



CHURCH OF THE NAZARENE
MESOAMERICA

Children's Bible Quizzing Ministry

Acts 2025

And day after day, in the temple and from house to house,
They did not stop teaching and announcing the good news
that Jesus is the Messiah. Acts 5:42



NAZARENE DISCIPLESHIP
INTERNATIONAL
MESOAMERICA REGION

Children's Bible Quizzing Ministry - Acts

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The people who participated in the original idea and production of the games and activities portion of this book are:

Carolina Ambrosio

Eva Velazquez

Patricia Picavea

Patricia Zamora

Adapted by: Pamela Vargas Castillo, with love for the children of the Church of the Nazarene

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Editor for US English version: Kimberly D. Crenshaw

Editor for Global English: Dorothy Witt

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DISCIPULADO NAZARENO
INTERNACIONAL
REGIÓN MESOAMÉRICA

Welcome to the marvelous ministry of Children's Bible Quizzing!

In this book you will find:

1. Bible Study lessons (p. 7)
2. Guide for Bible Quizzing using games and activities (CBQM) (p. 124).
3. Guide for Bible Quizzing using questions and answers. (p. 198)
4. Questions and Answers for Acts (p. 206)



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BIBLE STUDIES FOR CHILDREN

ACTS

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SUMMARY OF THE BIBLE STUDIES FOR CHILDREN SERIES

TEACHER PREPARATION

LESSONS

MEMORY VERSE ACTIVITIES

WELCOME AND OVERVIEW

Welcome to the *Bible Studies for Children* series that celebrates genuine discipleship through God's transforming Word!

These studies help children, ages 6 through 12, to gain a practical understanding of the Bible. Through this series, the children view the story of God through the lives of real people and historical events. They see God's love revealed through words, actions, and miracles. They learn how God works through ordinary people, and they discover their place in God's plan to redeem the world.

Each lesson includes the Bible context, content and review activities. In addition, the lesson provides the teacher with discussion questions and review questions. Red and blue level review questions prepare children to participate in an optional Bible Quiz event.

SUMMARY OF THE *BIBLE STUDIES FOR CHILDREN* SERIES

GENESIS

This study provides the foundation for the entire series. It describes God's relationship to all creation and his desire to establish a people to worship him. The study explains how God created the world from nothing, formed a man and a woman, and created a beautiful garden for their home. It reveals how evil, sin, and shame came into the world and the consequences of bad choices. Genesis introduces the plan of God to reconcile the broken relationship that is caused by sin. It introduces Adam, Eve, Noah, Abraham, Isaac, and Jacob. It tells about the covenant God made with Abraham and how Jacob became known as Israel. Genesis tells the story of Joseph, who saves the Egyptians from famine. It ends as the Israelite people move to Egypt to escape the famine.

EXODUS

Exodus explains how God continued to keep his promise to Abraham. It describes how Pharaoh enslaved the Israelites. It reveals how God used Moses to rescue the Israelites from slavery. In Exodus, God establishes his authority over the Israelites. He leads them through the priesthood, the Tabernacle, the Ten Commandments, and other laws. God prepares the Israelites to be his people and to enter the Promised Land. As Exodus ends, only a part of God's covenant with Abraham is complete.

JOSHUA, JUDGES, & RUTH

This study explains how God fulfilled his promise to Abraham. When Moses was near the end of his life, God chose Joshua to lead the Israelites. Joshua led the 12 tribes of Israel to conquer the Promised Land and to live in it. After Joshua's death the Israelites struggled to obey God. They would obey, then disobey, and then suffer the consequences of disobedience. As the people suffered by their unfaithful choices, God called judges to lead the Israelites to faithfully obey the Lord. This study focuses on the judges Deborah, Gideon, and Samson. The story of Ruth takes place during this time of suffering. Ruth, Naomi, and Boaz show God's love and compassion in the middle of difficult circumstances. God blesses their faithfulness and redeems their circumstances. Ruth becomes the great-grandmother of King David.

1 & 2 SAMUEL

The study of 1 and 2 Samuel begins with the life and ministry of Israel's last judge, Samuel. Samuel followed God as he led Israel. The Israelites demanded a king like the nations around them. With the Lord's guidance, Samuel anoints Saul as the first king of Israel. Saul begins his reign well, but then he turns away from God. Because of this, David is chosen and anointed as the next king of Israel. David trusts God to help him to do impossible things. David is dedicated to God. But David is tempted, and he chooses to sin. Unlike Saul, David mourns because of his sin. He asks God to forgive him. God restores his relationship with David, but the consequences of sin remain with David, his family, and the nation of Israel. Throughout these stories of turmoil, God's presence remains constant. King David prepared the way for a new kind of King—Jesus.

MATTHEW

This study is the focal point of the entire series. The previous studies point to Jesus as the promised Messiah and the Son of God. This study focuses on the birth, the ministry, the crucifixion, and the resurrection of Jesus. Jesus ushered in a new era. The children learn about this new era in several events: the teachings of Jesus, the mentoring of his disciples, his death, and his resurrection. Jesus teaches what it means to live in the kingdom of heaven. Through Jesus, God provides a new way for all people to have a relationship with him.

ACTS

Acts records the birth of the church and its growth, especially through the ministries of Peter and Paul. At the beginning of this study, Jesus ascends to heaven and God sends the Holy Spirit to all believers. The good news of salvation through Jesus Christ spreads to many parts of the world. The apostles preach the gospel to the Gentiles and missionary work begins. The message of the love of God transforms both the Jews and the Gentiles. A direct connection can be seen between the evangelism of Paul and Peter and the lives of people today.

SIX-YEAR CYCLE

The annual cycle is based on the school year of each country. The World Quiz event happens every four years in June.

Acts: 2024-2025

Genesis: 2025-2026

Exodus: 2026-2027

Joshua, Judges, & Ruth: 2027-2028

1 & 2 Samuel Matthew: 2028-2029

Acts: 2029-2030

Teacher Preparation

It is important to prepare thoroughly for each lesson. The children are more attentive and gain a better understanding when the study is presented well. If a teacher prepares well, he or she will also present the lesson well.

LESSON ELEMENTS

Each lesson contains the following elements.

Memory verse: Each lesson includes scripture for the children to memorize. These verses support the “Truth about God.” The children will know the God of the Bible through his Word.

Truths about God: These truths help the teacher to recognize and emphasize how God’s actions reveal his character and love for all people. The teacher should emphasize the “truths about God” as he or she teaches the lesson.

Lesson focus and summary: This section highlights the major ideas, events, and scriptures that the lesson covers.

Bible background: This section provides the teacher more information about the Bible story. It will help the teacher to understand better the scripture passage. The information enriches the teacher’s knowledge and abilities.

Did you know?: This provides an interesting fact about the context of the story.

Vocabulary: These words and definitions will help the teacher to explain the meaning of the words used in the Bible.

Story-telling: This section suggests a storytelling method to connect the children to the Bible story.

Biblical lesson: This focuses on reading the scripture and discussion questions. This will help the children to apply the story to their lives.

Memory verse practice: This activity helps the children to memorize the verse for each lesson. (See page 119 for Memory Verse Activities)

Additional activities: This section provides a game, craft, or other activity to connect the children to the lesson. These activities reinforce the main points.

Activities for older children: These activities are designed to engage older children with the main point.

Practice for a Bible Quiz event: This section provides questions to review the lesson. The review questions prepare the children to participate in an optional Bible Quiz event.

RECURRING ACTIVITIES

FOLLOW THE LEADER

Purpose

Starting each lesson with “follow the leader” helps children get into a routine and understand that class is beginning. This activity encourages focus, listening skills, and teamwork while making the transition to learning time fun and engaging.

Instructions

Ask the children to stand in a straight line, one behind the other. Pick one child to be the leader. Explain that everyone must watch the leader and copy their actions. The leader will guide the group around the room, using different hand movements, sounds, or steps for the others to follow. For example, the leader might take small steps, big steps, or skip. Finish the activity at the storytelling area.

MEMORY MOTION

Purpose

Each lesson has a “memory motion” to help the children stay engaged and focused on the story by involving them physically in the storytelling process. Associating a word or phrase with a motion encourages active listening, reinforces memory, and makes learning more interactive and fun.

Instructions

The teacher should use the “memory motion” or create a new one. This simple motion goes with a key word or phrase from the story. The teacher will explain to the children that every time they hear that word or phrase during the story, they should do the motion. Challenge them to listen carefully and do the motion whenever it comes up. This will help them stay involved and remember the lesson better.

OPTIONAL LESSON REVIEW

If the teacher chooses to review the previous lesson, she or he should ask for volunteer to select an item from the **review box** and explain what it represented in the previous lesson.

The teacher may decide to review the memory motion as well.

PREPARATION TO TEACH THE LESSON

The following steps outline the recommended preparation sequence for the teacher.

STEP 1: READ THE BIBLICAL PASSAGE

This is found on the first page of the lesson, below the title. The teacher needs to be very familiar with the story as it appears in the Bible. Then, when it comes time to tell the story, she or he can tell use their own words or follow the script provided.

STEP 2: LESSON REVIEW

You should thoroughly read the entire lesson. Give special attention to the memory verse, truths about God, lesson focus and summary, and the biblical lesson teaching tips.

STEP 3: PREPARE THE STORYTELLER'S SUITCASE

One of the central features of the KidzFirst lessons is the **the storyteller's suitcase**. This can be elaborately decorated or as simple as the teacher desires. It could be a small suitcase, or a large backpack, or even a footlocker.

The teacher will use the suitcase as a way provide continuity from lesson to lesson. The children will learn the routine involved, and soon they will be able to help the teacher with lesson review and re-telling.

Each week, the teacher will bring the storyteller's suitcase to class, filled with the items to help tell the story to the children.

The **review box** is a small container that the teacher includes in the storyteller's suitcase. Inside it are the previous week's objects. The teacher will use these objects to help review the previous lesson

1. **Transfer the previous lesson items to the review box.** Put all of the previous lesson items from the travel bag into the **review box**. Place the **review box** off to the side of the storytelling area.
2. **Gather the story items and put them in the storyteller's suitcase.** Each lesson has a list of the items the teacher will need to help tell the story. The teacher should be creative and use any additional items, or substitute items. If an item is not available, the teacher should substitute a picture of it.

STEP 4: TELLING THE STORY AND TEACHING THE STORY

In order to honor God's word, KidzFirst starts by telling a shortened, child-friendly version of the scripture passage for each lesson. Once the children know the story, the teacher can then move to discussion questions, advice, application, and activities to support the "Truths About God" found on the first page of the lesson.

Before the class, rehearse how you will tell the story and how you will teach the story.

TIPS FOR TELLING THE STORY

- **Focus on the main points** as you tell the story. Use your own words, or follow the script provided in each lesson. If you are comfortable, include more details from the biblical story.
- **As you tell the story, display each item, in order, from the storyteller's suitcase.** Remove an item from the bag as you illustrate each point. Before you move to the next point, place the item where the children can see it.
- **Return the items to the storyteller's suitcase.** After you finish the tell the story, place all the items inside the bag again, in reverse order.
- To review the story, **show an item and ask a volunteer to tell what it represents.** Repeat this process with all the items until the children can retell the whole story.
- **Remember to use the "memory motion"** as often as possible.

TIPS FOR TEACHING THE STORY

- **Review the vocabulary words.** This is important since many words and phrases from the bible are not common outside of a church setting.
- **Use the discussion questions or ask questions of your own.** The reason for the questions is to gently guide the students to a fuller understanding of the "Truths About God" found at the beginning of the lesson. Remember: there may not be a correct or incorrect answer to every question.
- **Present the "final thought" and then close the lesson in prayer** before moving to memory verse practice, quizzing practice, or additional activities.

STEP 5: CHOOSE A MEMORY VERSE ACTIVITY

Scripture memorization is important.

Be a good example, and memorize the verse before you teach it to the children.

Page 246 contains a list of the memory verses.

Pages 119-122 contain suggested memory verse activities. Choose an activity to help the children to learn the memory verse. Prepare the supplies that you will bring to class. Become familiar with the activity, and practice the way you will instruct the children.

STEP 6: CHOOSE AND PREPARE ADDITIONAL ACTIVITIES

The purpose of any activity is to connect children to the lesson. Be creative! Make adjustments or substitutions in games and supplies so that they fit your culture and context. The additional activities are optional. They enhance the children's study if you choose to use them. Many of these activities require additional supplies, resources, and time. Become familiar with an activity before you choose it. Read the instructions and prepare the supplies that you will bring to class.

STEP 7: PRACTICE FOR A BIBLE QUIZ

A Bible Quiz event is an optional part of Bible Studies for Children. If you choose to participate in a Bible Quiz event, you should plan enough time to prepare the children for it. Two levels of practice questions are included for each study. The red level questions prepare children for a basic level quiz event. The questions are simple. Each question offers three possible answers. The blue level questions prepare children for a more advanced quiz event. The questions provide more challenge and offer four possible answers. With their teacher's guidance, children may choose their preferred level for the quizzing event, either red or blue. Based on the number of children and the available resources, you may choose to offer only the red level or only the blue level.

