Temple his father David wanted to build*
- **What did Stephen say to the leaders?** *You are fighting the Holy Ghost.*

Thank the volunteer. **I am not the Holy Ghost, but the answers I told (name) to give were similar to what the Holy Ghost told Stephen to say to the leaders accusing him. The Holy Ghost won't speak like a booming voice from Heaven, but it will put the words in your mind of what to say. Stephen was full of the Holy Ghost and spoke God's Word with Holy Ghost anointing.**

**We can be like Stephen. We never have to be afraid to share God's Word with others because (show church) the Holy Ghost will tell us what to say.** Lead the children in a prayer that they would become like Stephen and speak what the Holy Ghost tells them.

### Activity Paper

Help students read the sentences. If the statement is something the Holy Ghost will tell us to say, they color the bubble yellow to represent the shining face of Stephen. If it is not, they color the bubble black.

On page 2 is an activity teaching Acts 6:8 and the Bible point.

### End of Lesson Discussion Questions

- Explain how Stephen spread the message of the Holy Ghost when he spoke to the leaders.
- Develop an explanation to tell others how the Holy Ghost affected Stephen's faith.

Collect badges.

### Life Application supplies:

- Life App questions
- Bible art: Stephen Preaching

### Activity Paper supplies:

- Activity papers
- Yellow and black crayons, markers, or colored pencils

# OPTIONAL ACTIVITIES AND IDEAS

## Option 1:

### Option 1 supplies:

- White freezer paper
- Markers and colored pencils

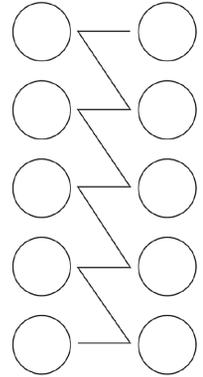
**Stephen was known for his good report and being full of the Holy Ghost. We can be like Stephen.** Cover a table with white freezer paper. Supply markers and colored pencils. Assign each child an area to decorate. Explain that they are to create a class mural of the good report your church has by drawing or writing things the Lord is doing among His people.

### Option 2 supplies:

- Inflatable world globe

## Option 2:

Arrange students into two lines, facing each other one-on-one. Give the inflatable globe to a student at one end. Students begin tossing the ball back and forth from line to line in a zigzag pattern (see diagram). The first student says the first word of the unit 2 Bible verse as he throws the ball to the student diagonally across from him. Students continue reciting the verse in order until it is completed.



When the ball reaches the end of the line, simply reverse the throwing pattern. Repeat until the entire verse has been recited. Play as many times as possible to help cement the verse in the students' memory. To mix it up, start with a student in the middle of the line and let him decide which direction to go with the ball.

## Option 3:

Let students give good reports of one another or people in the church. **You can give a good report because you watch and listen to these people.**

- **How can people give a good report about you?**

**Let the Holy Ghost tell you what to say and people will give a good report about you.**

# Preaching Christ in Samaria

## Welcome to the Word

- Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers
- Activity** Collect ads from local campaigns (e.g., D.A.R.E., MADD, 5K run, etc.). Plan an awareness program called “Preach Jesus” for your class and choose a method for students to advertise it to the church (posters, song, buttons). Gather the necessary supplies to create this method.
- Worship** Hankies or white cloths (1 per student)  
Suggested song: “We Want to See Jesus Lifted High” from *Kids in Worship*
- Prayer** Gather items that represent missions (especially Central America and Caribbean) and create a missions table. Suggestions include maps, globe, missionary poster, pictures or books about countries, and flags.

## Open the Word

- Memory Work** Cut apart the memory verse pieces (TRP) and place each set in its own envelope. Bibles, unit 2 memory verse poster (TRP), word cards from lesson 5 (TRP), three inflatable globes, adhesive tape, scissors, memory charts, Bible stickers (TRP) 

## Reveal the Word

- Bible Lesson** Borrow a Lego or Playmobil set that includes blocks or buildings, mini figures, and a horse. Ask teen boys to help build the city of Samaria on one end of the table. Place a sandpaper road and a blue tissue paper river at the other end of the table. Ask a teen to build a chariot for the horse to pull. If enough figures or Lego blocks are available, give each student a Lego person to use during the lesson.

## Do the Word

- Life Application** Milk, chocolate syrup, chocolate milk powder, plastic transparent cups, spoons, Bible art: Philip and the Ethiopian Eunuch (TRP)
- Activity Paper** Activity papers, pencils
- Kids in Missions** *Kids in Missions* map (TRP) and newsletter (TRP)

## Optional Activities

- Option 1** Place each trail mix ingredient (see page 45) in its own bowl.
- Option 2** Write 5, 10, or 15 on the end of nine craft sticks and place the sticks (points end down) in an opaque container.  
Review questions  for lessons 1-7
- Option 3** Items from the mission display

Items marked with (TRP) can be found in the teacher’s resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Unit 2:

The Church Preaches the Holy Ghost

## Unit Bible Verse:

“Go ye into all the world, and preach the gospel to every creature” (Mark 16:15).

## Scripture Text:

Acts 8

## Key Words:

preach, Samaria, Ethiopian

## Bible Point:

Preach Jesus!

## Bible Lesson Verse:

“He commanded us to preach unto the people” (Acts 10:42).

## Children will:

- Summarize how the early church spread the message of the Holy Ghost.
- Compare Philip’s two preaching excursions and contrast the outcomes.

## Bible Background

The location of biblical Samaria changed throughout the centuries. Originally built by Old Testament King Omri, the city was slightly northwest of Shechem and in the mountains of Israel. The Book of I Kings indicates that he made it the new capital of the northern kingdom. In the New Testament, it is only mentioned in reference to Philip's ministry, although reference is made several times to people from the Samaritan region. At that time, Palestine was divided into three regions: Judea, Samaria, and Galilee, with Samaria being in the center, about thirty-five miles from Jerusalem.

## Teacher Insight

Philip's ministry is a powerful example to teachers. He was not called an apostle, but was named a deacon whose task was to serve within the church. Philip did what was natural: telling others about Jesus wherever he went. His willingness to preach Jesus allowed him to hear the voice of the Lord, sending him to unusual places and circumstances.

As a teacher, you step into your own pulpit every Sunday morning to preach the Word and lead precious youngsters to salvation. Be a Philip! Witness to those you meet on a daily basis. Your assigned ministry may be Sunday school teacher, but your life ministry is to preach Jesus. It does not take a pulpit—it only takes sharing Jesus with a friend!

# WELCOME TO THE WORD

Greet the children and quickly select your church leaders for the day, giving them badges to wear. Let the usher use the offering plate to collect the offering. The assistant helps the students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her. The usher leads the students to the worship area.

**Activity:** Examine your student's knowledge with regard to slogan campaigns. Show the ads you collected. Beginners may be familiar with a D.A.R.E. program at school or an anti-smoking thrust among children. Lead a discussion about these efforts and ask students thought-provoking questions such as:

- Why would people be involved in such programs?
- What good comes from sharing these programs in the community?

**We have a campaign that takes a lifetime to promote.** Show the church frame. **Preach Jesus.**

- How can we preach Jesus?
- Why should we preach Jesus in our neighborhoods?
- What results could we see when we preach Jesus?

**It is easy to preach Jesus—just share what you know about Him everywhere you go.** Choose a method to involve the children in getting this message out to your church—make a mural, make campaign-style signs, create buttons to wear, and so on. Provide art supplies and allow the children to launch their own “Preach Jesus” campaign.

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

### Activity supplies:

- Ads from community campaigns (D.A.R.E., MADD, 5K run, etc.)
- Various art supplies

## Worship

Give each child a hanky or cloth. Explain how many years ago people in church waved hankies as they worshiped. It was like waving banners. Sing “We Want to See Jesus Lifted High” or another worship song.

## Prayer

Allow the children to explore the missions table. Discuss the objects, maps, and missionaries that are displayed. Find various countries on the map or globe and pray for each area.

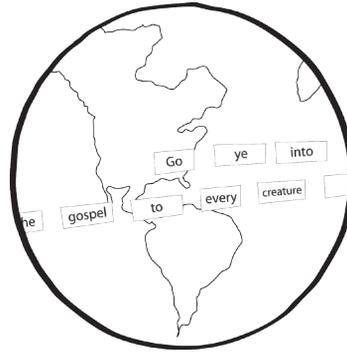
# OPEN THE WORD

## Memory Work

“Go ye into all the world, and preach the gospel to every creature” (Mark 16:15).

The usher leads the children to the Pastor’s Office wall to study the Word. Gather at the unit 2 poster and let the assistant point to each word as you lead students in reading it. Help students find the verse in their Bibles. Read it aloud together. Review the word cards and discuss the meaning of the verse.

Discuss how missionaries and evangelists obey this verse. Recite the verse. Form three groups and give each group an inflatable globe and an envelope. Show each group where North America is on their globe—this will be their starting point for attaching verse words. Using tape, the students attach the memory verse—one word at a time—around the globe (start at a northeast angle as shown). The first team to place the verse in correct sequence around the globe wins.



# REVEAL THE WORD

## Bible Lesson

**Access Prior Knowledge:** Ask children what important news or information they have shared with friends or others in their neighborhood (e.g., storm coming, parade, block party).

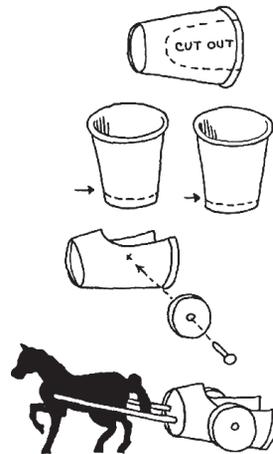
Place the table with the city of Samaria and the desert scene where the children can gather around it, allowing them to interact as much as possible.

## Preaching Christ in Samaria

Review lesson 6, reminding the children how the Jewish leaders persecuted the church. Explain how the church members scattered to other towns because of this persecution.

**Acts chapter 8 introduces us to another of the new deacons or leaders in the church.** Show the Lego figure representing Philip. **Philip was chosen because he was filled with the Holy Ghost and acted with wisdom, just like Stephen.**

**Philip went to a city called Samaria.** Point to the Lego city and prompt children to bring their figures to the city. **When he arrived, he began preaching Jesus. Great things happened!** Prompt children to act these scenes with the figures. **People repented. They were baptized in Jesus’ name. They received the Holy Ghost and spoke in tongues.**



## Worship supplies:

- Hankies or white cloths (1 per student)

*Kids in Worship* CD is available through [Christianbook.com](http://Christianbook.com).

## Prayer supplies:

- Missions table with various objects

## Memory Work supplies:

- Three sets of memory verse pieces in envelopes
- Bibles
- Unit 2 memory verse poster
- Word cards from lesson 5
- 3 inflatable globes
- Adhesive tape
- Scissors
- Memory charts
- Bible stickers

## Bible Lesson supplies:

- Bible
- Lego or Playmobil blocks, mini figures, and a horse
- Sandpaper
- Blue crepe paper or tissue paper

If you don’t have Legos, consider: Little People dolls; plastic action figures; Barbie/Ken dolls; or draw faces on inverted cups, clip-style clothespins, cardboard tubes, or balloons. Create a chariot from a cup, cardboard wheels, chenille wire leads, and a plastic horse. Build Samaria with blocks.

## Bible Lesson Verse

“He commanded us to preach unto the people” (Acts 10:42).

Miracles happened. Sick people were better after Philip prayed for them in Jesus' name. All of this happened because Philip preached Jesus!

Then, the angel of the Lord told Philip to leave. The angel told him to go south to Gaza, a desert area. Prompt children to leave their mini-figures and travel with Philip to the other end of the table. Add the chariot with a Lego figure sitting inside. Philip saw a man from the country of Ethiopia sitting in a chariot. He could see that the man was reading God's Word. Philip asked the man if he understood what he was reading, and the man said no.

The Holy Ghost told Philip to teach the Ethiopian man. Philip climbed into the chariot (place Philip inside chariot) and preached Jesus to this man while they traveled down the road. Slowly move the chariot and two characters toward the river. When they saw a river, the Ethiopian stopped his chariot and asked to be baptized in Jesus' name. He understood what Philip was preaching about Jesus and knew he needed to be baptized. Demonstrate his baptism with the figures.

## DO THE WORD

### Life Application

#### Life Application supplies:

- Milk
- Chocolate syrup
- Chocolate milk powder
- Plastic transparent cups
- Spoons
- Bible art: Philip and the Ethiopian Eunuch

- What happened as Philip preached Jesus?

Philip preached Jesus everywhere he went. Acts 10:42 reads, "He commanded us to preach unto the people." Philip did not need a church building to tell others about Jesus. He prayed and saw miracles happen wherever he went. He preached and saw people repent, be baptized, and receive the Holy Ghost.

Select two volunteers. Give each volunteer a cup of milk.

- Philip preached two different places. Who did he preach to?
- How did each group of people react to Philip's preaching?

Explain that the volunteers are going to make chocolate milk to drink. Offer one the chocolate syrup to stir into the milk and the other the chocolate powder. Demonstrate that these are two different kinds of chocolate, but both have the same result: chocolate milk. Discuss how this compares to us preaching Jesus everywhere and to all types of people—preaching Jesus results in people being saved. **In the city or the country, at the zoo or at school, we can tell others about Jesus and see people's lives changed.**

Lead in prayer, asking God to help the students preach Jesus.

Give chocolate milk to everyone.

### Activity Paper

Find the matching puzzle piece and copy the correct word in the blank space on the world.

On page 2 is a simple word search with key words from Acts 10:42.

### End of Lesson Discussion Questions

- What can happen when you preach Jesus?
- Who can you preach Jesus to?
- Compare the two times that Philip preached. What was different? What was the same?

#### Activity Paper supplies:

- Activity papers
- Pencils



# OPTIONAL ACTIVITIES AND IDEAS —

## Option 1:

Make trail mix that tells about Jesus. Let students add each ingredient as you talk about it. **We can preach Jesus wherever we go, on a trail, in the car, or on a plane. This trail mix can remind us of things to say about the Lord.**

- **M&M's** (one large individual size package)—**Jesus is marvelous, magnificent, and** (turn upside down) **wonderful.**
- **Wheat Chex**—**Jesus was born in a stable where there was a lot of hay.**
- **Pretzel circles**—**Jesus' love is like a circle; it never ends.** If pretzel circles are not available, use pretzel sticks. (He is the one true God.)
- **Gold fish crackers**—**Jesus said we should be fishers of men. When we witness we are fishing for people to bring to the Lord.**
- **Raisins**—**these remind us that Jesus raised some people from the dead. Can you name one?**
- **Mini marshmallows**—**Jesus will return in the clouds one day to take us to Heaven.**

Provide a small scoop or spoon in each bowl for students to add ingredients to their bags.

## Option 2:

Divide into teams. Team members take turns choosing a craft stick to reveal the number of points a question is worth when answered correctly. Incorrect answers do not earn or lose points. The team with the most points wins.

## Option 3:

Allow each child to choose one item from the missions display used during the prayer segment. The children will then do a "Show and Tell" as they explain how the items remind them to preach Jesus.

### **Option 1 supplies:**

- Trail mix ingredients in bowls
- Small scoops or spoons (1 per bowl)
- Zipper bags

### **Option 2 supplies:**

- 9 craft sticks (with numbers 5, 10, or 15 written on them)
- Opaque container
- Review questions for lessons 1-7

### **Option 3 supplies:**

- Items from the mission display

# Preaching Jesus to Everyone

## Unit 2:

The Church Preaches  
the Holy Ghost

## Unit Bible Verse:

“Go ye into all the world, and  
preach the gospel to every  
creature” (Mark 16:15).

## Scripture Text:

Acts 10

## Key Words:

service, alms, memorial, vision,  
Jews, Gentiles

## Bible Point:

I will tell others about Jesus.

## Bible Lesson Verse:

“Thy prayers and thine alms are  
come up for a memorial before  
God” (Acts 10:4).

## Children will:

- Summarize how the early church spread the message of the Holy Ghost.
- Illustrate that we must tell everyone about Jesus.

## Welcome to the Word

**Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers

**Activity** Bubble bottles (1 per student), (optional) paper, balloons and air pump

**Worship** Teakettle/pot, water, memorial cards (TRP) (cut apart and shuffled), Prayer memorial poster (TRP), Worship and Alms memorial poster (TRP), Plasti-Tak  
Word card (TRP): MEMORIAL

## Prayer

## Open the Word

**Memory Work** Bibles, unit 2 memory verse poster (TRP), word cards from lesson 5 (TRP), memory charts, Bible stickers (TRP) 

## Reveal the Word

**Bible Lesson** Gather stuffed or plastic creatures to put on a white sheet: pig, horse, camel, crow, eagle, snake, lizard, frog. Fold the sheet over so creatures cannot be seen and place by the teacher's chair.  
Bible; vision animals (TRP) (optional)

## Do the Word

**Life Application** Bible art: Peter Preaching to Cornelius (TRP)

**Activity Paper** Activity papers, crayons or pencils

**Kids in Missions** Kids in Missions map (TRP) and newsletter (TRP)

## Optional Activities

**Option 1** Inflated balloon(s) (not helium)

**Option 2** Inflatable globe, music

**Option 3**

Items marked with (TRP) can be found in the teacher's resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Bible Background

Jesus instructed His disciples to pray in secret that they might be rewarded openly. Both Cornelius and Peter prayed in secret and at specific times. *Matthew Henry's Commentary* suggests Peter's prayer time refers to David's morning, noon, and night routine, while Cornelius's prayer went up at the same time the evening offering was being made in the Temple. Regardless of the time frames, God rewarded each man with an expressed word of instruction. Had they not been committed to personal prayer time, Cornelius would not have received the Holy Ghost and Peter would not have been part of the Gentile awakening.

## Teacher Insight

College education majors often hear the need to be a life-long learner in order to be an effective teacher. Teachers in the kingdom of God should model and teach the importance of being a life-long learner of the Word and ways of God. Your students need to know that learning doesn't stop at adulthood. Share with your students how you continue to learn God's Word and how God has sent teachers to help you. Invite your pastor to share the many ways he seeks out godly teachers to help him be a better pastor.

# WELCOME TO THE WORD

Greet the children and quickly select your church leaders for the day, giving them badges to wear. Let the usher use the offering plate to collect the offering. The assistant helps the students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her.

Ask teachers to stand in a line facing students (be sure you join them), and then ask students to form a line. **What is the teacher's job in this class?** Tell students to go down the line and shake each teacher's hand. **I had teachers who helped me and taught me about Jesus. I still listen to teachers so I know what to say and how to say it. Because I am a teacher (show church), I will tell others about Jesus. But guess what? You don't have to be a teacher to tell others about Jesus! Say the Bible point with me.**

**Activity:** What are some things that go up in the air? Balloons, breath, airplanes, birds, rockets, bubbles, kites

**Most things that go up will come down. Even helium balloons will eventually lose their power to stay up. Airplanes, kites, even bubbles come down. But it is fun while they are up!**

Let students spend a few minutes blowing bubbles and seeing how high they go. After a few minutes, collect the supplies and let students dry their hands.

**Bubbles go up and then pop, or come down and then pop. They do not last forever. However, I know at least two things that can last forever, and I will tell you what they are in just a few minutes.**

The usher leads the children to the worship area.

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

### Activity supplies:

- Bubble bottles (1 per student)
- Optional: paper, balloons and air pump

Plug in the teakettle so the water will get hot while the children are playing the activity. The steam should be pouring out by the time you begin worship.

*Other indoor options:* Let students make paper airplanes and fly them. Or use an air pump to inflate balloons but do not tie them off. Children hold their balloons until all are ready, than at your "go" release them and watch them fly.

### Worship and Prayer supplies:

- Teakettle/pot
- Water
- Word card: MEMORIAL
- Memorial cards and posters
- Plasti-Tak

## Worship and Prayer

Open the spout or remove the lid so the students can see the steam. **What direction does the steam go? Steam is what happens when the water boils and begins to evaporate. The water turns into a gas and looks like a mist rising upwards. It eventually becomes invisible as it moves farther away from the water. Like the bubbles, it does not last forever.**

Would you like to know two things that last forever? Your giving to God and your prayers will last forever! When you give in the offering, when you give your time and your abilities to God, and when you pray to God, you are building a memorial. What is a memorial? Mount the MEMORIAL word card. A memorial is something that helps us remember certain people, events, or things that are important. Statues of people are memorials, a way to remember those people long after they are dead. Sometimes people build a special building in honor of someone else as a way to remember that person.

When you give in the offering, you are building a memorial to God. He sees it and will remember you gave. When you give a testimony, He remembers. When you give your time and abilities to God, He remembers. When you pray, He remembers. You are building your very own memorial every time you send something up to God.

Show the stack of cards and two posters. Explain to students that they will select cards and determine which poster the cards go to so they can build two memorials. **If it is a prayer picture, pray for that need before mounting it to the poster. If it is a worship or offering card, add it to the worship memorial poster as you say, thank You, Jesus!** Start at the bottom and build up.

### Memory Work supplies:

- Bibles
- Unit 2 memory verse poster
- Word cards from lesson 5
- Memory charts
- Bible stickers

## OPEN THE WORD

### Memory Work

“Go ye into all the world, and preach the gospel to every creature” (Mark 16:15).

The usher leads the children to the Pastor’s Office wall to study the Word. Ask students to say the verse without help or looking at the poster. Help students find the verse in their Bibles. Read it aloud together. Review the word cards and discuss the meaning of the verse. One at a time, let volunteers lead the class in saying the verse using different methods: whisper, shout, kneeling, standing on tiptoes, and so on.

Let students update their memory charts.

### Bible Lesson supplies:

- Sheet with animals hidden inside
- Bible
- Optional: vision animals

### Bible Lesson Verse

“Thy prayers and thine alms are come up for a memorial before God” (Acts 10:4).

## REVEAL THE WORD

### Bible Lesson

**Access Prior Knowledge:** Ask children to name important messages they have had from parents, teachers, or the news.

**Our Bible story is about two men, Cornelius and Peter. When I say *Cornelius*, point to the memorial posters. When I say *Peter*, point to me.** Show the children how to use their (*hand closest to the posters*) to point to the posters, and their other hand for pointing to the teacher.