Read the Scripture passage to the children before you ask the practice questions.

SUGGESTED SCHEDULE

You should plan for one to two hours of class time. The following is a suggested schedule for each lesson with options for 90 minutes and 2 hours. You may adjust the schedule as needed.

1½ hour 2 hours

You should review the previous week's lesson with any children who arrive early. You may also choose to preview memory verses, stories, or vocabulary words for today's lesson.

| | | |
|------------|------------|--------------------------------------|
| 5 minutes | 10 minutes | Story-telling opening activity |
| 10 minutes | 10 minutes | Bible story |
| 5 minutes | 10 minutes | Review |
| | 15 minutes | Optional activity |
| 15 minutes | 15 minutes | Biblical lesson |
| 10 minutes | 15 minutes | Memory verse activity |
| | 10 minutes | Optional activity |
| 30 minutes | 30 minutes | Bible Quiz event practice (optional) |
| 5 minutes | 5 minutes | Review of the main points and prayer |

THE PROMISED GIFT

ACTS 1:1-11; 2:1-8, 12-21, 36-47

MEMORY VERSE

We are witnesses of these things, and so is the Holy Spirit, whom God has given to those who obey him.

Acts 5:32

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God gives us the Holy Spirit to help us.
- God wants us to be His witnesses.
- God did amazing things through the disciples.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God loves us and wants us to worship Him. He hears our prayers.

1. After Jesus's resurrection, He appeared to the apostles over a period of 40 days. Jesus said the Father would gift - the Holy Spirit.
2. After Jesus talked with the disciples, He ascended into heaven.
3. Peter shared the message of repentance and a changed life. About 3,000 accepted his message and were baptized.



BIBLICAL BACKGROUND

In the book of Acts, Luke invites readers to continue following the mission of Christ.

Jesus echoes the prophecy of Isaiah (32:15). It is the Spirit who enables believers to effectively witness to the entire world.

Jesus's followers were baptized by the Holy Spirit on Pentecost. Originally, Pentecost (also known as the Festival of Weeks) celebrated God giving Moses the Ten Commandments, fifty days after the Exodus event. It is now replaced by God giving His Spirit to all believers, fifty days after Easter Sunday.

God's Spirit was poured out on the community of believers, giving believers the power to intelligibly communicate the truth of Jesus to the entire world. The Spirit is given so that the worshipping community may live like the prophecy found in Joel. (2:28-32)

Guided by the Spirit, Peter invited listeners to repent and be baptized. New believers joined the community of faith and continued to grow in their faith by obeying the apostles's teaching, daily prayers, and sharing with those in need. Jesus's mission of bringing freedom from sin and having that message spread to the ends of the earth had begun. As believers, we continue the mission started by the faithful church over two thousand years ago.



DID YOU KNOW?

Most scholars believe that the book of Acts was written by Luke, a physician and companion of Paul. He was probably a Gentile and well-educated. He remained a loyal friend who stayed with Paul after others had left him.



VOCABULARY

FAITH WORDS

Holy Spirit The Spirit of God, the third person of the Trinity. The Holy Spirit changes our hearts and empowers believers.

PEOPLE

Peter One of Jesus's 12 disciples. He preached the first sermon at Pentecost and was a leader in the early church.

Apostles One who is "sent out" on a special mission for another person. Jesus called certain people to be His apostles. The task of the apostles was to preach the gospel so people would become followers of Jesus Christ.

PLACES

Jerusalem The main city and center of Jewish religion.



STORYTELLING

BEFORE CLASS

1. Read Acts 1:1-11; 2:1-8, 12-21, 36-47
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller’s suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today’s story, you will also need the following items.

3. A wrapped present or gift bag
4. A cotton ball or a blue or white sheet
5. A picture of fire or flames.

FOLLOW THE LEADER

See “Teacher’s Preparation” for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See “Teacher’s Preparation” for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have students extend their hands, palms up as if giving a gift.

Say, **This represents, “The Holy Spirit is God’s gift to us.”**

TELL THE STORY (THE MAIN POINTS IN ORDER)

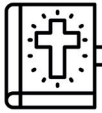
Use this script or tell the story in your own words. You will need to adjust the level of details based on the ages of your children.

Say, **We are on an epic expedition. I packed our travel bag with tools that will help us explore the book of Acts. Each week we will search inside the bag for the tools that we will need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. A present or gift bag - Say, **After the resurrection of Jesus, He appeared to the apostles over a period of 40 days. Jesus said the Father would send a gift - the Holy Spirit. They would receive power through the Holy Spirit to be His witnesses in Jerusalem, Judea and Samaria, and the whole earth.**
2. Cotton ball or sheet - Say, **After Jesus talked with the disciples, He ascended into heaven and a cloud hid Him from sight. Two angels told the disciples that He would return one day.**
3. Picture of fire - Say, **On the day of Pentecost, the sound of wind (make the sound of wind, invite the students to also make the sound) filled the house and what looked like tongues of fire rested on each person. They were filled with the Holy Spirit and spoke in other languages.**

4. Say, **The same day, Peter preached to the crowds in Jerusalem. He reminded them of the prophet Joel's words. Then he called them to repent and change their way of life. About 3,000 accepted his message and were baptized.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

As you lead the Bible study, emphasize these ideas.

- The Holy Spirit is God's gift to us.
- God wants all of us to be witnesses for Him.
- We can witness with our words and with our lives. Our attitudes and actions should reflect God's love to everyone we meet.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **Why do you think the disciples asked the question in Acts 1:6? Do you think they still thought the kingdom of God was to be on earth?**
2. **If you had been present at the ascension, what would you have thought about Jesus disappearing into the clouds?**
3. **Why do you think the gift of the Holy Spirit also included the gift of speaking in other languages?**
4. **What was the main point of Peter's message in Acts 2:38-40?**
5. **How did the believers act after Pentecost? Read Acts 2:42-47**

FINAL THOUGHT

This is the thought that you want the children to remember.

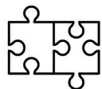
Say, **Gifts are wonderful things. The act of giving and receiving gifts is an amazing one. Have you ever had the perfect gift for someone? Have you received a great gift? It's so great to get a present that shows how much a person knows and loves you. God gave us the ultimate gift when He gave us Jesus to die on the cross for our sins. What's even better is that the gift didn't stop there. When Jesus ascended into heaven, God gave us the Holy Spirit to guide and comfort us. Talk about a perfect gift.**



MEMORY VERSE PRACTICE

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.

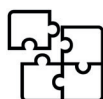
We are witnesses of these things, and so is the Holy Spirit, whom God has given to those who obey him. Acts 5:32



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Provide Bible, paper, and pencil. Read Acts 1:1-11. Write a social media status update pretending to be one of the people present at the ascension.
2. Find a Bible with a concordance in the back. Look up the term Holy Spirit. Find several additional passages that reference the Holy Spirit and read about them. Discuss what these passages teach about the Holy Spirit.
3. Research the Festival of Weeks also called Pentecost. What was the significance of this time? What usually happened during this celebration time? Create a poster that invites people to the celebration, including what might be offered during this time.



ACTIVITY FOR OLDER CHILDREN

DISCUSSION ABOUT LOSS

Think about and give students the chance to talk about loss. Help them express their feelings, all the while listening close to the conversation so that you can turn it back quickly to how the disciples might have felt. Say, **We have all experienced some kind of loss or empty feeling at some time. Perhaps you lost a book, or you lost at a competitive event. Or maybe you got lost in a crowd. Maybe you went to pour some cereal for breakfast and the container was empty. What did that feel like?** Give them a chance to respond.

Say, **The believers were so happy when they saw Jesus had risen from the dead because they thought they had lost Him. But now they saw Him disappear into heaven. How do you think they felt about the loss of Jesus this time? How do you think you would have felt if you had been there?**



PRACTICE FOR BIBLE QUIZ

If you have time, read the entire passage to the children. Otherwise, be prepared to help them understand how the quizzing questions fit into the story from this lesson.

See the section "Review Questions" for the red and the blue practice questions for this lesson.

BETTER THAN MONEY

ACTS 3:1-16; 4:1-22

MEMORY VERSE

Salvation is found in no one else, for there is no other name under heaven given to mankind by which we must be saved.

Acts 4:12

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God offers salvation through Jesus Christ.
- The Holy Spirit gives us power to witness.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that the Holy Spirit gives us the courage to witness about Jesus.

1. A lame man asked Peter and John for money. Instead, Peter healed him in Jesus's name. The man praised God.
2. The people were amazed. Peter said it was faith in Jesus that healed the man.
3. Peter and John were put in jail. The Sanhedrin asked them how they healed the man. Peter said that it was by the name of Jesus.
4. The Sanhedrin told them to stop teaching about Jesus. Peter told them they would not stop speaking about Him.

**BIBLICAL BACKGROUND**

As Peter and John approached the Temple for prayer a beggar called out and asked them for money. Because of the beggar's physical condition, he was unable to worship God in the Temple. Instead of giving him money, Peter healed him in the name of Jesus. In this story we get a glimpse of what the book of Acts is about: the early believers shared the good news about Jesus and salvation with everyone, not just the religious leaders.

The beggar, fully restored, joins Peter and John in praising God. Peter declared that the healing of the beggar happened by the name of Jesus. We see that Jesus’s power is not limited. He can do miraculous things in order to heal and save people.

The religious leaders arrested Peter and John. However, the apostles were prepared because Jesus taught them not to worry about what to say when this happens. Instead, the Holy Spirit would help them (Luke 12:11-12). So, guided by the Holy Spirit, Peter spoke confidently in front of this group of angry, religious leaders. He repeated his message of good news about Jesus, who alone brings salvation.

The Sanhedrin did not want this message about Jesus to spread. They commanded the apostles to stop preaching in the name of Jesus. Peter and John recognized that their first obligation was to obey God. The Spirit enabled Peter, the faithful witness, to speak courageously. Only months earlier, Peter denied his association with Jesus. However, after Pentecost, he was able to publicly defend his Lord.



DID YOU KNOW?

The temple Jesus and the early believers worshipped in was built by King Herod. The construction began in BC 19 and was not totally completed until AD 64.



VOCABULARY

PEOPLE

Annas The high priest in Jerusalem until a Roman official removed him from office.

Caiaphas The son-in-law of Annas, he was appointed high priest by a Roman official. He was the high priest who plotted Jesus’s arrest and presided at Jesus’s trial.

PLACES

Sanhedrin The highest ruling Jewish court of justice

Solomon’s Colonnade A covered walkway along the eastern wall of the Temple.

FAITH WORDS

Salvation Everything God does to take away sins and create a right relationship between Himself and a person. God sent His Son, Jesus, who died on the Cross and became our Savior. Those who ask Jesus to be their Savior receive salvation as a free gift.



STORYTELLING

BEFORE CLASS

1. Read Acts 3:1-16; 4:1-22
2. Review the instructions for “Telling the Story and Teaching the Story” (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Coins
4. A picture of a jail cell

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have the children extend their arms up, flexing their muscles.

Say, **This represents the Holy Spirit gives us courage.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

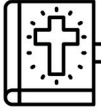
Use this script or tell the story in your own words. You will need to adjust the level of details based on the ages of your children.

Say, **Today we continue to explore the book of Acts. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the coins - Say, **As Peter and John went to the temple, a lame man asked for money. Peter healed the man in the name of Jesus.**
2. Run and jump - Say, **The man went into the temple jumping and praising God.**
3. Have an astonished look on your face - Say, **The people were amazed and came over to them. Peter told them that it was faith in Jesus that healed the man.**
4. Show the picture of the jail cell - Say, **While Peter and John were talking to the people, they were arrested and put in jail. The next day, the Sanhedrin questioned them about how they healed the man. Peter said it was by the name of Jesus whom they had killed.**

-
- Put your hand over your mouth - Say, **The Sanhedrin asked Peter and John not to teach about Jesus anymore.** Shake your head no. Say, **Peter and John told them they could not stop speaking about Jesus. They had to obey God.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

As you lead the Bible study, emphasize these ideas.

- Remind the children that it is good to give generously to others but there is something even more valuable that we can give: the story of God's love and forgiveness.
- The NIV Bible translation describes the man as being "lame." Your students may have other connotations for this word. Explain that this man was probably crippled in his feet and not able to walk

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

- What is the most valuable thing you can share with another person? What did Peter and John share?**
- What do you think people thought of Peter and John healing the lame man? How would you have felt?**
- Why do you think the people were so astonished at seeing the beggar healed and praising God?**
- How do you think Peter and John felt standing in front of the very people who had sentenced Jesus to death and say they would obey God?**
- Can you think of some times when it is difficult for Christians to do what is right instead of going along with the crowd?**

FINAL THOUGHT

This is the thought that you want the children to remember.

Salvation is found in Christ Jesus. It is a free gift but it is up to us to accept it. The Holy Spirit guides, directs and helps us.

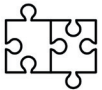
Say, **During the time the church was new and growing it was a dangerous thing to say that you believed that Jesus was God's Son. People were being killed because they were Christians. In many places around the world today people could still die because they are Christian. In other places it's less life threatening, but still scary to talk about. Sometimes friends or people at school will think badly about you if you talk to them about Jesus. But God's gift, the Holy Spirit gave the first Christians courage to witness about Jesus. The Holy Spirit gives courage to those who face danger in His name around the world. He will give us courage too.**



MEMORY VERSE PRACTICE

Salvation is found in no one else, for there is no other name under heaven given to mankind by which we must be saved. Acts 4:12

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Use a computer or reference book to research another religion. Say, **What does that religion say about how to obtain salvation? What are the steps a person must take? Compare this to what we believe.** Read Acts 4:12 again. Say, **What do you believe about salvation?**
2. Research the word "Sanhedrin" by using a Bible dictionary or encyclopedia. Ask, **Who were the Sanhedrin? What was their role in Jewish life? Is there a comparable institution in our culture today?**
3. Find out as much information about Solomon's Colonnade as you can. Draw a picture of it.

GAME: GO TO JAIL

You will need masking tape or some way to designate a large square on the floor to be "the jail." This area should be large enough for students to stand or sit.

During the study, read and discuss the Bible story's main points. Lead the conversation so that children will talk about Jesus. Every time a student mentions Jesus, he or she must go to jail. Say, **In the time of Peter and John many believers were arrested and sent to jail for speaking about Jesus. What do you think they did in prison?**



ACTIVITY FOR OLDER CHILDREN

AN INTERVIEW WITH PETER AND JOHN

Designate two students to be Peter and John. Let the other students ask them questions, such as “What did the man who was lame ask? Why did you heal the man? How did you heal the man? Say, **Peter and John were not afraid of the rulers and elders because they had experienced the coming of the Holy Spirit. They could not stop speaking about Jesus.**



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

ONE IN HEART AND MIND

ACTS 4:23–5:11

MEMORY VERSE

And do not forget to do good and to share with others, for with such sacrifices God is pleased.

Hebrews 13:16

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God wants us to share with others.
- God requires honesty from His followers

LESSON FOCUS AND SUMMARY

In this study, the children will learn that the Lord our God is the one true God. They will learn that God has power over evil.

1. Peter and John told the believers about their arrest. The believers prayed that God would give them boldness in preaching about Jesus.
2. The believers shared all they had. Some sold what they owned and gave the money for those in need.
3. Ananias and his wife, Sapphira, sold a piece of property. They only gave part of the money to the apostles.
4. Ananias lied. He made it seem like he had given the apostles all the money. Ananias and Sapphira died for lying to God.



BIBLICAL BACKGROUND

The believers of the Early Church sometimes chose to share their property, or the money from the sale of their property with others. Charity among the community encouraged friendship, maturity, and a radical trust in God. However, giving money and property was voluntary.

There are two different examples of believers who shared their possessions: one through honesty and one through deceit.

Barnabas sold a field and gave the money to the apostles. This is an example of a faithful and honest giver. Later we will learn about Barnabas's role as an encourager to the believers when he supported Paul in ministry.

In contrast to Barnabas were two other believers: Ananias and his wife Sapphira. They also sold their property, but they kept some of the money for themselves. When they gave part of the money to the disciples, they pretended it was the full amount. In this story, we have the first record of sin in the Early Church. They sinned by lying to God and others.

The apostles gave them both the opportunity to repent, but they continued to lie. Their punishment was quick, and they both died.

Ananias and Sapphira's punishment may seem harsh. However, the Early Church learned an important lesson. Even though their faith in Jesus freed them from some of the restrictions of the Jewish laws, it did not mean that they were free to be immoral. Lying and disrespect for authority had no place in the community of faith.

Unfortunately, the Spirit's work in the lives of Ananias and Sapphira did not change their love of prestige and money. However, the Spirit's work in the lives of believers should lead to freedom and generosity, as exemplified by Barnabas. Let's follow his example!



DID YOU KNOW?

Paul, along with Barnabas and Mark, began his first missionary journey by stopping at the port city of Salamis on Cyprus. Barnabas was from Cyprus.



VOCABULARY

PEOPLE

Believers believe that Jesus is God's Son. Believers have received Jesus as their Savior, and they love and obey Him.

Barnabas means "son of encouragement." He was also known as Joseph. He was from the island of Cyprus.

Ananias sold some land and then made plans with his wife, Sapphira, to lie about the amount of money he received for the land.

Sapphira the wife of Ananias

FAITH WORD

Stewardship is the careful and responsible management of all the resources God has entrusted to our care.



STORYTELLING

BEFORE CLASS

1. Read Acts 4:23–5:11
2. Review the instructions for “Telling the Story and Teaching the Story.”

PREPARE THE STORYTELLER’S SUITCASE

Each week you will need the following items.

1. The **storyteller’s suitcase**, and ...
2. The **review box**. See the instructions before lesson 1 for details.

For today’s story, you will also need the following items.

3. Praying hands
4. Dirt or picture of a field
5. Bag of gold coins

FOLLOW THE LEADER

See “Teacher’s Preparation” for details about how and why to play this game.

OPTIONAL LESSON REVIEW

*Show the students the **review box**, and ask for volunteers to help review the previous lesson. See “Teacher’s Preparation” for more details.*

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Clasp your hands together as if in prayer.

Say, **This represents the believers praying.**

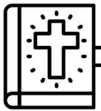
TELL THE STORY (THE MAIN POINTS IN ORDER)

Use this script or tell the story in your own words. You will need to adjust the level of details based on the ages of your children.

Say, **Today we continue to explore the book of Acts. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Show your praying hands object or put both your hands together to form praying hands - Say, **After Peter and John were released, they went back to the believers and reported what had happened. They all prayed that God would give them boldness in preaching about Jesus. After they prayed, they were all filled with the Holy Spirit and boldly spoke God's word.**
2. Hold up the dirt or the picture of a field - Say, **The believers shared what they had. Some sold fields or houses and gave the money to use for those in need. One of the believers, called Barnabas, sold a field he owned and brought the money to the apostles.**
3. Bag of gold coins - Say, **Ananias and his wife, Sapphira, sold a piece of property. They brought part of the money to the apostles and kept back some for themselves.**
4. Say, **Ananias lied to Peter and to God. He made it seem like he had given all the money to God. He knew about the deceit. Both Ananias and his wife died for lying to God. The whole church was filled with fear.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

As you lead the Bible study, emphasize these ideas.

- Remind the children of the choices and the consequences of Cain

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **Today we learned how God uses His people to meet the needs of others.**

1. **When Peter and John were released from prison, they returned to the believers and prayed together. They asked for boldness to preach God's Word. How important should prayer be in our lives?**
2. **The believers shared what they had with those in need. How can Christians today share what they have with people who are in need?**
3. **Ananias and Sapphira were not honest with God. People can be dishonest in different ways. What are some ways people can be dishonest?**
4. **When Ananias and Sapphira died, great fear seized the whole church. Why do you think they were so afraid? What do you think God was teaching the believers?**

-
5. Today we often talk about “giving my word” to someone. What does “my word” mean? Can your friends, family and teachers trust you to be honest and truthful?

FINAL THOUGHT

This is the thought that you want the children to remember

Say, Have you ever needed something you didn't have? Have you ever had someone meet that need for you? The early church shared all their possessions so that they could meet each other's needs. They all worked together, ate together, and worshipped together. God uses His church today to meet the needs of people too. Sometimes that means to provide food for a family in need, or to give to an offering for missionaries. Sometimes God asks us to give money to those in need. Nothing we have is ours; it all belongs to God. God wants us to use the blessings He has given us to help meet the needs of others.



MEMORY VERSE PRACTICE

And do not forget to do good and to share with others, for with such sacrifices God is pleased.
Hebrews 13:16

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. In Acts 4:24-30, the believers prayed, praising God for all He had done and asking for boldness to preach the Word. Read this prayer. Then write, draw, or record a prayer of your own. Share your prayer with someone else if desired.
2. Many names have special meanings. Barnabas was one of the believers who sold land and brought the money to the apostles. The name “Barnabas” means encourager. What do you think your name means? Use a computer search or a name book to look up your name and find out it means.
3. Write your name in large, fancy lettering on a sheet of cardstock or construction paper. Decorate and color your name to create a name sign.



ACTIVITY FOR OLDER CHILDREN

WHAT ABOUT LYING?

Ask, What is a lie? Give some examples of lies you have told or heard someone tell. Say, **What does it hurt if you lie? How can lying affect your life?** Talk about the consequences of lying and how it can change our lives. Ask, **Why do people tell lies?**

Say, Ananias and Sapphira planned to keep part of the money and act like they gave everything to the apostles. They lied by their actions. The question we should ask is “Why do we do what we do?” Why did they agree to lie?



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

STEPHEN'S STONING, SCATTERING CHURCH

ACTS 6:1-15; 7:51–8:3

MEMORY VERSE

Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised to those who love him.

James 1:12

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God gives us power and grace to help others.
- God is with us in times of trial.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God is with us even in times of persecution.

1. The disciples appointed seven men to give food to the believers. Stephen was one of the men.
2. Stephen performed miracles. Many people became angry and argued with him. They convinced some men to lie about him.
3. Stephen spoke about God and told the Sanhedrin they were not following God's laws. The Sanhedrin were angry with him and stoned him to death.
4. A man named Saul approved of Stephen's death and began to persecute the church. He put many believers in prison.



BIBLICAL BACKGROUND

In this lesson, we see how the early church dealt with two timeless issues - fairness and persecution. In the early church, known for its attitude of sharing, the issue of unfair food distribution to the Hebraic and the Greek-speaking Jewish widows threatened to divide the church. The apostles, handling the conflict well, recognized the need for more leaders. Stephen was chosen as a leader, full of the Holy Spirit and faith.

Stephen, initially chosen for administrative duties, was now chosen for a different ministry. His preaching was accompanied by signs and wonders, referring to the miracles prophesied by Joel and mentioned in Peter's Pentecost sermon. His preaching provoked opponents of the Word; so these opponents lied in order to bring Stephen to trial.

Stephen's life and death reflects other examples in the biblical narrative. Stephen's vision of God is an echo of the story of Moses hearing from the Lord. The accusations made against Stephen are similar to those made against Jesus. Stephen said that his accusers were like the unrepentant Israel in the desert. These people were worshiping the Law, not God.

Like Jesus, Stephen's concern at this death was the forgiveness of his killers. Stephen, the first Christian martyr, prayed for his enemies at the time of death.

The stoning of Stephen began a deep persecution of the church.

Persecution did not (and still does not) threaten the mission of Jesus. The church scattered throughout Judea and Samaria, prompting God's message to spread out even further. Though not part of the church's plan, God used this persecution to spread the gospel.



DID YOU KNOW?

In New Testament times if a woman's husband died and she had no adult male children to take care of her, she had to depend on charity to survive. Traditionally, the Jewish community took care of its widows and the early church seems to have followed this practice.



VOCABULARY

FAITH WORDS

Persecution Physical abuse, ridicule, or other suffering a person experiences from others.

Christians have been and are still being persecuted for believing in Christ and obeying Him.

PEOPLE

Stephen, Philip were two of the seven men selected to oversee the distribution of food to the widows.

Saul A Pharisee who approved the stoning of Stephen. He arrested Christian men and women and placed them in prison.

PLACES

Synagogue The place Jews gathered on the Sabbath for prayer and instruction in the Law and Scriptures.



STORYTELLING

BEFORE CLASS

1. Read Acts 6:1-15; 7:51–8:3
2. Review the instructions for “Telling the Story and Teaching the Story” (page 8)

PREPARE THE STORYTELLER’S SUITCASE

See “Teacher’s Preparation” for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller’s suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today’s story, you will also need the following items.

3. 7 objects
4. A rock or stone
5. A picture of a house

FOLLOW THE LEADER

See “Teacher’s Preparation” for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See “Teacher’s Preparation” for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have the students act like they are throwing something.

Say, **This motion represents Stephen being stoned for his faith.**

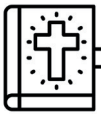
TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today we continue to explore the book of Acts. I packed our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the 7 objects - Say, **After complaints from some people about their widows being overlooked in the daily distribution of food, the disciples decided to appoint seven men to take care of the job. One of those chosen was Stephen, a man full of faith.**
2. Say, **Stephen was a godly man who performed miracles. Make a sad or angry face. Some people became angry and argued with him. They secretly convinced some men to speak against Stephen.**

3. Hold up the stone - Say, **Stephen was brought before the Sanhedrin. The witnesses told lies about Stephen. When asked about it Stephen told the Sanhedrin they were not obeying God's laws. They became very angry and dragged him out of the city and stoned him to death.**
4. Hold up a picture of a house - Say, **Saul was at the stoning giving his approval. Then Saul began to destroy the church, going from house to house arresting the believers and putting them in prison.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Remind the children that we should always take a stand for what is right, even when we stand alone. Our culture seems to believe that wrong is not wrong if everyone does it. We must depend on God's help to stand strong against the crowd.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **Today we learned about Stephen and Saul. God is with us even in difficult times.**

1. **Why were some people unhappy with the way the food was distributed? Explain. How do Christians today take care of those in need?**
2. **When you have a difference of opinion with a brother or sister, how can you reach a fair decision?**
3. **How was Stephen's reaction to those who were stoning him similar to what Jesus did on the cross?**
4. **Saul began persecuting the church after Stephen's death. Are Christians today still persecuted? Have you ever experienced persecution?**
5. **How do you think God wants us to respond when we face issues of unfairness and persecution? Read Micah 6:8.**

FINAL THOUGHT

This is the thought that you want the children to remember.