### Cornelius Has a Vision

In Acts 10 we read about *Cornelius*, who was an Italian soldier. Even though he was not a Jew, *Cornelius* and all the people in his house respected and loved the one true God. *Cornelius* also gave a lot of money to the poor and prayed always. *Cornelius* was a good man.

One day as *Cornelius* was praying, he had a vision. A vision is like a dream God gives when He wants to tell a person a special message. God lets a person see things that are not actually in front of him, much like dreaming while you are awake or even praying, only it feels and looks real.

In *Cornelius's* vision, an angel spoke to him. "Thy prayers and thine alms are come up for a memorial before God." All of *Cornelius's* prayers, and his giving, and his love for God went up, up, up to build a memorial (point to posters) for God to remember. The angel told *Cornelius* to send men to the city of Joppa to find Simon *Peter*, who would teach *Cornelius* what to do.

When the angel was gone and the vision ended, *Cornelius* immediately sent men to Joppa to find *Peter* and bring him back. While *Cornelius's* men were looking for *Peter*, *Peter* was on the roof praying and having his own vision. Open sheet and show animals. *Peter's* vision had all kinds of animals in it, animals that God's law said he was not supposed to eat. Then he heard a voice telling him to eat them. He saw the same vision three times. *Peter* was very confused and didn't know what to do.

*Cornelius's* men arrived and said God had told *Cornelius* to find *Peter* and ask him to come teach them. The Spirit of God told *Peter* to go with the men and not worry or doubt anything.

When *Peter* arrived at *Cornelius's* home and learned of *Cornelius's* vision, *Peter* understood that God had sent him to preach the gospel to the Gentiles, people who were not Jews like he was. *Peter* had always thought Jesus had come to save only Jews like him, but his vision told him everyone needed to know about Jesus.

*Peter* understood that God would forgive anyone who repented of his sins, and God would fill them with His Spirit. *Cornelius* and everyone in his house heard *Peter* teach about Jesus, believed everything he said, and were the first Gentiles to be filled with the Holy Ghost, speaking in other tongues. *Peter* told them to be baptized in the name of Jesus and they obeyed.

## DO THE WORD

---

### Life Application

You may stop pointing. *Cornelius* loved and followed God with all his heart even though he was not a Jew.

- Why wasn't being a good man who prayed and gave to God good enough for *Cornelius*?

We know many good people who do not know Jesus or what the Bible says. Refer to the memorial posters and discuss the good things people do.

- Why isn't being good all we need to do to be saved?
- How can people find out how to repent or be baptized? How can they learn about the Holy Ghost?

Show church frame. I can tell others about Jesus so they will be like *Cornelius* and listen to what we say. When we tell others the Word of God, we need to believe their lives will be changed.

#### Life Application supplies:

- Bible art: Peter Preaching to *Cornelius*

**Activity Paper supplies:**

- Activity papers
- Crayons or pencils

**Activity Paper**

In box 1, draw a picture of something others have taught you about Jesus. In box 2, draw a picture of something about Jesus that you can tell others.

On page 2 is the unit memory verse poster for children to color.

**End of Lesson Discussion Questions**

- Discuss what might have happened if Cornelius or Peter had ignored their visions.
- Summarize what happened in the story.
- Develop some scenes where you tell good people about Jesus; what would you say?

Collect badges.

## OPTIONAL ACTIVITIES AND IDEAS —

### Option 1:

**Option 1 supplies:**

- Inflated balloon(s)

Play a modified game of volleyball. The goal is to keep the balloon in the air. If your student count is low or your room is small, simply toss the balloon into the group and let them play. For larger groups, you may form teams to work together to keep the balloon(s) in the air.

**Cornelius did not make a game of giving to the Lord or praying to Him. However, he made sure he kept his giving and his prayers going up to Heaven. God blessed him by sending him a teacher to tell him about Jesus.**

**Option 2:****Option 2 supplies:**

- Inflatable globe
- Music

Play hot potato as you pass the inflatable globe. When the music stops, the person holding the globe shares something about Jesus that he could tell others.

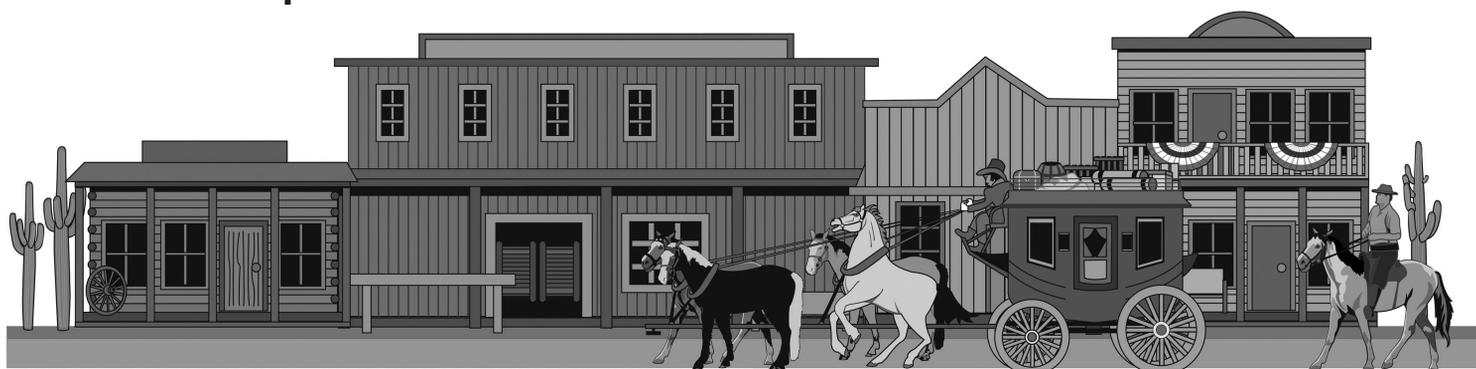
**Option 3:**

While these are not common worship songs in big church, classic Sunday school songs have important messages that stay with a child into adulthood. Search *YouTube* for some fun versions of Sunday school songs and show them to the children.

- “Father Abraham”
- “I’m in the Lord’s Army”
- “It’s Bubbling”
- “The Devil Is a Sly Old Fox”
- “Jesus Loves Me”
- “Jesus Loves the Little Children”
- “Hallelu, Hallelu, Hallelu, Hallelujah! Praise Ye the Lord!”
- “If You’re Happy and You Know It”
- “Head and Shoulders”
- “This Little Light of Mine”
- “I’ve Got Something in My Pocket”
- “I Am a C (C-H-R-I-S-T-I-A-N)”

# Real Men of God:

## Roundup Time



**A**lthough the days of the Wild West are long gone, there is still something about that era that appeals to every age. Transform your room into a western ranch for roundup time and watch your students' reactions. Party supply stores and teacher stores offer a variety of western theme décor. Visit Pinterest and search the Internet for ideas so you can get a head start on your décor.

The Wild West had more than its share of great men, both good and bad. Many bad men turned good and became sheriffs or marshals. Likewise, many good men turned bad as they went after immediate satisfaction, rather than looking at the good they were doing. This summer your students will learn about the patriarchs and why we call them great men of God. It is a time to let your students know they can be God's friends, that He keeps His promises, that He will take care of them, and that He will bless them.

Check our website about mid-April for a preview of the titles and theme pages for the summer quarter as you wait for your new curriculum to arrive.

[www.pentecostalpublishing.com/pentecostalpublishing.com/t-lessonthemes.aspx](http://www.pentecostalpublishing.com/pentecostalpublishing.com/t-lessonthemes.aspx)

**Order now to receive it by June 1.**

866-819-7667 • [www.pentecostalpublishing.com](http://www.pentecostalpublishing.com)

### Unit 1: God's Friend, Abraham

1. God Saves Lot
2. God Keeps His Promise to Abraham
3. God Has a Bride for Isaac

### Unit 2: The God of Isaac and Jacob

4. God Gives Isaac Sons
5. God's Blessing Goes to Jacob
6. God Visits Jacob in a Dream
7. God Changes Jacob's Name

### Unit 3: God Blesses Joseph

8. God Gives Joseph Dreams
9. God Is with Joseph
10. God Gives Joseph Understanding
11. God Places Joseph in Charge
12. God Blesses Joseph's Family

# Jesus Transforms Saul

## Unit 3:

The Church Serves Jesus

## Unit Bible Verse:

“And whatsoever ye do, do it heartily, as to the Lord, and not unto men” (Colossians 3:23).

## Scripture Text:

Acts 9

## Key Words:

light, change, new creature

## Bible Point:

Jesus changes us so we can serve Him.

## Bible Lesson Verse:

“Therefore if any man be in Christ, he is a new creature: old things are passed away; behold, all things are become new” (II Corinthians 5:17).

## Children will:

- Determine why and how the church serves Jesus.

## Welcome to the Word

- Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers
- Activity** Collect three same-size marbles: white, black, and green (or whatever three colors you can find) and place them in an opaque bowl or bag.  
Good cards (TRP)
- Worship** Suggested song: “I Am a C-H-R-I-S-T-I-A-N”
- Prayer** Secure a piece of yellow tissue paper over a flashlight to subdue the brightness.

## Open the Word

- Memory Work** Cut the memory verse sheet (TRP) into phrases and put into numbered envelopes (1 envelope per student).  
Bibles, unit 3 memory verse poster (TRP), memory charts, Bible stickers (TRP)   
Word card: HEARTILY (TRP)

## Reveal the Word

- Bible Lesson** Bring a pitcher or can for a teacher to speak into to imitate the voice of God. Make a sign that says SSSHHH.  
Bible, flashlight

## Do the Word

- Life Application** Prepare small wedges of lemons, small cups of lemonade, and small baggies of popped popcorn.  
Bible art: Saul’s Conversion (TRP), unpopped popcorn kernels
- Activity Paper** Activity papers, crayons or pencils
- Kids in Missions** Kids in Missions map (TRP) and newsletter (TRP)

## Optional Activities

- Option 1** Construction paper, scissors, tape
- Option 2** Visit [www.upwithmks.com/profilesheets.html](http://www.upwithmks.com/profilesheets.html) and print profile sheets of missionary kids in the Central America/Caribbean region (1 sheet per student).  
Kids in Missions map (TRP), markers
- Option 3** Paper dolls  (1 doll per student), markers, flashlight

Items marked with (TRP) can be found in the teacher’s resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Bible Background

Do you know God did not change Saul's name to Paul? Saul's Jewish name was Saul, and his Roman name was Paul. The alternate name was introduced (almost as a side note) in Acts 13:9, when the focus of Saul's mission turned to reaching the Gentiles—non-Jews who would have addressed him as Paul. From that point, Luke (the author of Acts) addressed Paul by his Roman name. After Acts 13, Paul only referred to himself as Saul when retelling his conversion experience. In his epistles, which are addressed to Gentiles, he referred to himself as Paul.

## Teacher Insight

In Saul's conversion experience, God did more than just influence his thoughts (abstract); God perceptibly revealed Himself to Saul (concrete).