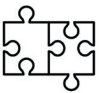
Say, **Have you ever heard someone say, "We live in a fallen world"? That phrase means that we live in a world and sin has entered it. Where sin is, bad things will happen - even to good people. Stephen is a perfect example of this sad truth. Even people who follow God will go through difficult situations. But God was with Stephen when he was arrested and God was with Stephen when he was stoned. God promises to be with us always, including in times of persecution. God's presence can be found in the difficult situations in your life too. When you are having a tough time God is there. He is there to provide comfort and peace.**



MEMORY VERSE PRACTICE

Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised to those who love him. James 1:12

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

1. Through the years, Christians have been persecuted for their faith. Use a computer to research the persecuted church. One website to check is The Voice of the Martyrs.
2. Stephen was stoned because of his faith. Are there other people in the Bible or the early history of the church who were killed for their faith? Research this and see what can be found.



ACTIVITY FOR OLDER CHILDREN

AN OBITUARY

Say, **When someone dies we usually have a funeral or memorial service to remember that person. At this service a summary of the person's life, called an obituary or eulogy, is often read. Also, many times when a person is buried in a cemetery, the place of burial is marked with a tombstone. On the stone is carved the person's name and some information about him or her.** Give the students the chance to write the obituary or eulogy for themselves as though they were martyred for their faith. Or let them create tombstones for themselves.

Ask, **How would you want to be remembered? What information would you want people to know about you?**



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

PHILIP ON THE ROAD

ACTS 8:4–40

MEMORY VERSE

The unfolding of your words gives light; it gives understanding to the simple.

Psalm 119:130

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God helps us understand His Word.
- God gives us baptism as a symbol of His change in our lives.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God helps us to know Him and understand His Word.

1. Philip performed miracles and preached in Samaria. Simon, a sorcerer, believed and was baptized.
2. Peter and John their hands on believers in Samaria, and they received the Holy Spirit. Simon offered to pay them so that he could have this ability. They rebuked Simon.
3. An Ethiopian was reading the Book of Isaiah. Philip explained the Scripture to him and told him about Jesus.
4. Philip baptized the Ethiopian, and the Ethiopian rejoiced.

**BIBLICAL BACKGROUND**

After the Church scattered, believers preached wherever they went.

Philip was one of the early believers who left Jerusalem because of the persecution. He went to Samaria and preached about the kingdom of God. Because of his obedience, many people believed and were baptized, including, a sorcerer named Simon.

Because of Philip's faithful work, Peter and John came from Jerusalem to baptize new believers. The apostles put their hands on them, and they received the Holy Spirit. When Simon saw this, he wanted to buy the ability to give the Holy Spirit to people. Like Ananias and Sapphira, we have a story of an early believer committing a sin, and the apostles quickly correcting the situation.

Peter rebuked Simon because he was more impressed with the display of power than the concern for other people's salvation. He wanted to control God's Spirit so that we could continue to be a powerful person. Peter said that Simon's heart was not right before God. Peter told him to repent of his wickedness. Simon recognized Peter's authority and asked him to pray for him. It is unclear whether Peter did this or not, or if Simon repented for his sin. Repentance involves a change of thought, intentions, and actions: to turn away from selfish desires and to turn toward God.

Next, the Spirit led Philip to speak to a man from Ethiopia. According to Deuteronomy 23:1, the man was not allowed to enter the Temple. Even so, he was a devout man, and he went to Jerusalem to worship. He was on his way home when he met Philip. Philip explained to him that Jesus was the Christ. This news about Jesus helped the Ethiopian to better understand God's message of love. This revelation changed his life. Philip baptized the Ethiopian.



DID YOU KNOW?

There had been hundreds of years of separation, resentment, and contempt between the Jews and the Samaritans. When John and Peter went to Samaria to greet the believers, it was an historic event. Years of separation and resentment gave way to a spirit of unity and oneness as these men became brothers in Christ.



VOCABULARY

PLACES

Samaria A region between Galilee and Judea. The people of Samaria were shunned by the Jews.

Ethiopia is a country in North Africa. It was over 4,000 kilometers from Jerusalem. The journey one-way would take a month

Gaza A city about 80 kilometers southwest of Jerusalem

FAITH WORD

Baptism is a special event in which a believer is immersed in water or has water sprinkled or poured on his or her head. It symbolizes and gives public testimony to God's forgiveness, the believer's repentance, receiving the Holy Spirit, and beginning a new life in Christ.



STORYTELLING

BEFORE CLASS

1. Read Acts 8:4-40
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Money
4. Map that shows Jerusalem and Gaza.
5. Water

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have students hold hands together and then open as if opening a book.

Say, **This represents when Philip shared God's Word.**

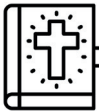
TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today we continue to explore the book of Acts. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Say, **Philip went to Samaria and preached to the people. He performed many miracles that brought great joy to the people. Simon, a sorcerer, had many followers in the city. He believed and was baptized. When the apostles heard about what was happening in Samaria, they sent Peter and John.**

2. Hold up the money - Say, **Peter and John put their hands on the believers in Samaria and they received the Holy Spirit. Simon, the sorcerer, wanted this power too, so he offered them money for this ability. They rebuked Simon. He begged them to pray for him.**
3. Show the map- Say, **The Lord sent Philip to the road that connected Jerusalem and Gaza. He met an Ethiopian sitting in his chariot reading from the Book of Isaiah. Philip talked with the man and explained the passage to him, telling him about Jesus.**
4. Hold up the water - Say, **As they traveled, they came to some water. The Ethiopian asked Philip to baptize him. When they came out of the water Philip disappeared. The Ethiopian went on his way rejoicing. Philip appeared in Azotus and preached about Jesus until he reached Caesarea.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Focus on the truth that God helps us know Him and understand His Word.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **Today's Bible study was about Philip. When Stephen was stoned, Saul began going from house to house arresting Christians. Because it was no longer safe to stay in Jerusalem, the Christians scattered in many different directions. When Philip left Jerusalem, he was following his leader - God. God's Spirit led Philip to Samaria and to the desert. In today's lesson we will learn more about what Philip did as he followed his leader.**

1. **The persecution of the believers caused them to scatter to many different regions. Why was this a good thing?**
2. **Why was it such a major event when the apostles sent Peter and John to Samaria?**
3. **Why do you think Peter answered Simon the way he did when Simon asked to buy the ability to for people to receive the Holy Spirit?**
4. **Philip obeyed the Lord. How important is it for you to obey the Lord?**
5. **The Ethiopian asked to be baptized. Have you been baptized? Do you think it is important to be baptized? Why?**

FINAL THOUGHT

This is the thought that you want the children to remember.

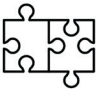
Say, **God saw the Ethiopian man. He saw that the man was seeking understanding. God sent Philip to find the man so that the man would understand His Word and believe. God could have asked Philip to do anything, but God wanted Philip to find this one man and teach him about God's Word. Can you imagine the story if Philip had said no? Maybe it would be a long time before the man understood God's Word and decided to follow Him. God pursues each of us in the same way. He wants us each to know Him. Can you think of anyone in your life who has helped you to understand God's Word? He is always working to help us know Him more so that we may grow in Him.**



MEMORY VERSE PRACTICE

The unfolding of your words gives light; it gives understanding to the simple. Psalm 119:130

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Before class gather paper and crayons. Say, **We talked about a lot of important things in today lesson. Draw a picture of your favorite story.** Have the students show their papers and see if the class can guess their story. Then have the student who colored it tell why this story was their favorite.
2. Say, **One man Philip met was from Ethiopia. What do you think people in Ethiopia are like? What language do they speak? What food do they eat? Research Ethiopia and write an article that might be published in a newspaper with all the facts that you found in your research.**



ACTIVITY FOR OLDER CHILDREN

Write the letters of WITNESS in the form of an acrostic on a white board or chalkboard. Discuss what is a witness? What are ways to witness? How did Philip witness? Create an acrostic poem with the students's ideas and thoughts. Say, **Philip witnessed to people in Samaria and to the Ethiopian on the desert road. Where can you witness? God wants every Christian to be a witness for Him**



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

SAUL TRANSFORMED

ACTS 9:1-31

MEMORY VERSE

Therefore, if anyone is in Christ,
the new creation has come: The
old has gone, the new is here!

2 Corinthians 5:17

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God transforms us when we believe in Christ.
- God gives us courage even when we are afraid.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God transforms who we are and how we live.

1. Saul was on the way to Damascus to persecute believers. He saw a light from heaven and heard the voice of Jesus speaking to him.
2. Saul realized he was blind. The men with him led him into Damascus.
3. The Lord called Ananias to restore Saul's sight. Ananias finally agreed to do this. He went to Saul and healed him.
4. Saul began preaching in Damascus. Some Jews wanted to kill him, but he escaped. Barnabas supported Saul in ministry.

**BIBLICAL BACKGROUND**

Saul's story of transformation is one of many dramatic conversion stories in Acts. This type of experience does not happen to everyone, but the story reminds us that God reaches people through a many different of methods.

Saul's conversion happened after his personal encounter with the risen Christ. After his conversion, Saul became part of the same community of believers that he had persecuted. Ananias and most of the believers in Damascus knew about Saul and feared him. However, the Lord used Ananias to heal Saul and to welcome him into the community of believers. Barnabas encouraged the other disciples to accept Saul, and he became a friend and supporter of Saul's ministry.

Because of Saul's past lifestyle, God was able to use him in unique ways to share the gospel with Jews, and later, to share it with Gentiles.

Saul suffered persecution because he refused to yield to the pressure of Christ's adversaries. Those who discounted Jesus as Lord and Christ also resisted Saul's testimony. It is common for faithful followers of Jesus to experience opposition, since people who seek positions of power often disregard Jesus and his message.

Even though Saul had a dramatic experience of conversion, he did not stop growing as a disciple of Christ. His growth continued throughout his life. Each day he learned more about who God wanted him to be. As other believers taught him more about Jesus, his zeal for proclaiming the faith to all people grew. Previously, he brought fear and death to people, but after he met Jesus, he proclaimed hope and life.



DID YOU KNOW?

Damascus was a city on the edge of a desert. It was a very busy trading center. It was about 225 kilometers from Jerusalem. The trip would take about 10 days to walk, which was the normal way of travel.



VOCABULARY

FAITH WORDS

Faith is trust in God that leads people to believe what God has said, depend on Him, and obey Him.

PEOPLE

Ananias A follower of Jesus who lived in Damascus.

The Way The followers of Jesus used the phrase The Way to identify who they were. The word Christian had not yet been created.

PLACES

Damascus The city where Saul was going to arrest Christians and take them back to Jerusalem.



STORYTELLING

BEFORE CLASS

1. Read Acts 9:1-31
2. Review the intructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Flashlight or any kind of light
4. Basket

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have the children cover their eyes so they can not see.

Say, **This represents Saul being blind for three days.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today we continue to explore the book of Acts. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Hold up or shine the flashlight - You may want to dim the lights so that the flashlight or chosen light will be even brighter. Say, **Saul was on his way to Damascus with letters giving him permission to arrest any believers he might find. Suddenly he saw a light from heaven and heard a voice speak to Him. Jesus asked why Saul was persecuting Him.**
2. Close your eyes - Say, **When Saul got to his feet he realized that he was blind. The men with him led him into Damascus. For three days he could not see and did not eat.**
3. Say, **The Lord sent Ananias to restore Saul's sight. Ananias had heard reports about Saul and did not want to go. The Lord told Ananias that He had chosen Saul to take the message of Jesus to the Gentiles. So, Ananias went to Saul, laid hands on him and healed him.**

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4. Show students the basket - Say, **Saul began preaching in Damascus. As his speaking became more powerful, some Jews wanted to kill him. Saul escaped in a basket lowered from the city wall. He then went to Jerusalem where he tried to join the disciples. They were afraid of him, but Barnabas supported Saul, telling the apostles about the events in Damascus.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

God transforms who we are and how we live. Just like He transformed Saul he wants to transform us.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **Some children act like bullies and physically hurt other people. Sometimes they hurt people by the thing they say. The story of Saul and how God changed him reminds us that we should never give up on a person. We should continue to pray for people who hurt others. God can help that person change.**

- 1. Why did Saul hate Jesus's followers so much?**
- 2. Why do you think the conversion of Saul is so important?**
- 3. If you had been Ananias how do you think you might have felt when the Lord told you to go talk to Saul?**
- 4. Why did some people in both Damascus and Jerusalem want to kill Saul?**
- 5. Barnabas accepted Saul as a person God had changed. How do you accept people who have been changed by the Lord? Are you willing to lay aside old feelings and help a new Christian?**

FINAL THOUGHT

This is the thought that you want the children to remember.