God can easily shift into an abstract concept as children categorize Bible stories with fairytales. After all, don't they sound just as fantastic as "Pinocchio" and "Cinderella"? Children will say they believe the Bible stories, but they do not expect to actually see a similar divine encounter.

When telling any Bible narrative, stress the magnificence of God's divine interaction, relating it to the concrete reality that God may appear similarly to your students. These are not mere stories; they are real-life events in His story.

# WELCOME TO THE WORD

Greet the children and quickly select your church leaders for the day, giving them badges to wear. Let the usher use the offering plate to collect the offering. The assistant helps the students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her.

**Activity:** Have you ever gotten in trouble for doing something good? In Bible days, some Christians were arrested just because they were Christians!

**In this game, some of you are going to be "arrested" and sent to jail. When you draw a card, read the card aloud and then draw a marble from the bowl. If you draw a white marble, you stay free. If you draw a black marble, you go to jail. If you draw a green marble, everyone in jail goes free.**

Let students quickly position the chairs into a "jail" zone. Stack the cards face down on the table. Be sure child cannot see which marble he is drawing. If necessary, return cards to the stack but only after all cards have been used.

## Worship

Sing a fast-paced worship song, such as "I Am a C-H-R-I-S-T-I-A-N."

**If the people had sung this in Peter's days, they probably had to sing it in hiding. Everyone hide behind your chairs while we sing.** Lead the song in soft quiet tones.

**It's safe now. We can come out from hiding. Let's sing it again!** Do so in a loud voice.

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

### Activity supplies:

- 3 colored marbles in opaque container
- Good cards

If you are using colors other than white, black, or green, adapt the text accordingly.

This song can be found on *YouTube*.

### Prayer supplies:

- Flashlight covered with yellow tissue paper

## Prayer

- What does it mean when something is illegal? What are some illegal things?

Imagine being in a quiet church service. Everyone has to speak softly, there can be no music, and no one can shout or worship loudly.

In Bible days, Christians had to be very careful. Sometimes they had to go into hiding, just like we did when we sang. They even had to pray in hiding.

For the next few minutes, we are going to be a class meeting in secret. Everything must be done quietly, so follow my lead.

Turn on the flashlight and then turn out the lights. Lead students to huddle around the light.

Speak in soft tones. **Who has a prayer request?** When you hand a child the flashlight, he gives his prayer request and the class prays for his need. Continue until all children have had an opportunity.

## OPEN THE WORD

### Memory Work

“And whatsoever ye do, do it heartily, as to the Lord, and not unto men” (Colossians 3:23).

The usher leads the children to the Pastor’s Office wall to study the Word. Quietly help students find the verse in their Bibles. Softly read it aloud together. Introduce the word card *heartily*. **Heartily means “enthusiastic, whole-heartedly, or completely.” Whatever work we do, we should do it completely and with enthusiasm, as though we are doing it for God and not just for people. It is important that we please God in everything we do.**

In Peter’s day the people had no Bibles; they only had their memories and letters they wrote and read to each other. Many times they had to do this in secret.

Give each student an envelope. Students should quietly get in the correct number order, open their envelopes, and then go down the line, softly reading their phrase.

Students update their memory charts.

## REVEAL THE WORD

### Bible Lesson

**Access Prior Knowledge:** Ask children to name something they believed until something happened that changed their mind (e.g., thought the dog next door was mean until one day it came over and licked your face).

- Why are we pretending to be meeting in secret?

When I hold up my SSSHhh sign, put your finger to your lips and say, “Ssshhh” and then duck your head as though you are hiding. When I count to three, you can raise your head. Practice.

### Memory Work supplies:

- Envelopes with memory verse phrases (1 per student)
- Bibles
- Unit 3 memory verse poster
- Memory charts
- Bible stickers
- Word card: HEARTILY

### Bible Lesson supplies:

- Pitcher
- SSSHhh sign
- Bible
- Flashlight

### Bible Lesson Verse

“Therefore if any man be in Christ, he is a new creature: old things are passed away; behold, all things are become new” (II Corinthians 5:17).

## Jesus Transforms Saul

The Book of Acts tells about Saul, a Jew who loved the God of Israel with all of his heart. He had been to school, knew all of the Ten Commandments, and he did everything he was supposed to do according to God's law. However, he thought Jesus was a criminal who had died on a cross. Saul thought people who followed Jesus were disobeying God's law. Ssshhh; 1, 2, 3. When Saul found people praying in Jesus' name, he would arrest them. This made the Christians very nervous, so they went into hiding. Ssshhh; 1, 2, 3.

Saul really believed he was doing right for God when he hunted Christians. He did not understand Jesus was God's Son or that Jesus had come to save us from our sins. So Saul hunted all around Jerusalem for anyone who looked like a follower of Jesus. Ssshhh; 1, 2, 3.

One day Saul heard about some Christians in the city of Damascus telling everyone about Jesus. The believers probably didn't have to meet in secret because Saul was far away in Jerusalem, so they were not worried about being arrested.

Saul got permission to go to Damascus and arrest the Christians. He packed up and took some men with him on his journey. Any Christians who heard Saul was traveling nearby probably went into hiding. Ssshhh; 1, 2, 3.

Remove tissue and hold light over children's heads, pointing down on them. Suddenly a bright light from Heaven shone down on Saul! Then he heard a deep voice speak. Another teacher speaks into the pitcher to imitate the voice of God, "Saul, why are you hunting Me?"

Saul answered the voice, "Hunting You? Who are You, Lord?"

Teacher speaks. "I am Jesus, the one you are hunting. Now go to Damascus and I will tell you what to do."

- How do you think Saul felt when he realized that all the time he had been hunting Christians, he had actually been hunting Jesus?

Turn on lights and turn off flashlight. Saul got up and suddenly realized the light had blinded him. His friends, who had heard the voice but had not seen the light, had to lead Saul into the city of Damascus to the house of Judas. For three days he sat without eating or drinking anything.

While Saul waited, a good Christian leader named Ananias had a dream from God.

Teacher speaks into the pitcher. "Ananias! Go to Judas's house and ask to see Saul of Tarsus. I have told him you are coming to heal him."

Ananias was afraid! Ssshhh; 1, 2, 3. He had heard of Saul. "The Saul of Tarsus? The guy who hunts Christians and puts them in jail?"

Teacher speaks into the pitcher. "Yes. I plan on using that Saul of Tarsus to reach all the nations of the earth."

Ananias was scared, but he obeyed. He went to Judas's house and prayed for Saul in Jesus' name. What happens when we pray in Jesus' name? Saul could see again!

Saul immediately rose up and was baptized! Now he was a believer and follower of Jesus.

# DO THE WORD

## Life Application

### Life Application supplies:

- Lemon wedges
- Cups of lemonade
- Popped popcorn in bags
- Bible art: Saul's Conversion
- Unpopped popcorn kernels

Distribute lemon wedges. Encourage students to taste. Be prepared—some students like lemons! **Perhaps these lemons would be better if they were turned into lemonade.** Ask a volunteer to help distribute cups of lemonade. **Drop your lemon into your drink.**

**I also have popcorn. Who loves popcorn?** Start to distribute unpopped kernels of popcorn. **You don't like this popcorn? Oh, popcorn is better after it has been popped.** Distribute the popped popcorn.

**When Saul was hunting Christians, he thought he was doing the right thing. But did it make God happy? No. To God, Saul was like a lemon wedge, bitter and sour. But after Saul saw the light, he became like sweet lemonade.** Show church frame and say the Bible point.

Read II Corinthians 5:17. **Saul wrote these words when he wrote a letter to the Christians at Corinth. While Saul was hunting Christians, he was like a hard popcorn kernel, even though he loved God. But after Saul saw the light, he became a new creature in God's eyes.**

Discuss how Saul had to repent, be baptized, and be filled with the Holy Ghost. **Saul the Christian hunter became Saul the preacher. Jesus changed Saul so Saul could serve Him.**

**Jesus wants to change you so you can serve Him too.** Give students a moment to reflect, and then lead them into a prayer of repentance. Expect the Spirit of God to move in your class.

## Activity Paper

### Activity Paper supplies:

- Activity papers
- Crayons or pencils

Students take Saul through the maze to his baptism in Damascus.

On page 2 is a memory verse activity.

## End of Lesson Discussion Questions

- Compare Saul's attitude about God before and after Jesus changed him.
- Explain how Jesus changes us so we can serve Him.

Collect badges.

# OPTIONAL ACTIVITIES AND IDEAS —

## Option 1:

Before Saul saw Jesus on the road to Damascus, he hated Christians and tried to arrest every Christian he could. Using construction paper strips and tape, let students make three-ring handcuffs.

After Saul became a Christian, he no longer arrested Christians, but instead he served Jesus.

## Option 2:

Discuss how lives in Central America and the Caribbean are being changed because missionaries tell about Jesus. Distribute the MK profile sheets, discuss them, and let children color them. Tell them to pray for their MK this week.

## Option 3:

Give each child a paper doll on which to write his name. Select a child to be Saul and take him out of the room while the children take twenty seconds to hide their dolls. Saul comes in and begins searching. The first doll he finds gets put in jail. Shine the flashlight on Saul, who says the Bible point. The child whose doll went to jail becomes Saul.

### Option 1 supplies:

- Construction paper
- Scissors
- Tape

### Option 2 supplies:

- MK profile sheets (1 per student)
- *Kids in Missions* map
- Markers

### Option 3 supplies:

- Paper dolls (1 doll per student)
- Markers
- Flashlight

# Lesson 10

# Serving Jesus

Week of May 8, 2016

## Unit 3:

The Church Serves Jesus

## Unit Bible Verse:

“And whatsoever ye do, do it heartily, as to the Lord, and not unto men” (Colossians 3:23).

## Scripture Text:

James 1–2

## Key Words:

serve, faith, works

## Bible Point:

I will serve Jesus.

## Bible Lesson Verse:

“But be ye doers of the word, and not hearers only” (James 1:22).

## Children will:

- Determine why and how the church serves Jesus.
- Explain how to serve Jesus through faith and works and the Word.

## Welcome to the Word

**Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers, apron, tray of small snacks

**Activity** Word card: FAITH (TRP)

**Worship** Suggested songs: “Make Me a Servant;” “The B-I-B-L-E”

**Prayer**

## Open the Word

**Memory Work** Use masking tape to mark a hopscotch grid with eight squares on the floor. See page 60. Using eight sheets of paper, write the memory verse words, two per sheet. Bibles, unit 3 memory verse poster (TRP), memory charts, Bible stickers, beanbag, tape

## Reveal the Word

**Bible Lesson** Use sticky notes to mark passages in 4 Bibles: James 1:22; Genesis 12:1-4; James 1:6; and James 2:4-17.

Bibles, blindfold, ear plugs or ear buds, fake handcuffs, flat cookie sheet filled with water, strong oscillating fan, doll dressed only in a t-shirt, candy bar in a box, mini candy bars

## Do the Word

**Life Application** Life App cards (TRP), whiteboard and markers, Bible art: Abraham Scenes (TRP)

**Activity Paper** Activity papers, pencils

**Kids in Missions** Kids in Missions map (TRP) and newsletter (TRP)

## Optional Activities

**Option 1** Cut three cereal box fronts into eight-piece puzzles, and bag each set.

Timer, three small boxes of tissues, six balloons, thirty plastic cups

**Option 2** Index cards (7 per student), brown lunch bags (1 per student), art supplies

**Option 3** Fold red construction paper in half and cut out a large heart-shaped greeting card (1 per student). See page 63.

Art supplies, sample card

Items marked with (TRP) can be found in the teacher’s resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Bible Background

Christianity has wrestled with the *faith versus works* debate for centuries. Some Bible scholars feel James and Paul contradict each other, but they were actually addressing the same topic—one teaching the doctrinal purity of faith in salvation, the other addressing the abuse of it in regard to good works.

The Jews stressed the necessity of good works and often ignored the doctrine of faith. Some thought James promoted the idea that faith alone produced salvation and denounced any proof through good works. The New Testament writers presented both sides of the issue and laid out the proper way to serve Jesus—through faith by our good works.

## Teacher Insight

Serving Jesus means placing the kingdom needs before our own by hearing and obeying the Word, using unwavering faith, and aligning our works (actions) to the previous actions.

Children have an uncanny ability to decipher real and fake attitudes. This comes from their observation skills. From the time they are born, children are watching, mimicking, and learning from adult role models. They can tell if adults have faith or not because they watch our actions! Serving Jesus is proof of our faith in Him—a faith we hope to pass on to the next generation.

# WELCOME TO THE WORD

Greet the children and quickly select your church leaders for the day, giving them badges to wear. Let the usher use the offering plate to collect the offering. The assistant helps the students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her. Have students sit at the tables.

Put on the apron and serve each child a small snack. Talk about what a blessing it is to serve them. **Helping others, sharing what you have, and showing kindness are ways to serve Jesus.** Show the church frame. **I will serve Jesus. It's not hard and it is always good to serve Jesus.** When snacks are finished, have the usher lead the children to the open area.

**Activity:** Display the *faith* word card. **Faith in God is trust and confidence in Him. Because I have faith in Him (show church frame) I will serve Jesus.** Have the children sit in chairs in a circle. Play “Fruit Basket Upset,” assigning the letters F-A-I-T-H instead of fruit names. One person stands in the middle and calls out one letter. All children with that letter stand and move to a new seat. The person in the middle attempts to take a vacant seat. The student left standing is the next one to call a letter. Periodically, announce the word “faith” so everyone stands and moves to a new seat. After several rounds, discuss the logistics of the game—to play one must move. Compare this to our actions when we have faith in what Jesus tells us.

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers
- Apron
- Tray of small snacks

### Activity supplies:

- Word card: FAITH

## Worship

Suggested songs: “Make Me a Servant”; “The B-I-B-L-E”

## Prayer

On the board write the phrase, “Jesus, I want to serve You by \_\_\_\_\_.” Allow volunteers up to one minute to draw or write a word that shows how we can serve Jesus. Lead the children in praying the phrase, adding the children’s ideas to it.

# OPEN THE WORD

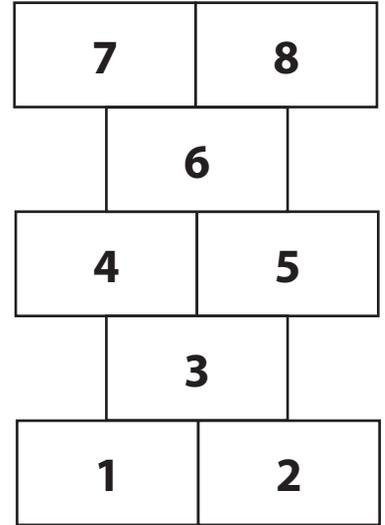
## Memory Work

“And whatsoever ye do, do it heartily, as to the Lord, and not unto men” (Colossians 3:23).

The usher leads the children to the Pastor’s Office wall to study the Word. Gather at the unit 2 poster and let the assistant point to each word as you lead students in reading it. Help students find the verse in their Bibles. Read it aloud together.

- Describe what it means to do something heartily.
- What is the difference between doing something for God and doing something for people?

Assign children to randomly tape the verse papers in the hopscotch squares. Mark a throwing line. Allow each student a turn to throw the beanbag. When a bag lands on a verse paper, the student moves the paper to the table, placing it in correct sequence for the verse. Continue until all papers are on the table, reciting the verse each time a new one is placed.



Students update their memory chart.

# REVEAL THE WORD

## Bible Lesson

**Access Prior Knowledge:** Have students name people who serve others and how they do this (e.g., waiter/waitress, community servants, medical professionals).

## Serving Jesus

Help students find the Book of James. **James was a leader in the church who wrote letters to other Christians about how to live for and serve Jesus. He especially liked to talk about faith.**

Choose four students to read Scriptures. Choose another volunteer who interacts well with the teacher and is good on stage. Use a blindfold, ear plugs/buds, and fake handcuffs to blind, deafen, and handcuff (behind the back) this volunteer.

**I have blinded, deafened, and tied up (name of student). He is going to be our example today.**

### Memory Work supplies:

- Masking tape hopscotch grid
- 8 pieces of paper with memory verse words
- Bibles
- Unit 3 memory verse poster
- Memory charts
- Bible stickers
- Beanbag
- Tape

### Bible Lesson Verse

“But be ye doers of the word, and not hearers only” (James 1:22).

### Bible Lesson supplies:

- 4 Bibles with passages marked: James 1:22; Genesis 12:1-4; James 1:6; James 2:4-17
- Bibles
- Blindfold
- Ear plugs or ear buds
- Fake handcuffs
- Flat cookie sheet filled with water
- Strong oscillating fan
- Doll dressed only in a t-shirt
- Candy bar in a box
- Mini candy bars

Reader #1: Read James 1:22 in a whisper.

Loudly ask the deafened volunteer what the verse said. Discuss why the volunteer cannot be sure of what was said. **Sometimes people refuse to listen to the Word of God. It's as though they think if they don't hear it, then they don't have to obey it.** Remove the earplugs and have the reader read the verse again. **Then there are people who hear the Word of God, but they ignore it and refuse to do what it says.**

- **What happens if all we do is listen to the Word but never do what it says?**

Reader #2: Read Genesis 12:1-4.

Discuss Abraham's obedience after he heard God tell him to leave his country and follow God. **Abraham heard what God said and he obeyed that word. By obeying, Abraham showed that he had complete faith in God. However, some people hear what God says but do not obey Him. They don't think they need to repent, or be baptized, or be filled with the Holy Ghost. They think they don't have to let God change them.**

- **How does obeying God's Word show whether we believe in Him or not?**

**Abraham did what God said—and he was blessed. When we listen and do what God's Word says, we will be blessed.** Remove the blindfold.

Reader #3: Read James 1:6.

Show how steady the water is in the cookie sheet when no wind blows across it and compare to our steadiness in faith. Turn the fan on, using each setting to show how the wind causes the waves across the water. Compare this to a person whose faith wavers. **Some people hear the Word and obey it . . . sometimes. If the people they are with obey the Word, then so will they. If the people they are with do not obey, then they don't either. Their faith wavers back and forth just like the waves.**

Reader #4: Read James 2:14-17.

Show the doll dressed in a t-shirt. **When we see people who need help and tell them, "Go home and be blessed," but we do nothing to bless them and help their need, then our faith is without works and empty.**

**One time God told Abraham to offer his son on the altar as a sacrifice. God was asking Abraham to prove how much he loved God by killing the child whom Abraham loved so very much. Abraham obeyed God! He took Isaac to the mountain, tied him up, and got out his knife, ready to kill his son, when God's angel stopped him just in time! Abraham's actions proved he loved God more than he loved his own son.**

- **Compare the faith and works of Abraham with the person James wrote about. Explain why faith needs actions.**

**Because Abraham heard and obeyed God, God continued to bless Abraham and his family. In fact, all of Abraham's children, grandchildren, and great-grandchildren were blessed because of Abraham's faith.**

Place the boxed candy bar on the floor in front of the handcuffed volunteer. Tell him he can have the prize in the box. Allow for fun interaction as he tries to get it while his hands are tied behind his back. It should be nearly impossible. After a few attempts, take the handcuffs off and repeat the request. As he eats the candy bar, reward the class with candy bars.

**(Name) heard my instructions and obeyed me. His actions made his faith complete, just like Abraham. His obedience resulted in all of you being blessed.**

**Life Application supplies:**

- Life App cards
- Whiteboard and markers
- Bible art: Abraham Scenes

## DO THE WORD

---

### Life Application

Choose four volunteers who were not involved during the lesson and give each a card. Each volunteer draws the scene from the card on the board. The other students offer guesses about the picture. Once guessed, encourage discussion on how the picture depicts serving Jesus.

**Serving Jesus means listening and obeying God's Word. It means having faith in His Word and then doing what He says.**

**Activity Paper supplies:**

- Activity papers
- Pencils

### Activity Paper

Students connect the Word with the action picture.

On page 2 is a Bible verse activity.

### End of Lesson Discussion Questions

- Explain what the Book of James means when it says faith needs works.
- How do actions prove our faith?

# OPTIONAL ACTIVITIES AND IDEAS —

## Option 1:

Sometimes the things we do to serve Jesus may seem too hard to do, but if you have faith in Him, you will know that He only asks you to do things that you can do. He won't ask you to drive the bus to pick up kids for church, because He knows you cannot drive, but He will ask you to invite kids to church for someone else to pick up.

Play these “minute to win it” games, stressing to the children to have faith that they can do this in just one minute, because just like Jesus, you wouldn't ask them to do something they cannot. Three students compete at a time.

- Using both hands, empty a tissue box (one box per student).
- Keep two balloons in the air (two balloons per student).
- Assemble a puzzle (one per student).
- Stack ten cups to form a pyramid (ten cups per student). (4 on bottom, then 3, 2, 1)

## Option 2:

Think of seven things you can do to serve Jesus. Offer ideas: empty the trash, set the table, feed the dog. Write or draw each idea on an index card. Write the Bible point on a brown bag and place the cards inside. This week choose one card each morning and perform that action throughout the day.

## Option 3:

Read Hebrews 10:24. When we show love to others, we are encouraging them in their faith, love, and good works.

James told us not just to listen to the Word, but to do what it says. Make a cheerful card for someone and give it to him or her this week.

### Option 1 supplies:

- 3 cereal box puzzles in bags
- Timer
- 3 small boxes of tissues
- 6 balloons
- 30 plastic cups

### Option 2 supplies:

- Index cards (7 per student)
- Brown lunch bags (1 per student)
- Art supplies

### Option 3 supplies:

- Heart-shaped greeting cards (1 per student)
- Art supplies
- Sample card

**You should have received next quarter's literature by now. Review the supply lists and décor ideas and work with your staff on preparing for the new quarter.**

# Serving His People

## Unit 3:

The Church Serves Jesus

### Unit Bible Verse:

"And whatsoever ye do, do it heartily, as to the Lord, and not unto men" (Colossians 3:23).

### Scripture Text:

James 1:27; 2:8-9

Luke 7:11-18

Matthew 22:39

### Key Words:

serve, fatherless, widows, orphans

### Bible Point:

Jesus wants me to help others.

### Bible Lesson Verse:

"Visit the fatherless and widows in their affliction" (James 1:27).