Say, **Have you ever looked back at pictures of yourself when you were younger? How about looking at old art projects you did or looking at your handwriting when you were first learning to write? I'm sure there are many changes from then until now. God changes or transforms us in the same way. When we decide to ask Him into our hearts and follow Him, He changes who we are and how we live.**

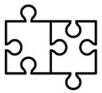
Sometimes people keep a journal of their thoughts or prayers. This is a great way to talk to God and to express your feelings, and it's a great way to look back and see how God has transformed you into who you are in Him. If you are following God, you can't help but be transformed by Him.



MEMORY VERSE PRACTICE

Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here! 2 Corinthians 5:17

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Say, **Think about the stages of Paul's life. Compare his life with the life cycle of a butterfly. How are they alike? How are they different?** Draw the stages of a butterfly.
2. Put a big piece of paper or a poster board on the wall. Appoint one student to be the writer. As students are answering the questions, write them on the paper or poster. Say, **What are some of the ways God communicated with Saul and Ananias?** Examples include light, voice, vision, another believer. **How does God communicate with people today?** List as many ways as the students can think of and how God uses them.



ACTIVITY FOR OLDER CHILDREN

Say, **We all make choices every day. Some of our choices are wise and some may not be so wise. What would have happened if Saul had chosen not to follow the Lord after his experience on the road to Damascus? Do you think this choice was easy for Saul? Why or why not?**

Ask, **What choice did Ananias make? Do you think his choice was easy? Explain your answer. Why was Ananias's choice so important? What might have happened if he had made a different choice?**

Say, **God requires complete obedience. He knows what is best and His commands are designed to bring that about. Obedience strengthens our loyalty to God and brings honor to Him.**



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

TO EAT OR NOT TO EAT

ACTS 10:1-23

MEMORY VERSE

Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is - his good, pleasing and perfect will.

Romans 12:2

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God can change our way of thinking.
- God speaks to His people.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God can change our way of thinking.

1. Cornelius, saw a vision from God. An angel told him to have Peter brought to him.
2. Peter had a vision that a large sheet filled with all different types of animals was being let down to earth.
3. The Lord told Peter to kill and eat. Peter told Him that he had never eaten anything impure or unclean. Three times the Lord told Peter to do this.
4. Right then, the men sent by Cornelius came to get Peter. The Lord told Peter to go with them, and so he went.

**BIBLICAL BACKGROUND**

God sometimes uses visions to display His plan and about particular people and places. Two visions occur in this story.

Cornelius was a not Jewish but he followed God. He lived in Caesarea. He was a man with authority whose devotion to God was displayed in acts of generosity and faithful prayers. Three o'clock in the afternoon was a time when committed followers of God prayed. Cornelius's habits show us that he

was a devoted God-follower. During his prayer time, he saw an angel of God telling him to have Peter brought to his house. (The story does not tell us if Cornelius experienced any doubt at this request.) He must have known that Jews were not allowed to enter the home of a Gentile, someone who was not Jewish. Yet, Cornelius faithfully obeyed God.

In this story, Peter, while in Joppa, had a vision of a sheet being let down from heaven, with all kinds of animals in it - unclean and clean animals. Based on Jewish law, Peter knew that he was not supposed to eat anything unclean. However, in this vision God spoke to Peter telling him to not call anything unclean. After three times, Peter agreed to obey. However, he did not yet understand fully what the vision meant. As we will see in the next Lesson, Peter's understanding of this message will translate into his ministry to others.

The Spirit worked simultaneously in the lives of Cornelius and Peter to spread God's message to new people. Because both men were willing to be used by God and to do things in a new way, many people came to faith in God.



DID YOU KNOW?

Caesarea was a seaport city built by Herod the Great and named in honor of Caesar Augustus. It took 12 years to build.



VOCABULARY

PEOPLE

Cornelius A Roman army officer

Simon A tanner who lived in Joppa

PLACES

Caesarea A seaport city named for Augustus Caesar

Joppa is a city whose name means beautiful. It is the nearest seaport to Jerusalem.

FAITH WORD

Righteous is to be in right relationship with God, and to obey Him because of that relationship.

To be right or good in thoughts, words, and actions.



STORYTELLING

BEFORE CLASS

1. Read Acts 10:1-23
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. A capital letter "C" on a piece of paper or cardboard
4. Pictures of animals or stuffed animals
5. Three of something

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Tap your finger against your temple.

Say, **This represents "God can change our way of thinking."**

TELL THE STORY (THE MAIN POINTS IN ORDER)

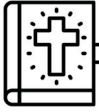
Have the sign with capital letter "C". Each time you say a word that starts with a C, hold up the sign. Then put it down after you say the word.

Say, **Today, we continue to explore the book of Acts. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

Say, **In** (hold up sign) **Caesarea** (put sign down) **there was a God-fearing** (hold up sign) **centurion** (put sign down) **named** (hold us sign) **Cornelius** (put sign down). **He prayed regularly. One day he had a vision of an angel. The angel told him to send men to Joppa to bring Peter to him.**

Say, **God can change our way of thinking. Peter grew up trying to do what he knew was right. He followed the rules and customs of the Jewish people. These were customs that God gave the Israelites. Then Peter met Jesus and he began to see more of God's plan. Jesus changed things.**

After Jesus went to heaven, Peter’s understanding of God continued to grow. God was changing his way of thinking. Sometimes this is hard for us to do. If we have thought about something one way our entire lives, then it’s hard for us to change our thinking. God changed Peter’s mind about Gentiles, so Peter was ready to meet Cornelius and talk to his whole household about God. God can change our way of thinking too.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

It might be fun to serve a snack occasionally, or to introduce the topics in this lesson. If you do, be sure to check with parents for allergies and choose healthy, nutritious foods.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **What do you think Cornelius thought when he saw the vision? How would you have felt?**
2. **What do you think Peter was used to eating if did not eat anything considered “unclean”?**
3. **What do you think the memory verse means? How are some ways we conform to the pattern of this world? What does it mean to be transformed by the renewing of your mind?**

FINAL THOUGHT

This is the thought that you want the children to remember.

Say, **God is faithful to His people, and God can change our way of thinking.**



MEMORY VERSE PRACTICE

Do not conform to the pattern of this world but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is - his good, pleasing and perfect will. Romans 12:2

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



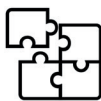
ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

1. Research what animals are clean and unclean according to Jewish tradition. Use a computer or Bible dictionary to help. See also Leviticus 11:1-19. Use magazines, poster board, scissors and glue

to create a picture collage of animals. Label one side clean and other side unclean. Place the animal pictures in the correct place. Then talk about Peter's vision from God.

2. Find out about a centurion. Say, **What is a centurion? What did the uniform look like?** Draw or create a centurion or use discarded items from around the house to create a sculpture. Say, **The Jews considered the Gentiles to be like trash. But God accepted them, and taught Peter to do the same. Use your trash to create something new.**



ACTIVITY FOR OLDER CHILDREN

PREJUDICE

Say, **What is prejudice?** Ask students to give examples of prejudice. Be prepared with some examples of your own. **Where do we find prejudice today? Why do people have prejudice? Prejudice can take many forms. It may be based on a person's skin color, size, gender, level of education, or style of clothing. Prejudice in children often shows up in name calling and taunting.**

Think about your words and actions. How do you treat people who are different from you? How should you treat them? Read Galatians 3:28 and Matthew 7:12. In the kingdom of God there are no favorites.



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

GOD DOESN'T PLAY FAVORITES

ACTS 10:24-28, 34-48; 11:19-26

MEMORY VERSE

Then Peter began to speak: 'I now realize how true it is that God does not show favoritism but accepts from every nation the one who fears him and does what is right.

Acts 10:34-35

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God offers salvation to everyone.
- God prepares us to share His message with those who are different from us.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God's salvation is available to everyone.

1. Peter went to Cornelius. Peter told Cornelius the Lord sent him there.
2. Peter told Cornelius and his household about Jesus's life, death, and resurrection.
3. All who heard his message were filled with the Holy Spirit. Then Peter baptized them.
4. The gospel spread to Antioch. Barnabas was sent to encourage the believers in their faith. The disciples were first called Christians at Antioch.



BIBLICAL BACKGROUND

These chapters show a big transformation in Peter, and at the same time ushers in a change for all believers. It begins with Peter traveling to Caesarea with some men from Cornelius's household.

Once Peter arrived at Cornelius's home, Peter explained how he learned that he should not call anyone impure or unclean, and that God does not show favoritism but accepts all people who fear Him and do what is right. Peter briefly shared the story of Jesus, that salvation is found only through Him. God's Spirit interrupted Peter. These Gentiles received the Holy Spirit just like the believers did at Pentecost. They were then baptized by Peter.

Peter stepped into the unknown and joined God in His ongoing work, the redemption of all of creation. Through God’s vision, Peter began to understand that God’s salvation through Christ is for all people. (He later writes about it in his own letters, 1 and 2 Peter.) God revealed His desires to Peter, and Peter was both sensitive and discerning to recognize the call of God.

Peter was led to a new understanding of God’s ever-expanding mission to the ends of the earth. The Gentiles who once looked in from the outside are invited to share in Israel’s blessings. God’s Spirit helped Peter to be made new in his thinking.



DID YOU KNOW?

Tarsus was the chief city of Cilicia and the birthplace of Saul, also called Paul, an apostle of Jesus.



VOCABULARY

FAITH WORD

Christian A person who has been born again. A Christian has repented of sin, received Jesus Christ as Savior and Lord and obeys Him.

PEOPLE

John is also called John the Baptist. He prepared the way for Jesus by preaching a message of coming judgment and repentance. He baptized people after they repented.

PLACES

Antioch was the capital of the Roman province of Syria located near the Mediterranean Sea. This city was used often as the base for Paul’s missionary journeys.

THINGS

Favoritism is favor shown because of one’s station in life, nationality, or possessions. Peter realized that God does not show favoritism.



STORYTELLING

BEFORE CLASS

1. Read Acts 10:24-28, 34-38; 11:19-26
2. Review the instructions for “Telling the Story and Teaching the Story” (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Water
4. A picture or a map of Antioch

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have the children spread their hands out in front of them, as if welcoming everyone.

Say, **This represents the truth that God's salvation is for everyone.**

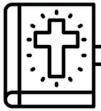
TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today we continue to explore the book of Acts. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Kneel down on the floor or ask one of your students to kneel - Say, **Peter and the men arrived at the house of Cornelius in Caesarea. Cornelius knelt in front of Peter. Peter told him not to do that, for he was only a man, not God. Only God deserves that reverence. Peter explained that the Lord sent him there because God had revealed that there should be no difference between Jew and Gentile.**
2. Hold up the water - Say, **As Peter spoke, the Holy Spirit came on all those who (put your hand to ear as if you are listening) listened. They praised God. The Jews with Peter were amazed at what they saw. Then Peter baptized all those who had received the Holy Spirit.**

3. Say, **The gospel spread to Antioch and great crowds turned to the Lord. The church at Jerusalem sent Barnabas there to encourage the believers in their faith. Barnabas got Saul to come to Antioch to teach the people. The disciples were first called Christians in Antioch.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Remind the children that God does not want them to show favoritism either. God wants us to treat everyone with love and respect, even those who don't treat us right.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **God's salvation is available to everyone.**

1. **Why was it so unusual for Peter, a Jew, to visit Cornelius's house?**
2. **What were the main points of Peter's message to Cornelius's family and friends?**
3. **Compare what happened to the Gentiles in this story (10:44-46) and what happened to the Jews on the day of Pentecost (2:1-4). Why were the Jewish believers that came with Peter so amazed when the Holy Spirit was poured out on the Gentiles?**
4. **The good news of Jesus spread because of the persecution experienced by the believers. How does the good news of Jesus spread today?**
5. **What kind of man was Barnabas? Do you know any people today who are like Barnabas?**

FINAL THOUGHT

This is the thought that you want the children to remember.

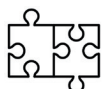
Say, **God's salvation is available to everyone. Do you know someone who seems completely bad? Maybe a person at school who does nothing but be mean to others, or a person you've seen on the news who hurts other people? Can you believe that God's salvation is available even to these people? It's true. God wants to save us all no matter who we are or what we've done. The stories in these scriptures talk about what happened when Peter learned that God wanted to save all people. Cornelius and the people at his house weren't even bad; they were just not Jewish. Peter learned that God's salvation is available to every person no matter where they come from. All we must do is repent and believe.**



MEMORY VERSE PRACTICE

Then Peter began to speak: "I now realize how true it is that God does not show favoritism but accepts from every nation the one who fears him and does what is right." Acts 10:34-35

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

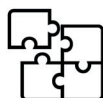
Make up a poem or a song. Make the last line of each verse: *Abram believed God. How about you?*

WRITE A SPEECH

Read Acts 10:34-48. Then say, **These verses are a speech. Write your own speech about Jesus that you would give to people who don't know about Jesus. What would you tell them? What things should they know? How would you convince them that Jesus is the Son of God?**

SPEECH

Investigate the sacrament of baptism. Say, **What is baptism? What does it mean? Why do you get baptized? Who in the Bible got baptized? Have you been baptized? What was the significance for early Christians?**



ACTIVITY FOR OLDER CHILDREN

DISCUSSION: CHRISTIAN

Discuss the word Christian. Say, **Where was the word Christian first used? What do you think of when you hear the word? What do other people think when they hear the word? What does Christian mean according to the Bible?**



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

PETER'S PRISON BREAK

ACTS 12:1-19, 13:1-12

MEMORY VERSE

The prayer of a righteous person is powerful and effective.