### Children will:

- Determine why and how the church serves Jesus.
- Tell that Jesus wants us to help others.

## Welcome to the Word

**Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers

**Activity** Prepare a grab bag with items that are useful in helping others. Suggestions: note cards, tools, cleaning supplies, cooking utensils, smiley face, etc.

### Worship

#### Prayer

Research Tupelo Children's Mansion at [mansionkids.org](http://mansionkids.org). Search the "About TCM" tab for general information. Click on "Ways to Give" to find a link for everyday needs. If possible, download the promo video (About/Mansion Media) and show it in class.

Word card: ORPHAN (TRP)

## Open the Word

### Memory Work

Gather thirty-two wooden blocks. Place a piece of masking tape on each wooden block and divide into two sets of sixteen. Write the memory verse on the tape (one word per block including a block for the reference).

Bibles, unit 3 memory verse poster (TRP), memory charts, Bible stickers, Sharpie marker

## Reveal the Word

### Bible Lesson

Bibles, 8 1/2" X 11" paper (1 per student), crayons,

Word cards: WIDOW, ORPHAN (TRP)

## Do the Word

### Life Application

Papers from the Bible lesson, crayons, Bible art: Serving Montage (TRP)

### Activity Paper

Activity papers, colored pencils

### Kids in Missions

*Kids in Missions* map (TRP) and newsletter (TRP)

## Optional Activities

### Option 1

Index cards (2 per student), art supplies, 10" lengths of yarn (2 per student), hole punch, ziti pasta (8 per student), chenille wire (1 per student)

### Option 2

Helping lists 

### Option 3

Large blank card; crayons, pencils, pens, or markers

Items marked with (TRP) can be found in the teacher's resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Bible Background

James' reference to how a religious man should care for the widows and orphans echoed traditional Jewish teaching. Throughout the Law, the Lord gave clear instructions on how those "less fortunate" were considered in His personal care and were to be treated properly. The early church handled this subject soon after its birth, organized to meet the needs of everyone, and attempted to follow Jesus' example. Jesus demonstrated true love for others as He walked this earth—He treated no race or social status above another. Jesus followed the commandment to love others as oneself and was an example of how we can help others through the tough times of life.

## Teacher Insight

Helping others is almost a cliché in today's society—social programs, fundraising drives, and volunteer opportunities abound. Jesus' example goes deeper than just social good works. He put effort, time, and resource into helping others, often focusing on those whom society ignored. His real-life actions proved that He saw and treated all people equally.

Children need real life ideas to understand the "loving our neighbor as ourselves" commandment. Helping others is proof of our love for them. It is application of Jesus' words. Through our actions, we help children place this commandment in their thoughts and lifestyle. As they grow, they realize that helping others is serving Jesus.

# WELCOME TO THE WORD

Greet the children and quickly select your church leaders for the day, giving them badges to wear. Let the usher use the offering plate to collect the offering. The assistant helps the students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her.

**Activity:** Allow each child to take one item from the grab bag. Explain that they must use it to demonstrate ways to help others. Introduce the Bible point. Allow two minutes for each demonstration, asking each child to show or tell the way his object supports the Bible point. If the children cannot think of a way to use a particular object, allow them to pick a different item.

## Worship

**Worship makes us feel excited and happy. We can sing, clap, jump, and shout during worship. Some people might not feel comfortable to worship.**

- Why would someone not want to worship Jesus?
- How can we help others learn to worship?

Demonstrate how children can help visitors during worship. Lead in various styles of worship and encourage children to show how they would help a visitor understand worship.

## Prayer

Show the pictures/video. Lead in a discussion about Tupelo Children's Mansion. Mount the word card *orphan* and explain what an orphan is, but also explain that not everyone at TCM is an orphan. Some are there temporarily while problems at home get straightened out. Discuss some specific prayer needs for the mansion kids or their everyday needs. Lead the children in prayer over these prayer requests. If the mansion is highlighting a special child for the month, get a picture and name to post in your classroom. Pray for the child this week.

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

### Activity supplies:

- Grab bag of items for helping others
- Church frame

### Prayer supplies:

- Pictures or promo video from Tupelo Children's Mansion ([mansionkids.org](http://mansionkids.org))
- Word card: ORPHAN

# OPEN THE WORD

## Memory Work

### Memory Work supplies:

- 32 wooden blocks with memory verse words written on tape (2 sets of 16; 1 word per block)
- Bibles
- Unit 3 memory verse poster
- Memory charts
- Bible stickers
- Sharpie marker

“And whatsoever ye do, do it heartily, as to the Lord, and not unto men” (Colossians 3:23).

The usher leads the children to the Pastor’s Office wall to study the Word. Gather at the unit 3 poster and let the assistant point to each word as you lead students in reading it. Help students find the verse in their Bibles. Read it aloud together.

Form two teams. Give each team a set of blocks and instruct each child to take one block (or two depending on the size of your class). At the signal, each child helps as the team builds a tower starting with the first word and ending with the reference. The children may help each other with the verse sequence, but they may not place another child’s block on the tower. Each child must place his own block. If the tower falls, everyone must take a block again and start from the beginning.

**Each person had to help his team build the memory verse tower; one person could not do this, but everyone had to help. When you started building, perhaps you wanted to do all the work, or perhaps you did not want to help build. The rules were that each person had to work with the team to build the memory verse tower.**

- Why did the entire team need to help build the tower?
- What happens when someone wants to take over and do the job himself? How is that not doing it for the Lord?
- How can teamwork teach us about helping others?

Students update their memory charts.

# REVEAL THE WORD

## Bible Lesson

### Bible Lesson supplies:

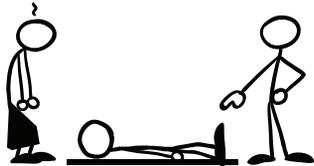
- Bibles
- Paper (1 per student)
- Crayons
- Word cards: WIDOW, ORPHAN

**Access Prior Knowledge:** Ask children to share what they know about widows and orphans.

Give each child a piece of paper and a crayon. Instruct students to fold the paper in half and again in half, creating four quadrants when the paper is opened and laid flat. Make a sample while teaching and allow children to copy it.

### Bible Lesson Verse

“Visit the fatherless and widows in their affliction” (James 1:27).

Help Others	
ALL	Love Others

## Serving His People

Read Luke 7:11-18 (consider reading this in a modern version).

Mount the WIDOW word card. **Jesus saw a widow who was very sad. First, her husband had died, leaving her as a widow. Then, her only son died! As Jesus walked past the funeral, He had compassion on the widow.**

- **What did Jesus do to help the widow?**

In the top right square of your sample paper, use simple stick figures to draw a picture of Jesus helping the widow and her son. Show children and instruct them to do the same in the top right square of their papers.

Read the Bible verse segment from James 1:27.

**We learned what the words orphan and widow mean. Jesus told us to visit them. He knew they would need help from others. Jesus helped the widow in our Bible story.**

Discuss how Jesus offered us an example of helping His people. Mention any widows that may attend your church. Lead in a discussion on how the children might help these people. Write the words “Help Others” in the top left quadrant of your paper and instruct children to copy the words on their papers.

Read Matthew 22:39.

**Jesus told us to love our neighbors like we love ourselves. He knows that we will always love ourselves and asked us to do the same thing for others.**

- **Name ways that we love ourselves. Compare these to how we treat other people.**

Write the words “Love Others” in the bottom right quadrant of your paper and instruct children to copy.

Read James 2:8-9.

**Many people do not treat others nicely. They will not help others because they look different, speak another language, or come from another country. Jesus does not act like this. He loves all people and wants to help them. He wants to save every person from sin and take everyone to Heaven. Jesus died for all people. He gives the Holy Ghost to anyone who asks Him. Jesus treats everyone equally.**

Ask children why it is important to treat everyone equally. Use this discussion to reinforce Jesus’ love for all people regardless of race, social status, or situation. Write the word “ALL” in large letters in the final quadrant of your paper. Instruct children to copy.

- **Why do you think helping others is serving Jesus and His people?**
- **What are examples of treating other people equally?**

# DO THE WORD

## Life Application

### Life Application supplies:

- Papers from the lesson
- Crayons
- Bible art: Serving Montage

Ask children to draw a picture on the reverse side of their papers, showing one way to help another person. Finish the lesson by discussing each picture.

Show church frame. **Jesus wants me to help others. We saw many ways that we can do this. Helping other people is one way to serve Jesus. When our actions help people, Jesus is pleased. The most important way we can help others is to tell them about Jesus. All people need to repent, be baptized in Jesus' name, and receive the Holy Ghost. We can help them learn that. We can pray with them. We serve Jesus by helping others.**

### Activity Paper supplies:

- Activity papers
- Colored pencils

## Activity Paper

Distribute activity papers. Students find the children who are helping others and color them.

Page 2 offers a Bible verse activity.

## End of Lesson Discussion Questions

- What does it mean to “love thy neighbor as thyself”?
- How does helping others show that we are serving Jesus?

# OPTIONAL ACTIVITIES AND IDEAS

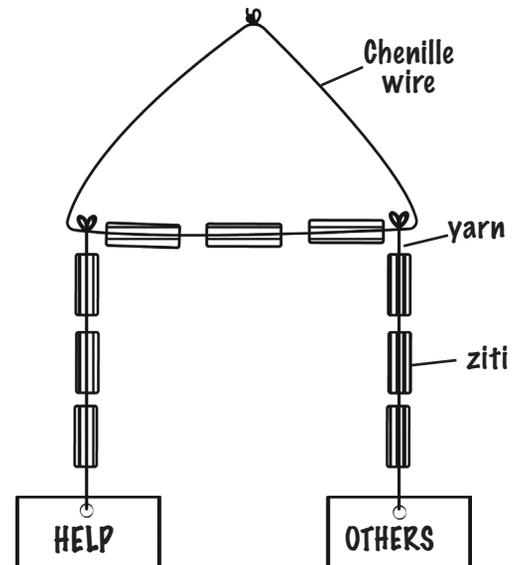
## Option 1:

Make a two-card mobile that says, “HELP OTHERS.”

### Option 1 supplies:

- Index cards (2 per student)
- Art supplies
- 10" lengths of yarn (2 per student)
- Hole punch
- Ziti pasta (8 per student)
- Chenille wire (1 per student)

- Decorate each card. Write HELP on each side of one card, and OTHERS on each side of a second card. Hole punch the top of each card.
- Thread the chenille wire through three pieces of ziti and connect with a twist at the top to form a hanger.
- Thread three pieces of ziti on one piece of yarn, and two on the other piece of yarn.
- Tie one yarn to the Help card and one to the Others card.



- Tie the other ends of the yarn pieces to the mobile as shown.

### Option 2 supplies:

- Helping lists

## Option 2:

Form two teams and give each team a list. Team 1 chooses one item from the list and acts it out for the other team. If team 2 correctly guesses the action, team 1 receives a point. Team 2 then acts out an item from their list. Continue play until all items on the lists are used.

### Option 3 supplies:

- Large blank card
- Crayons, pencils, pens, or markers

## Option 3:

Allow children to create and decorate a card to send to Tupelo Children's Mansion. Ask each child to sign it and write a note telling the children that your class is praying for TCM.

# Lesson 12

# Be Like Jesus

Week of May 22, 2016

## Welcome to the Word

- Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers
- Activity** Stand a full-size mirror in one corner of the room.  
Paper, crayons, pencils, smartphone (optional), pictures of Jesus (TRP)
- Worship** Suggested songs: "I Wanna Be Just Like You;" "Make Me in Your Image"
- Prayer** Bible, word card: SUBMIT (TRP)

## Open the Word

- Memory Work** Bibles, unit 3 memory verse poster (TRP), memory charts, Bible stickers (TRP) , backwards memory verse cards (TRP), mirror

## Reveal the Word

- Bible Lesson** Hang the group visuals (TRP) from the ceiling, far enough apart for groups to gather under them, but close enough that each group can see the other group's actions.  
Box of Jell-O, boiling water, bowl, spoon, Jell-O mold or a shallow pan, Bibles, two magnets

## Do the Word

- Life Application** Prepare some Jell-O Jigglers at home so they will be ready to serve in class. Knife, small plates, Bible art: Jesus Praying (TRP)
- Activity Paper** Make copies of the cards for the activity paper (TRP)  (1 set per student).  
Activity papers, markers or colored pencils, glue sticks
- Kids in Missions** Kids in Missions map (TRP) and newsletter (TRP)

## Optional Activities

- Option 1** Group visuals (TRP), music
- Option 2** Situation cards , basket
- Option 3** SMP poster (TRP) and ideas , appropriate supplies

Items marked with (TRP) can be found in the teacher's resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Unit 3:

The Church Serves Jesus

## Unit Bible Verse:

"And whatsoever ye do, do it heartily, as to the Lord, and not unto men" (Colossians 3:23).

---

## Scripture Text:

James 3-5

## Key Words:

actions, submit, tongue

## Bible Point:

I want to be like Jesus.

## Bible Lesson Verse:

"Submit yourselves therefore to God" (James 4:7).

---

## Children will:

- Determine why and how the church serves Jesus.
- Summarize the actions that help them to be like Jesus.

## Bible Background

After extensive discussion on faith, James dedicated the final three chapters of his epistle to proof of faith. He offered a reality check by addressing three areas in which every human struggles to apply faith: speech, submission, and prayer. Through simple examples, short instruction, and powerful questions, he focused on putting faith into action. His final thought under each topic was: we need to be like Jesus. Applied faith causes the believer to talk correctly, connect with God correctly, and pray correctly. Applied faith brings results that prove we follow Jesus!

## Teacher Insight

Children may struggle with an understanding about being like Jesus. How can we be like someone we have never physically seen? However, the Book of James quickly offers real-time examples. We must make sure the connection of faith and action occurs in their thoughts. Help students learn how to use good conversation—just like Jesus. Prove through your own actions that it is important to ask, “What would Jesus do?” Pray for others and model righteousness in a way that proves you want to be like Jesus. Encourage your beginners to live, act, talk, and show Jesus to the world.

# WELCOME TO THE WORD

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers

### Activity supplies:

- Mirror
- Paper
- Crayons
- Pencils
- Smartphone (optional)
- Pictures of Jesus

Greet the children and quickly select your church leaders for the day, giving them badges to wear. Let the usher use the offering plate to collect the offering. The assistant helps the students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her.

**Activity:** Ask students to draw selfies—pictures of their faces. If a smartphone is available, allow each student to take a selfie and show the others.

- **Does a selfie always look like the real you?**
- **How would someone who has never seen you draw a picture of you?**

Show the pictures of Jesus and explain that no one had cameras or a way of capturing the image of Jesus when He walked this earth. Explain how artists’ pictures of Jesus reflect the time period and culture in which they lived.

- **What would a selfie of Jesus look like?**

Ask each child to step in front of the mirror. **Our Bible point is** (show church frame) **I want to be like Jesus.**

- **What do I mean when I say I want to be like Jesus? Do I want His color hair and eyes and the same nose and mouth?**
- **What will help people see Jesus in us?**
- **How does looking in the mirror remind you to be like Jesus?**

## Worship

Suggested songs: “I Wanna Be Just Like You;” “Make Me in Your Image”

## Prayer

Just before Jesus died on the cross, He spent time in a garden and prayed. He knew He was going to die, so He asked God to help Him do what was needed. Just like you and me, Jesus did not want to die, but He knew He had to do what God wanted. Read Luke 22:42. Jesus was submitting to the plan of God. Show word card *submit*. Jesus surrendered His life to God so God could do what He wanted to do in Jesus' life.

If we want to be like Jesus, we need to accept whatever God wants in our lives, even when it's something we don't want. Maybe we don't want it to rain on the day we want to play outside, but God knows the plants need the rain to grow and give us food.

Can you pray like Jesus? Can you tell God you will submit and accept whatever He wants in your life? Lead in a prayer of surrender, keeping it simple so children can follow.

## OPEN THE WORD

### Memory Work

"And whatsoever ye do, do it heartily, as to the Lord, and not unto men" (Colossians 3:23).

The usher leads the children to the Pastor's Office wall to study the Word. Can children say the verse without assistance? Help students find the verse in their Bibles. Read it aloud together. **One way to be like Jesus is to learn the Word of God. Jesus quoted the Word of God when He taught people and we can do the same thing.**

Cut the memory verse cards apart so each student has a word or two. Discuss why the words are not readable (they are written backwards). Show students how to read the words by looking at the cards in the mirror. Ask each child to step by the mirror and "read" his portion of the verse.

- How does the mirror help our verse become right?

Discuss how the words become right when seen through the mirror. Use this concept to illustrate how we want to look right because we want to be a reflection of Jesus.

Students update their memory charts.

## REVEAL THE WORD

### Bible Lesson

**Access Prior Knowledge:** Ask children to name people they want to be like and why (e.g., piano player, singer, teacher, pastor).

- What needs to happen to this powder to make it like Jell-O?

Follow the instructions to make Jell-O Jigglers in front of the children and have a teacher refrigerate it.

### Prayer supplies:

- Bible
- Word card: SUBMIT

### Teaching Tip

Understanding the Oneness of God at the Beginner level requires the care of the teacher and maturity of the students. We understand that Jesus was both fully God and fully man but that the Garden involved His flesh crying out. Assist your students in processing this concept.

### Memory Work supplies:

- Bibles
- Unit 3 memory verse poster
- Memory charts
- Bible stickers
- Backwards memory verse cards
- Mirror

### Bible Lesson supplies:

- Group visuals
- Ingredients to make Jell-O Jigglers
- Bibles
- 2 magnets

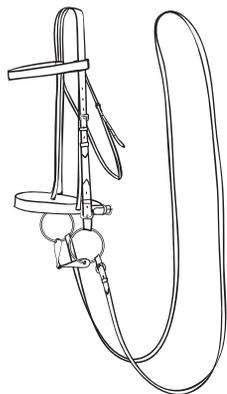
## Bible Lesson Verse

“Submit yourselves therefore to God”  
(James 4:7).

## Be Like Jesus

**I want to be like Jesus! The Book of James gives us wonderful examples of how to be like Jesus.**

Form three groups. Assign each group to stand under one of the visuals (tongue, WWJD, praying hands).



Step to the group near the tongue visual. Ask them to show how to steer a horse. Discuss the horse's bit and what it does. Have a child draw it on the board.

**Who has been on a ship or boat? Show how ships are steered.** Have a child draw a helm.

**James told us about a very small part of our body that can do very big things. It can do deadly things! It can hurt and damage. What is it?** Point to the tongue visual as a clue.

Ask a volunteer to read James 3:8. **We can make a horse or a ship go where we want it, but we cannot tame the tongue. James said it was full of deadly poison!**

- **Why do you think James said the tongue is deadly?**
- **How can we be like Jesus with our tongues?**

Compare good and bad conversations. Encourage the children that they can show good conversation and be like Jesus.



Step to the group with the WWJD visual.

**What does WWJD stand for? What Would Jesus Do? James told us some ways that we can act like Jesus.** Ask a student to read the first half of James 4:7. **He told us to submit to God.** Instruct the group to illustrate one thing God asks us to do.

- **How is doing what God asks like what Jesus prayed in the garden?**

Ask a student to read the second half of James 4:7. **We submit to God when we surrender to Him. Then James said to resist the devil. We do not want to surrender to the devil!**

- **What are some things the devil wants us to do? How can you resist him?** Say no to him.

**When we resist the devil—say no to him, don't do what he says, ignore him—the Bible says he has to leave!**

Ask a volunteer to read James 4:8. **James told us to draw nigh, or close, to God. Have you ever played with magnets?** Show what happens when two magnets get near each other. Then select two students to help you. **When we draw close to God** (position one student near but not close to the other student), **God will get closer to us** (move second student next to first student).

**James told us what Jesus would do. He would act right, be peaceful and gentle, love others and love God! Can we do all of that?**

Step to the group with the praying visual.

**Jesus prayed for others and we need to be like Jesus.** Ask the group to demonstrate each action as you discuss the questions from James chapter 5.

Ask a student to read the first half of James 5:13. Afflicted means “having problems.” **What should I do if I have problems?** Ask students to demonstrate worried faces. **James did not tell us to worry. He told us to pray!**

- **How can prayer help our problems?**

Ask a student to read the second half of James 5:13. **What should I do if I am happy?** Ask students to show a happy face and sing a worship song.

Read James 5:14 to the students. **What should I do if I am sick?** Ask students to demonstrate.

- **Why is important to pray this way? After students respond, read verse 15 that confirms healing will occur if we obey the Word.**

Show church frame. **I want to be like Jesus!**

- **Which of these three areas is the most important way to be like Jesus? Why?**

**James gave us all these instructions to show us how to be like Jesus. None is more important than the other. It takes all of them to be like Jesus. It is not a hard thing to do!**

## DO THE WORD

### Life Application

Bring out the Jell-O Jigglers pan/mold that was just made. **This Jell-O is becoming the shape of the pan (or mold) that it was poured into. It is close enough to the pan to take on its shape. However, it takes time before it is just like the pan.** Bring out the Jigglers you made at home and compare before serving.

**We can be like this Jell-O. If we get close enough to Jesus, we can be like Him. Our shape won't change, but our actions can be like Him. Jesus did what was right. I want to be like Jesus in what I do. Just like the Jell-O tastes good on our tongues, we can make sure our tongues only says good things, just like Jesus. Jesus used His tongue in good conversation—He talked about hope, faith, and truth! I want to be like Jesus with my tongue. Jesus prayed for sick people. We can pray for others like He did. I want to be like Jesus when I pray.**

**I want to be like Jesus, but I know it takes time. I will keep working on it all my life. Will you?**

### Activity Paper

Students color the Bible point and the three visual cards before gluing the cards on the page around the Bible point.

Page 2 offers a Bible verse activity.