James 5:16b

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God answers prayer.
- God performs miracles.

LESSON FOCUS AND SUMMARY

In this study, the children learn that God answers prayer, sometimes in miraculous ways.

1. King Herod put Peter in prison. One night an angel appeared to Peter and helped him escape.
2. Peter went to the house of Mary, where many believers were praying. They were amazed when they saw Peter.
3. The church at Antioch sent Saul and Barnabas to preach in many cities.
4. In Paphos, a sorcerer opposed Saul and Barnabas, but Saul rebuked him. It is here that Saul became known as Paul.



BIBLICAL BACKGROUND

James 5:16 states: "The prayer of a righteous person is powerful and effective." Throughout the book of Acts we see this faithful statement being lived out. It is especially evident in today's two stories as we see the results of the believers's prayers.

First, God heard the believers's prayers, and brought about an amazing deliverance of Peter from prison. As a man who would likely be sentenced to death the next morning. Peter's miraculous deliverance came just in time. The church in faith believed and trusted in God's power. However, if Peter had been killed as James had, their prayers would not have been ineffective or unimportant. Sometimes God's will is accomplished through the death of believers or through the physical deliverance of believers. See Hebrews 11:34, 37.

The second instance comes in chapter 13. The church in Antioch gathered to worship and fast. During this time of worship, the believers discerned the Spirit's call on Barnabas and Saul to go and preach the gospel to other nations. God revealed His desires as the believers gathered to worship God and listen to Him. After the church received this direction, they prayed for and sent off Saul and Barnabas.

The "laying on of hands" shows that Barnabas and Saul were supported by the church as representative of a larger community of believers.

The prayers and support of other believers accompanying us is important to being used by God. Peter, Saul, and Barnabas had this support. Their lives and ministry were forever changed because of the prayers of the believers. When we pray, we trust that God's will and God's plans will, in fact, be accomplished on earth as they are in heaven, even when His plans do not line up with our plans. Prayer is a conversation with God that reveals our faith in His control, even when circumstances appear otherwise



DID YOU KNOW?

Saul was also called Paul. Saul was his Hebrew name and Paul was his Roman name. He was more respected among Gentiles with his new Roman name, Paul.



VOCABULARY

PEOPLE

Sergius Paulus The Roman governor of the island of Cyprus

Bar-Jesus/Elymas was a false prophet who tried to prevent the governor of Cyprus from becoming a Christian.

Sorcerer A person who performs magic by using evil spirits.

PLACES

Paphos A city on the island of Cyprus.

FAITH WORDS

Prayer is a conversation with God that includes both talking and listening. We can pray anytime, anywhere, about anything.



STORYTELLING

BEFORE CLASS

1. Read Acts 12:1-19; 13:1-12
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Chains

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have children pretend to knock on a door.

Say, **This represents Peter knocking on the door when the believers were praying.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today we continue to explore the book of Acts. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the chains - Say, **King Herod arrested Peter and put him in prison in chains. One night an angel appeared to Peter and told him to get up. His chains fell off and the angel took him out past guards and through the gate. Peter thought it was a dream until the angel left, and he realized he was standing in the street.**
2. Pretend like you are knocking on a door - Say, **Peter went to the house of Mary, where many believers were (put your hands together like you are praying) praying. Peter knocked on the door. When a servant heard Peter's voice, she ran back without opening the door and said it was Peter. Those praying didn't believe it was him. Peter kept knocking, and they opened the door. They were surprised to see him. He told them how the Lord got him out of prison.**
3. **As the church in Antioch were worshiping and fasting, the Holy Spirit told them to send Saul and Barnabas to do the work He had called them to do. After praying, they put their hands on Saul and Barnabas and sent them out to preach.**

4. **Saul and Barnabas came to Paphos. They met a sorcerer who opposed them and tried to influence others against them. Saul, who was also called Paul, rebuked him. He told the man he was evil and said he would be blind for a time. Because of this, the the sorcerer's boss (the governor) believed in God.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

As you lead the Bible study, remind the children the importance of prayer in their lives. God wants us to bring everything to Him in prayer.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **In today's scripture, we read about the importance and the power of prayer. We see Paul being released from prison and Saul and Barnabas doing what is right.**

1. **How do you think Peter felt when the angel woke him?**
2. **Why did Peter think he was having a vision?**
3. **How do you think you would have felt if you were in the prayer meeting at Mary's house when Peter arrived?**
4. **Why do you think the church at Antioch sent Barnabas and Saul off? Does God still send people today?**
5. **Does God still do amazing miracles today? Explain your answer.**

FINAL THOUGHT

This is the thought that you want the children to remember.

Say, **God answers prayer, sometimes in miraculous ways. Peter thought he was dreaming when the angel came to rescue him. The situation he was in must have seemed impossible. It would have been hard not to feel like there was no good way for that situation to end. But Peter and his friends prayed. They knew God answered prayer and so they prayed. And God answered. It was not a dream. The angel was there. The guards were really still there. The chains really fell off and doors really opened. The gate of the city really opened by itself.**

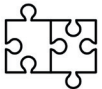
And, as Peter's friends finally realized, Peter was really standing at the door of the house. God only sometimes answers prayer in miraculous ways like that, but God always answers prayer.



MEMORY VERSE PRACTICE

The prayer of a righteous person is powerful and effective. James 5:16b

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Have the children create paper chains. Have them attach the chains to their wrists and ankles. Then ask questions to review the story. The student who answers correctly gets to break a chain. Ask, **Who arrested some church people?** (King Herod) **Whom did King Herod put to death?** (James the brother of John) **What happened to Peter?** (He was arrested.) **How many soldiers guarded Peter?** (16. 4 quads of 4 soldiers each) **Who was praying for Peter?** (the church) **Who appeared to Peter in prison?** (an angel of the Lord.) Ask the following question to all and let all the children answer. At the end they can all break their chains. **What happened when the angel said "Quick, get up!"** (Peter's chains fell off)
2. Discuss fasting. Say, **"What is fasting? Why would someone want to fast? Are there any other places in the Bible that talk about fasting?** (Check with a concordance or a Bible dictionary) **What are some things you could fast from besides food items?**



ACTIVITY FOR OLDER CHILDREN

DISCUSSION: PRISONS

Say, **Peter has been in prison several times now. How do you think he felt about being in prison? What do you think the prisons of that time were like? How would you feel if you were put in prison for what you believed? Are people today in danger of being imprisoned for their beliefs? Why or why not? How would your answer be different if you lived in another area of the world?**



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

THE JERUSALEM COUNCIL

ACTS 14:26-28; 15:1-12, 22-41

MEMORY VERSE

Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace.

Ephesians 4:2-3

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God wants His people to respect each other even when they disagree.
- God accepts everyone.
- God wants believers to encourage one another.

LESSON FOCUS AND SUMMARY

In this study the children will learn that God wants us to respect each other even if we do not agree.

1. Paul and Barnabas sailed to Antioch and reported that God had invited the Gentiles to believe.
2. Paul and Barnabas asked the Jerusalem council of believers a question about the Gentiles coming to faith. Peter said God accepts the Gentiles.
3. The council wrote a letter to the Gentiles, encouraging them in their faith, and sharing rules they were required to obey.
4. Paul and Barnabas decided to travel separately to different areas. Paul took Silas with him, and Barnabas took Mark.



BIBLICAL BACKGROUND

Some of the laws in today's lesson may seem out of place in our culture today and may be confusing for us to understand. This passage of scripture raises many questions.

Why were these four laws important for the Gentiles to uphold?

These laws were based around pagan religious practices. The Gentiles would be creating a standard in their culture to not participate in these practices. These practices reflected an inward

change. These outward practices witnessed to their culture of the change Christ was doing in them. These laws were also important to maintain the relationship with the Jews, as these laws were very important laws in the Jewish faith. Having the Gentile believers follow these laws would keep the peace between them and the Jewish believers.

Were they required to obey other laws (the Ten Commandments, the Sermon on the Mount, etc.)?

Yes. The Gentiles were still required to live according to the moral principles given in the Law and the Ten Commandments. There were underlying moral principles (the Ten Commandments were included in this) that God used as a basis for the laws of the Old Testament. The Gentiles were still required to follow these moral principles. With Jesus, there was a new covenant. God wrote the Law on the hearts of the Gentile and Jewish believers (Jeremiah 31:33). This means that those moral principles were engrained on their hearts. God does the same for us, and for all Christians who will come after us. While we are not bound by the same laws from the Old Testament, we are bound by the moral principles that guided those laws.

In the Sermon on the Mount Jesus, taught a deeper application of these principles. The Gentiles in this story (and we as well) were required to follow these principles. These requirements help us internalize the law. They help us know what it means to follow Jesus's commands, not because they are a requirement, but because they are a matter of the heart.



DID YOU KNOW?

Two things made it easier for Paul to take his missionary journeys. First, most people spoke Greek, due to Alexander the Great's attempt to conquer the world many years earlier.

Second, the Roman Empire's conquest of the world brought stability to the area through government and laws.



VOCABULARY

PEOPLE

Silas was a leader from Jerusalem who came to Antioch to encourage the brothers. Paul chose Silas to accompany him on his next journey.

PLACES

Antioch was the capital of the Roman province of Syria. This city and the believers that lived there played an important role in the expansion of the church.

FAITH WORDS

Gospel is the Good News that Jesus Christ died for our sins and rose from the dead. Therefore, forgiveness and freedom from sin's power are available to all people.

OTHER NEW TESTAMENT TERMS

Law of Moses is the Law given to the Jews in the Old Testament. These laws are found in the first five books of the Bible.



STORYTELLING

BEFORE CLASS

1. Read Acts 14:26-28; 15:1-12, 22-41
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Large piece of blank paper, or a chalkboard, to draw a map
4. A piece of paper inside of an envelope

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

*Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.*

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Act like you are shaking hands with someone.

Say, **This represents the fact that just because we do not always think the same way, we can still act the way we know would please to God.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today we continue to explore the book of Acts. Each week I pack our travel bag with the tools that we need for our journey. Today we begin with...** Unpack the items as you tell the story.

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1. Bring out the large paper you are going to use to make a map. You can already know the places and where they belong on the map, or you can have one student with the map, telling another student where to make the places - Say, **Abraham, Paul and Barnabas did a lot of traveling. They went from Attalia to Antioch. Then they went to Jerusalem to ask the council about the question raised. Along the way they stopped in places in Phoenicia and Samaria to tell them about the Gentile's faith. Then they went back to Antioch to deliver the letter. After that Paul and Barnabas parted ways. Paul went with Silas to Syria and Cilicia. Barnabas went with Mark to Cyprus.**
 2. Have one of the students point to Antioch on your map - Say, **In Antioch Paul and Barnabas told the church all that God had done through them and how he had opened a door of faith to the Gentiles.**
 3. **Certain people in Antioch were teaching the believers that unless they were circumcised, they couldn't be saved.** If students ask about circumcision, you can say, **Circumcision had a special religious meaning in the Bible. In the Old Testament it was the sign of the covenant between God and Abraham. The Jews circumcised their baby boys as a sign that they belonged to God. Therefore, some New Testament Jews thought all males should be circumcised to be saved.** You might want to let parents know before this lesson that it will include the term circumcision. If students ask more than the information already given, an appropriate response would be for you to say, **This is a good discussion for you to have with your parents.**
 4. Have one of the students make a dot on your map where Jerusalem is - Say, **Paul and Barnabas didn't agree with them. They traveled to Jerusalem to ask the apostles and elders about this question. As they traveled, they told churches "how the Gentiles had been converted." Smile very big. This made all the believers very glad.**
 5. Have one of the students point to Antioch on your map. Then hold up the letter - Say, **The apostles, elders, and the whole church sent Paul, Barnabas, Judas, and Silas to Antioch with a letter to the Gentile believers. They said that some of the elders had gone to Antioch without approval. The letter told them to abstain from things. The Gentiles were glad for its encouraging message.**
 6. **Paul and Barnabas had a disagreement and parted ways.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Before you read the Bible study, ask children to listen closely for the responses and actions of the characters. At the end of the story, ask the students what they would like to ask Paul and Barnabas.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **When Barnabas and Paul arrived back in Antioch, they reported all that God had done through them. Today we call this accountability. Are you accountable to anyone?**
2. **Some of the believers disagreed about what new believers should do. When Christians today disagree, what should they do?**
3. **How did God show that He accepted the Gentile believers?**
4. **Do you ever need encouragement? Who encourages you and who can you encourage?**
3. **What does it mean to agree to disagree? How did Barnabas and Paul agree to disagree?**

FINAL THOUGHT

This is the thought that you want the children to remember.

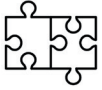
Say, **God wants His people to respect each other even when they disagree. Sometimes the hardest thing to do when we really care about something is to stay calm. It's especially difficult when we disagree with someone. God helped the early church to move through some difficult disagreements. They were able to talk about the disagreement with respect for each other. That way they were quickly able to come up with a solution and take care of the problem. Later, Paul and Barnabas did the same thing. They disagreed about something each thought was very important. So, they decided it was better to part ways than to bicker and fight. God knows that we will all disagree. He asks that when we do, we are respectful of each other.**



MEMORY VERSE PRACTICE

Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace. Ephesians 4:2-3

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

BE AN ENCOURAGER

Read Acts 15:30-31. Write a letter to someone who needs to be encouraged. After discuss what you wrote? What did you say? How do you think that might help?



ACTIVITY FOR OLDER CHILDREN

DISAGREEMENTS

Say, **Have you ever disagreed with someone? What was your disagreement? What happens when people disagree? How should you treat someone you disagree with?**

Sometimes people disagree and it can lead to violence. Have you ever experienced that or know of someone who has had that experience? What happened? What do you think God wants us to do when we disagree? Explain your answer.



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

PAUL'S WITNESS IN PHILIPPI

ACTS 16:6-40

MEMORY VERSE

Peter replied, "Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins. And you will receive the gift of the Holy Spirit."

Acts 2:38

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The asterisk * indicates the primary truth that you should teach the children.*

- * God gives us the opportunity to accept His gift of salvation.
- God calls us to spread the gospel.
- God is all powerful.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God works in our lives, even when we encounter conflict.

1. Paul had a vision of a man telling him to come help His people in Macedonia. So, Paul traveled to Philippi in Macedonia.
2. Lydia responded to Paul's message and was baptized. She invited Paul to stay with her family.
3. Paul and Silas were put in prison where they prayed and sang. There was an earthquake, but no prisoners escaped.
3. The prison guard was saved and invited Paul and Silas to his home. He and his household were baptized. Then Paul and Silas were released from prison.



BIBLICAL BACKGROUND

Three people from Philippi who were singled out in today's story as people who were influenced for good by the gospel - Lydia, a slave who predicted the future, and a jailer.

In Philippi, Paul met some women gathered at the river on the Sabbath. Lydia, one of these women was a successful businesswoman, a dealer in purple cloth. She had numerous connections to the rich and the powerful, as purple was the color of wealth and royalty. Lydia was a success socially, but her spiritual needs were only satisfied through Christ. Lydia's conversion and hospitality established her home as the base for continued missions in Philippi.

There was a slave who was possessed by a spirit that helped her predict the future. Paul commanded in Jesus's name that the demon come out of her. The exorcism prevented her owners from continuing to make a profit, so Paul and Silas were beaten and imprisoned. Paul's imprisonment is a reminder of the sufferings he would endure for the name of Jesus (Acts 9).

While in prison, Silas and Paul sang hymns and prayed to God. The other prisoners listened. Despite their circumstances, they worshiped, even after being severely beaten.

There was an earthquake. The noise and confusion provided an opportunity for escape. However, for Paul and Silas, it provided an opportunity instead to share the gospel. Not only did they save the life of the jailer, they pointed him to eternal life in Jesus.

Overall, in this story we see Paul following the Spirit's leading - from obeying God's direction while traveling to witnessing in the midst of persecution. Paul exuded confidence and faith in the Holy Spirit and the journey he was being led on. We would be wise to follow Paul's example, proclaiming the message of Jesus no matter our circumstances, wherever we are.



DID YOU KNOW?

If a prisoner in a Roman prison escaped, the guard or guards of that person would be killed in place of the prisoner. Therefore, the jailer in Philippi was going to take his own life with a sword.



VOCABULARY

FAITH WORD

Forgiveness is the act of pardoning a person who has done wrong

PEOPLE

Lydia was a woman who lived in Philippi and sold purple cloth. She was the first European person to become a Christian.

PLACES

Macedonia A Roman province north of Greece which was visited by Paul

Philippi A city in eastern Macedonia named after Philip II, the father of Alexander the Great



STORYTELLING

BEFORE CLASS

1. Read Acts 16:6-40
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. A purple cloth

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have children hold out their hand and motion as though beckoning someone to come with them.

Say, **This represents Paul inviting people to know Jesus.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Place hands under your head like you are sleeping - Say, **Paul and his friends traveled to Troas. One night Paul had a vision of a man asking him to come help his people in Macedonia. So Paul traveled to Philippi, a Roman colony in Macedonia.**
2. Hold up the purple cloth - Say, **On the Sabbath, they went to the river to find a place of prayer. There they met some women and spoke to them. A woman named Lydia, a dealer in purple cloth, responded to his message and was baptized. She invited Paul to stay with her family.**
3. A slave, with a spirit by which she predicted the future, followed them for days. Paul commanded the spirit to come out of her in the name of Jesus. Her owners were so angry they took Paul and Silas to court. They were beaten and put in prison. There was an earthquake, and all the prison doors were opened. The jailer was going to kill himself, but Paul said no one had escaped.

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4. **Believe in the Lord.** The jailer asked how to be saved. Paul and Silas told him to believe in the Lord Jesus. He and his family were baptized. Paul and Silas were released when the officials found out they were Roman citizens.

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

As you lead the Bible study, if your children are interested in learning more about baptism, obtain copies of "My Baptism Story" from The Foundry.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **The Spirit would not let Paul enter Asia to preach. We might call that a closed door. Does God still close doors for people today?**
2. **Every place Paul went he looked for a place where he could find people who needed to hear about God's love and forgiveness. Where can we go today to find people who need to hear that message?**
3. **We all have difficult times to go through. How should we respond when we go through hard things like Paul and Silas did?**
4. **Today's story points out the fact that life is not always fair. How should we act and speak when life seems unfair?**

FINAL THOUGHT

This is the thought that you want the children to remember.

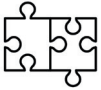
Say, **God gives us the opportunity to accept His gift of salvation. Paul, Lydia, and the jailer are all good examples of people who may never have known about Jesus. But Paul met Jesus and was willing to follow Him. Because of this Lydia and the jailer and the jailer's whole family were able to accept the gift of salvation. God led Paul and his friends exactly where He needed them. He showed them exactly where to go so that these people could be offered the gift of salvation. God gives us all the opportunity to accept this gift. He's guiding and directing all of creation so that each person has the chance to accept this gift. Have you had the opportunity to accept this gift? Would you like to?**



MEMORY VERSE PRACTICE

Peter replied, "Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins. And you will receive the gift of the Holy Spirit." Acts 2:38

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

PAUL AND SILAS SHAKE THE DOORS

Ask adult volunteers to act out the story of Paul and Silas in prison. Have them set the scene by leading children down a darkened passageway to a "prison cell" where two men are singing hymns. Yell "Earthquake!" or find sound effects and tell the children to shake and fall on the ground. Have another volunteer come in as the jailer with a foam sword. Let some children act the part of the other prisoners and help Paul and Silas assure the jailer. Let other children act the part of the jailer's family. You may want to invite a pastor to come and speak about baptism.

A PRISONER'S SONG

Have students pretend they are prisoners in the jail. Have them write a song, using a familiar tune, about how they feel or about Paul and Silas. Let them work in groups and then sing the song for the class.



ACTIVITY FOR OLDER CHILDREN

WHERE IS YOUR MACEDONIA?

Where is God calling your students to share God's message? (ball team, lunchroom, neighborhood, etc.) Tell your students to think of someone in their life with whom God is calling them to share His message of salvation. Make bookmarks with "Where is Your Macedonia?" printed on the front, and lines on the back for students to fill in. Also, print out the plan of salvation for students to review as they go out and share. Share the plan of salvation with your students in case any are ready to join the faith.



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

ON THE ROAD AGAIN

ACTS 17:1-34

MEMORY VERSE

You will be his witness to all
people of what you have seen
and heard.

Acts 22:15

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God sends us into the world to do His work.
- God is the one true God.

LESSON FOCUS AND SUMMARY

In this study, children will learn that God allows us to make choices.

1. Paul preached in Thessalonica. Some Jews became angry and caused a riot. The believers helped Paul and Silas escape to Berea.
2. The Bereans studied the Scriptures. Later they sent Paul to Athens, a city that was full of idols.
3. Paul spoke to the people in Athens about the idols in the city. He preached the good news about Jesus.
4. Paul told the people to repent from worshiping idols. Some of them repented and believed.

**BIBLICAL BACKGROUND**

This scripture passage shows Paul in Athens. While there, Paul noticed the many idols throughout the city. There was even one labeled as "To an unknown God." Athens was an elite city, hosting a university and intellectuals who valued ideas and teachings. Here, Paul argued with Epicurean and Stoic philosophers. Epicureans pursued pleasure in order to achieve happiness. They sometimes used self-denial to achieve long-term happiness. Stoics taught people to live in accordance with nature and to be emotionally unaffected by things.

Paul preached that the “Unknown God” they were worshiping was in fact God. He explained that God created the world, that He gives us life and breath, and that we are His offspring. Paul’s argument resonated with the Stoics who believed in a creator who was impersonal.

The gospel Paul preached confronted the cultural norm these Athenians lived in. Paul was not preaching to Jewish leaders. He was preaching to people with no knowledge of the Scriptures. He taught using things they knew, metaphors that would make them begin to understand God. He even used pieces of their literature as a metaphor for God. He spoke as an intellectual to the intellectuals and refused to dumb-down the gospel. Paul preached that our lives conform to a worldview, and that our worldview should center on God as Creator and Redeemer.

These Athenians were longing for something to worship, to make sense out of life. They knew something was missing when they acknowledged worshiping an unknown God. Today, many people search for God, but don’t know how to describe Him. We should be available to share that message with those who are searching, that He can fulfill our hearts and lives.



DID YOU KNOW?

The Areopagus was a hill in Athens where a council of philosophers met to discuss philosophical issues. Paul spoke to this group about the resurrection of Jesus.



VOCABULARY

PEOPLE

Jason A Christian who invited Paul and Silas to stay in his home.

FAITH WORDS

Missionary A person called by God and sent by the church to take the gospel to people of other countries or cultures.

PLACES

Athens The capital city of Greece. This city was visited by Paul on his second missionary journey.

THINGS

Idol Anything that is worshiped instead of God or loved more than God. The city of Athens was full of idols made of gold, silver, or stone.



STORYTELLING

BEFORE CLASS

1. Read Acts 17:1-34
2. Review the instructions for “Telling the Story and Teaching the Story” (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Map with Thessalonica, Berea and Athens marked.
4. Picture of an idol

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have children pump their fist in the air as if angry.

Say, **This represents Paul's message made some people angry.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Hold up the map - Say, **Paul traveled next to Thessalonica where he preached in the synagogue. Some people believed, but some Jews (make an angry face) became angry, formed a mob, and started a riot. They claimed Paul was talking against Caesar. The believers helped Paul and Silas escape.**
2. Hold up the map and point to Berea - Say, **They went next to Berea where their message was eagerly received. Many Jews and Gentiles believed. But when the people in Thessalonica (put your hand to your ear as if listening) heard about it, they started trouble again.**
3. Hold up the map and point to Athens - Say, **This time the believers took Paul to Athens to wait for his friends. Paul was dismayed to see that the city was filled with idols. Paul preached the good news about Jesus and the resurrection.**

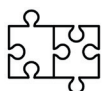
all out to do the same thing. God leads some of us - just like Paul - to far off places and in difficult or dangerous situations. But God also asks some of us to spread His Word right where we are. If you've accepted the gift of salvation, be encouraged to ask God how He would like you to spread His Word in your day-to-day life.



MEMORY VERSE PRACTICE

You will be witness to all people of what you have seen and heard. Acts 22:15

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Ask students to decide what message Paul was trying to communicate to the Thessalonians. Read 1 Thessalonians 5:12-18 for help. (Emphasize the importance of helping new Christians develop their faith, keeping in touch with them and continuing encouraging them. This is an example of discipleship.) Have students create a media presentation to share with their class or family about what they found.
2. Have students research different ways that Christians are spreading the Word of God (i.e. translating Bibles, the Proclaimer, JESUS Film, Work and Witness trips, etc.)
3. Choose a language and translate the Bible verse for this lesson, or another verse such as John 3:16.



ACTIVITY FOR OLDER CHILDREN

ANOTHER VERSION

*Have students research other religions. Compare Christianity to these religions. Discuss the meanings of tolerance, acceptance, etc. Ask, **What are some idols in the lives of others? What about in your life?** (Explain the definition of idol, that it's not just an object. It can be a person, idea, something abstract - popularity, fame, wealth.) Tie in the story of Paul addressing the crowd in Athens regarding their gods.*



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

PREACHING AND TEACHING

ACTS 18:1-11, 18-28

MEMORY VERSE

What then, shall we say in response to these things? If God is for us, who can be against us?

Romans 8:31

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God encourages us to share His Word even if others reject us.
- God encourages us.
- God's believers work together.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God finds ways to speak to His people.