### End of Lesson Discussion Questions

- **Review the actions that help us be like Jesus.**
- **Discuss people you know who are like Jesus; what about them is like Jesus?**

#### **Life Application supplies:**

- Jigglers prepared before lesson
- Knife
- Small plates
- Bible art: Jesus Praying

#### **Activity Paper supplies:**

- Cards for activity papers (1 set per student)
- Activity papers
- Markers or colored pencils
- Glue sticks

# OPTIONAL ACTIVITIES AND IDEAS —

## **Option 1 supplies:**

- Group visuals
- Music

## **Option 2 supplies:**

- Situation cards in a basket

## **Option 3 supplies:**

- SMP poster
- SMP ideas
- Appropriate supplies

## **Option 1:**

Play hot potato with the three visuals (all at the same time). When the music stops, each child holding a visual must offer an example of how to be like Jesus per that visual.

## **Option 2:**

Form pairs and allow each pair to choose one card. Each pair acts out their situation for the others with an example that is Christ-like.

## **Option 3:**

Review the special memory passage, Acts 2:1-4, using options from the SMP ideas.

# Lesson 13

# My Church

Week of May 29, 2016

## Welcome to the Word

**Welcome** Misti Mouse, leader badges (TRP), church frame, offering plate, attendance charts, markers, attendance prizes, points poster (TRP)

**Activity** Copy the Bingo art (TRP)  so that when cut apart, each student will select two of each color (e.g., for seven students, make four copies = sixteen squares; seven students will use fourteen squares). Print one copy for the teacher to cut apart and place in a bag for drawing. Divide the art by color into separate bowls. Each student needs a Bingo card (TRP) .

**Worship**  
**Prayer**

## Open the Word

**Memory Work** Cut the three unit memory verse posters (TRP) into an equal number of puzzle pieces and hide all the pieces around the room. Use different cuts on each poster: straight cuts, curves, and zigzag (consider using special craft scissors that have different cuts). Make note of the number of pieces so you know how many pieces the children must find.

## Reveal the Word

**Bible Lesson** Bible art: cards (TRP), Bible points cards (TRP), gift bag

## Do the Word

**Life Application** Provide four groupings of prizes for students to choose from, such as large candy bars, activity books, fancy notepads, and dollar bills. Sort prizes from lesser to greater, and place in gift bags numbered 4-8 (4 being the lesser prizes, 8 being the greater).

**Activity Paper** Activity papers, pencils

**Kids in Missions** Kids in Missions map (TRP) and newsletter (TRP)

## Optional Activities

**Option 1** Scrabble tiles A-Z in a bag

**Option 2** Cut a sheet of black construction paper in half and cut out the center of each half, leaving a 1" frame (2 per student). On each half, tape a piece of clear plastic wrap, making it as taut as possible.

**Option 3** Misti Mouse, review questions (TRP)

Items marked with (TRP) can be found in the teacher's resource packet. Items marked with  are available as a downloadable resource from our website. Please refer to the resource packet instruction sheet.

## Unit 1:

The Church Is Born

## Unit 2:

The Church Preaches the Holy Ghost

## Unit 3:

The Church Serves Jesus

## Unit 1 Bible Verse:

"Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost" (Acts 2:38).

## Unit 2 Bible Verse:

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

## Unit 3 Bible Verse:

"And whatsoever ye do, do it heartily, as to the Lord, and not unto men" (Colossians 3:23).

---

## Bible Point:

I love my church!

---

## Children will:

- Investigate the birth of the church.
- Summarize how the early church spread the message of the Holy Ghost.
- Determine why and how the church serves Jesus.
- Identify ways they can serve the church.

## Teacher Insight

Do your beginners know their church name? Do they know what the church teaches? Can they name their pastor? Many children pass through the doors of your church, some of whom will move away or for other reasons never return. Will they be impacted by their visit(s)? When they become adults and are seeking answers to life, will they remember that soft touch, the teacher's gentle smile, the compelling Word of God? If they remember that, will they know where to find it again?

### Teaching Tip

Fun Day should be a "wild and crazy" day in an orderly fashion. Have all components ready so the children get the most fun—and memories—from their day without having to wait for preparations or problems.

It is important that your students identify with the church in every way, not just by attending, but also by *knowing* their church. When they grow up, they need to know it was an Apostolic church that so strongly affected their childhood. They need to know they can search the phone directory or the Internet and find what they need, simply because they know what kind of church they attended. Impact their lives in every way every week, because you never know when it will be their last visit.

## WELCOME TO THE WORD

Quickly select your church leaders for the day, giving them their badges to wear. Collect the offering in the offering plate, such as a mug. The assistant helps students with the attendance charts. If you have hidden Misti Mouse, allow time for students to find her.

### Welcome supplies:

- Misti Mouse
- Leader badges
- Church frame
- Offering plate
- Attendance charts
- Markers
- Attendance prizes
- Points poster

**Welcome to Fun Day! We are going to have fun seeing what we remember from our lessons. First, I need you to add your name to a box on the Points poster. You will be told throughout the morning to check one box in your name box. There will be rewards at the end of the session. However, if you get out of line and need to be corrected, I may have you erase a check mark!**

In addition to students earning check marks through the activity, randomly draw names from the volunteer container, sometimes in multiples. Do not return names to the bag until all names are called. One teacher should be in charge of calling out names and tracking points. By the end of the day, each child should have the option to have earned eight points from games and having his name called. After children are seated at the tables, randomly call out names. (The number you call depends on the size of your class and how often you plan to call names.)

Students take home their charts today. Provide attendance prizes (different from points poster prizes to be given at Life Application).

### Activity supplies:

- Bingo cards (1 per student)
- Bingo art in a bag
- Bingo art pieces sorted by color

**Activity:** Distribute the Bingo cards. Each student selects two art pieces from each color, making sure he does not duplicate any pieces. When all are seated, explain the rules.

**When I call out an art piece, if you have a match, add it to your card in a matching color square. For example, if I call out pastor and you have it, you will place it in the gold C column. The first person to fill his card is the winner.** Show the art piece when you call it out.

As you call out the items related to lessons, ask questions about the lesson.

- Jesus figure—What did Jesus promise to send? *Holy Ghost*
- Flame—What happened when the Holy Ghost came? *It looked like fire on their heads*
- Name Jesus—What kind of power does the name of Jesus have when we are sick?  
*Healing*
- Empty tomb—What do we do when we see Jesus' empty tomb? *Celebrate*
- Jail—What did the apostles show us we should do? *Stand up for Jesus*
- Mouth—What does the Holy Ghost tell us? *What to say*
- Chariot—What did Philip do for the man from Ethiopia? *Philip helped the Ethiopian understand God's Word and then baptized him.*
- Dream cloud—What did the angel tell Cornelius to do? *Go get Peter to teach you.*
- Light rays—What happened to Saul on the road to Damascus? *Jesus changed him.*
- Bible—How should we serve Jesus? *Through faith and works*
- Sad child—What does Jesus want us to do for others? *Help them*
- Jesus in mirror—How can we be like Jesus?

## Worship

Let children select songs to sing as soloists or in groups.

## Prayer

One at a time, let students name a person in church for whom they are thankful and pray for him or her.

# OPEN THE WORD

## Memory Work

**Unit 1 Memory Verse :** “Then Peter said unto them, Repent, and be baptized every one of you in the name of Jesus Christ for the remission of sins, and ye shall receive the gift of the Holy Ghost” (Acts 2:38).

**Unit 2 Memory Verse:** “Go ye into all the world, and preach the gospel to every creature” (Mark 16:15).

**Unit 3 Memory Verse:** “And whatsoever ye do, do it heartily, as to the Lord, and not unto men” (Colossians 3:23).

Ask students to quote the three memory verses. The child checks a box on his point poster block for each verse he can quote (possible three checks).

Set the timer for one minute and let the children find ## puzzle pieces. Separate the pieces by cut and count them. Repeat until all the pieces are found. Form three groups who race to complete their verse puzzle.

Students take home their memory charts today. Offer a prize to each child for his efforts this quarter.

Remember to keep calling out volunteer names for points.

### Memory Work supplies:

- 3 unit posters cut into puzzle pieces (hidden around the room)
- Bibles
- Memory charts
- Bible stickers
- Memory prizes
- Timer

# REVEAL THE WORD

## Bible Lesson

### **Bible Lesson supplies:**

- Bible art cards
- Bible points cards in a gift bag

Place the Bible art cards face up on the table. One at a time, students draw out a Bible point and place it with the corresponding Bible story. Peers may offer assistance as needed. If necessary, repeat so everyone has a chance.

*Option:* scramble each set of cards. In grid fashion, place the Bible point cards face down on one end of the table and the art cards face down on the other end. Students take turns trying to turn over matches—one Bible point and one art card per turn. If cards match, student keeps the set and play goes to the next student.

# DO THE WORD

## Life Application

### **Life Application supplies:**

- Prizes (e.g., large candy bars, activity books, fancy notepads, dollar bills)
- Gift bags numbered 4-8

**We've learned what Jesus does for the church, and what the church does for Jesus. What can we do for the church?** After discussion, add up each child's points and let him select a prize from the matching number bag. Example: 7 points earns a prize from the 7 bag.

## Activity Paper

### **Activity Paper supplies:**

- Activity papers
- Pencils

Students match the Bingo art to the Bible story art.

# OPTIONAL ACTIVITIES AND IDEAS

## Option 1:

### **Option 1 supplies:**

- Scrabble tiles A-Z in a bag

Play Hangman, using character names from the quarter. Students draw Scrabble letters instead of calling their own choice of letter.

### **Option 2 supplies:**

- Prepared black paper halves (2 per student)
- 1" assorted color tissue paper squares
- Glue
- Hole punch
- 10" piece of yarn (1 per student)

## Option 2:

Give each student two prepared paper halves. On one half only, he glues the tissue squares to the clear plastic film. Allow a couple minutes for it to dry; then glue the other half sheet over the first one, making sure the tissue is sandwiched between the sheets. Hole punch the top and a tie a yarn loop for hanging. Discuss how many churches have stained glass windows, and that this craft will remind students to serve the church.

### **Option 3 supplies:**

- Misti Mouse
- Review questions

## Option 3:

Students close their eyes and duck their heads while you hide Misti Mouse. When you say go, students try to find Misti Mouse. The person who finds her selects a person who has to answer a review question. Play as time allows.

**Next week starts a new quarter. Are your western decorations ready to be mounted? Separate and prepare the resource packet pieces so they are ready prior to class time. Remove the staples from the activity papers and separate them into weekly groups for easier distribution.**



## MISSIONARY PRAYER CARDS

These cards are a great resource to train your children to pray for global missionaries every day. Each card features a different missionary with detailed information on their family and field. The cards are color-coded for each region of the world and come in a convenient storage box made to look like a travel trunk.

25632 Box of 142 Cards **\$19.99**

# TAKE YOUR KIDS TO THE MISSION FIELD EVERY NIGHT



Visit our **You Tube** channel to see how to incorporate the Prayer Cards into your child's daily prayer life.

[youtube.com/pphupci](https://www.youtube.com/pphupci)



[pentecostalpublishing.com](http://pentecostalpublishing.com) | 866.819.7667



## Pocket New Testament with Psalms & Proverbs

### Word Aflame Press

For the first time Word Aflame Press offers a pocket-sized edition of the New Testament, Psalms, Proverbs, and doctrinal insert. Available individually at the low price of \$3.99 or with volume discount to complement your evangelistic efforts.

Size: 3.14 (w) x 4.875 (h) x .375 (d)

25986 Paperback

**\$3.99**