1. Paul went to Corinth. He met a Jew named Aquila and his wife Priscilla and worked with them.
2. Many Jews opposed Paul so he decided to preach to the Gentiles. Paul stayed in Corinth for a year and a half.
3. Paul, Priscilla, and Aquila went to Ephesus to preach. Then Paul went to Antioch and Galatia, encouraging the disciples.
4. Apollos, a Jew, taught the Scriptures boldly. He went to Achaia and helped the believers.



BIBLICAL BACKGROUND

In today's lesson Luke introduces us to fellow ministers who help Paul - Priscilla, Aquila, and Apollos. Paul became a business partner and fellow missionary with Aquila and Priscilla. Their connection was natural: They had faith and vocation in common.

When many in the Jewish population in Corinth refused to repent, Paul absolved himself of the responsibility to teach them. He focused on the Gentiles because they were responsive to his preaching. A vision from the Lord encouraged Paul to remain in Corinth, and he did so for 18 months. people believed in Jesus during this time.

When Paul left Corinth, Priscilla and Aquila joined him, and they stayed in Ephesus. They connected with Apollos, a church planter from Egypt. Apollos was intelligent and had a solid knowledge of the Scripture. However, he did not know the entire story of Jesus. So, Priscilla and Aquila disciplined him and taught him the fullness of the gospel. Apollos used what he learned and traveled to Achaia proclaiming and defending the faith.

In 1 Corinthians, Paul references the work of Priscilla and Aquila (16:19) and Apollos (3:6, 9). In 1 Corinthians 3:6-9, Paul mentions that he planted the seed of the gospel in Corinth, but Apollos came behind him and watered it, encouraging the believers, and teaching them. God made it grow.



DID YOU KNOW?

Paul's trade was making tents. These tents were made of leather or woven goat's hair.



VOCABULARY

PEOPLE

Aquila and Priscilla Jewish Christians and tentmakers who joined with Paul in Corinth.

Titius Justus A man in Corinth who worshiped God and whose house was next door to the synagogue

Crispus was the leader of the Jewish synagogue in Corinth. He and his household became Christians.

Apollos A Jew who became a Christian

PLACES

Corinth The most important trade city in ancient Greece. Paul visited this city on his second missionary journey.

Ephesus A city Paul visited on his second and third missionary journeys

FAITH WORD

God's Will is what God wants for all of His creation. The Holy Spirit reveals God's will to us as we pray, read the Bible, and talk with experienced Christians.



STORYTELLING

BEFORE CLASS

1. Read Acts 18:1-11, 18-28
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Tent, picture of a tent, or a sheet to place over an object to make a tent
4. Words "Do not be silent!" on a paper or a sign

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have children pretend to pat another child on the shoulder to encourage one another.

Say, **This represents the truth that God encourages us to share His Word.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. A tent. - Say, **Paul left Athens and went to Corinth. There he met a Jew named Aquila and his wife, Priscilla. Aquila was a tentmaker as was Paul, so he stayed and worked with them. Every Sabbath he spoke in the synagogue.**
2. Words "Do not be silent!" - Say, **Some Jews opposed Paul so he decided to preach to the Gentiles. So, Paul left the synagogue and went to preach to others. One night the Lord spoke to Paul and told him to keep speaking and to not be silent. Paul stayed in Corinth about a year and a half.**
3. **When Paul left, Priscilla and Aquila went with him to Ephesus to preach. Aquila and Priscilla stayed there while Paul went on to Antioch and Galatia, encouraging the believers.**

4. **A Jew named Apollos came to Ephesus and taught the Scriptures boldly. However, he knew only of the baptism of John. Aquila and Priscilla taught him more about Jesus. He went on to Achaia and helped the believers there.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

As you lead the Bible study, focus on these ideas.

- Friends can help each other when they are sad or discouraged.
- Friends can remind each other how much God loves them.
- Friends can listen to, pray for, and help each other.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **God encourages us to share His Word even if others reject us.**

1. **How do you think Aquila and Priscilla felt about having to leave Rome and move so far away?**
2. **Paul made friends with Aquila and Priscilla. How do you think they helped him? How do your friends help you?**
3. **Paul could have become discouraged when people did not want to hear his message. What did God tell him in 18:9-10? How can these words help us to not be afraid to tell others about God's love?**
4. **In your own words, tell what happened when Apollos came to Ephesus and taught in the synagogue.**

FINAL THOUGHT

This is the thought that you want the children to remember.

Say, **God encourages us to share His Word even if others reject us. Many times as Paul traveled to spread the good news people believed and were saved. But at other times they did not believe. Maybe Paul was discouraged about this at times. It's easy to get discouraged by things like that. It might even make some people unwilling to share the good news anymore. But, God wants us to share His Word even if people reject us.**

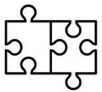
That takes a lot of courage. Have you ever felt like someone didn't like you? It's not fun. But God wants us to share His Word anyway. Maybe someday the same people who reject us will accept salvation. Meanwhile we can rest in the peace that God gives us even in difficult times. We can know that God's will is being done.



MEMORY VERSE PRACTICE

What, then, shall we say in response to these things? If God is for us, who can be against us?
Romans 8:31

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Have students make and keep an on-going presentation of all the places Paul traveled and the people Paul encountered in the book of Acts: where they were from, a brief synopsis of their story, and whether they came to faith or not. On each slide, include a map and highlight the places Paul visited (Philippi, Berea, Athens, Thessalonica, Corinth, Ephesus, etc.)



ACTIVITY FOR OLDER CHILDREN

REJECTED!

On slips of paper, write different ways people might reject another for sharing their faith. Let preteens randomly choose a slip of paper, read the example, and then tell how they would respond. Say, **Sometimes we have to earn the right to share the gospel with a person, you often have to befriend and build a relationship with the person so they can develop trust in you.** (Examples of rejections for paper slips; "That's OK for you, I just don't believe that." "I don't want to hear more about it." "You're gullible/crazy for believing that.")



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

RIOTS AND MIRACLES

ACTS 19:1-12, 23-41; 20:7-12

MEMORY VERSE

But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.

Acts 1:8

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * The Holy Spirit gives us power to do amazing things.
- God wants us to speak boldly for Him.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God gives us freedom to make choices.

1. In Ephesus Paul baptized the believers and they received the Holy Spirit. God performed miracles through Paul.
2. Demetrius was a silversmith who made shrines to the goddess, Artemis. He started a riot against Paul and the believers.
3. Some people were angry with Paul and the believers for turning people away from Artemis. The city clerk quieted the people and the riot stopped.
4. Paul was preaching late into the night. Eutychus fell asleep, fell out of a window, and died. Paul raised him from the dead.



BIBLICAL BACKGROUND

Paul's ministry to the Ephesians evoked high emotions-positive emotions towards the Spirit, and deep-seated anger towards Christianity.

Paul arrived in Ephesus. The believers there did not know about the Holy Spirit. After a brief discourse about the Holy Spirit, the believers were baptized and received the Spirit.

While in Ephesus, God performed miracles through Paul-healing diseases and driving out evil spirits. These acts were evidence of the Spirit's work through Paul, not magic Paul performed.

However, anger rose among the local silversmiths, who devoted their work to the goddess Artemis. Paul's proclamation that Christians should not serve idols affected their finances, as well as their religious preference. In Ephesus, there was a temple to Artemis that was once considered among the seven wonders of the ancient world. The temple of Artemis was the center of life in Ephesus. Paul's preaching subverted and threatened the comfortable way of life for the Ephesians. It also disrespected their goddess.

Demetrius, a silversmith in Ephesus, created a riot among other silversmiths. They grabbed Paul's traveling companions and took them to the theater. This theater, used for assemblies, could accommodate around 25,000 people. The city clerk calmed the crowd and quelled the riot.

Despite these strong emotions, Paul continued to travel and preach the message of Christ, understanding that persecution and trials would be a part of his life.



DID YOU KNOW?

God did great miracles through Paul, even using items Paul used. The handkerchiefs were sweatbands Paul wore on his head to keep the sweat out of his eyes while he worked. The aprons were towels he wore to wipe his hands on while working.



VOCABULARY

PEOPLE

Demetrius A silversmith in Ephesus who encouraged the craftsmen to riot.

PLACES

Lecture Hall of Tyrannus The place in Ephesus where Paul had daily discussions

FAITH WORDS

Kingdom of God God's rule on earth

Repentance To turn away from sin and turn to God. To feel sorry for sin, ask for forgiveness, and decide to live for God.



STORYTELLING

BEFORE CLASS

1. Read Acts 19:1-12, 23-41; 20:7-12
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Twelve pieces of anything, stones, papers, crayons.
4. A piece of silver

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have the students hold their hands up in surprise or amazement.

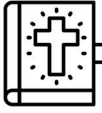
Say, **This represents God giving Paul the power to do amazing things.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Show the 12 items. Say, **Paul went to Ephesus and found some disciples there who had not even heard of the Holy Spirit. So, Paul baptized 12 of them and they received the Holy Spirit. God performed many miracles through Paul.**
2. Show the piece of silver. Say, **Demetrius was a silversmith who made shrines to the goddess Artemis. He didn't like what Paul was teaching, as it interfered with his business. So, he began to talk with other craftsmen about it.**
3. **The craftsmen became very angry at Paul and the believers for turning people away from idol worship. They started a riot and got the whole city in an uproar. Finally a city clerk was able to quiet things down.**
4. **Paul was speaking late into the night to a group of people. A young man, Eutychus, went to sleep sitting in a window. He fell from the window and died. Paul went out and raised him from the dead. Paul continued talking until morning and then he left.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Explain that the temple to the goddess Artemis was one of the seven wonders of the ancient world. The visitors this brought to the city provided a very profitable business for the craftsmen of Ephesus.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

1. **What seems to be the difference between John's baptism and baptism into the name of the Lord Jesus?**
2. **Why do you think Paul quit speaking at the synagogue and went to a lecture hall to speak?**
3. **Explain what caused the riot with the craftsmen and other workmen in Ephesus.**
4. **Why do you think Paul's disciples and friends did not want him to speak to the crowd?**
5. **What did you think was the most important part of today's Bible study? Why?**

FINAL THOUGHT

This is the thought that you want the children to remember.

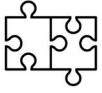
Say, **The Holy Spirit gives us power to do amazing things. Paul was filled with the Holy Spirit. That means that he gave his whole life to God and that the Holy Spirit filled his every thought, emotion, and desire. When Paul faced many trials, the Holy Spirit was with him. God's will was done. In this story, Paul preached all night long to a room full of people. Eutychus was listening to Paul while sitting in a window. He fell asleep and fell out the window and died. But Paul knew what God wanted him to do because of the Holy Spirit. Paul went to the boy and God used Paul to heal him. The Holy Spirit may not ever ask you to heal a person, but through the power of the Holy Spirit we can do many amazing things.**



MEMORY VERSE PRACTICE

But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth. Acts 1:8

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Research what Ephesus is like today. Does it still have the same name? Compare it to what it was like in Paul's time. What things have changed? What things are the same? What would you want to see and do if you traveled there today?
2. Ask students to decide what message Paul was trying to communicate to the Ephesians. Read Ephesians 4:22-29, 32; 5:1-2; 6:1-3 for help. (Emphasize the importance of helping new Christians develop their faith, keeping in touch with them, and continuing to encourage them. This is an example of discipleship.) Have students share with their class or family about what they found.



ACTIVITY FOR OLDER CHILDREN

Have preteens walk a certain distance, perhaps 500 meters or one kilometer, and time how long it takes them. Plot all the cities where Paul traveled. Ask, "How many kilometers are between each? Calculate how long it would take to get from place to place by walking. How long would it take to get from place to place today, in a bus or a car? How far is it from your house to your church? How long would it take you to walk there?"



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

PAUL'S AMAZING RACE

ACTS 20:17-24, 32-38; 21:17-19

MEMORY VERSE

However, I consider my life worth nothing to me; my only aim is to finish the race and complete the task the Lord Jesus has given me—the task of testifying to the good news of God's grace.

Acts 20:24

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God wants us to stay true to Him.
- God desires us to faithfully serve Him.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God entrusts us with the task of sharing the gospel.

1. Paul spoke to the elders of the church from Ephesus. He testified about how he had served the Lord faithfully even during times of hardship.
2. Paul also told them he was going to go to Jerusalem and would continue to preach there.
3. Paul prayed with the elders, and then he sailed to Jerusalem.
4. Paul went to see James and the elders in Jerusalem. He told them everything God had done in his ministry to the Gentiles.

**BIBLICAL BACKGROUND**

Paul's faithfulness to the gospel is demonstrated through his devotion. He suffered numerous hardships in order to proclaim the truth of Jesus. Wherever he went, Paul expected to suffer on behalf of the message.

In Paul's final exhortations to the church in Ephesus, he reminded them of the witness he held while he was there. He worked hard supplying his own needs. In the same way he exhorted the Ephesians to work hard helping the weak, sharing the gospel with them, and not expecting material rewards. Serving the marginalized of the community is the defining mark of followers of Jesus. Throughout Acts, the church shared resources and life across all boundaries. Paul emphasized this mission to the Ephesians.

Paul described his trials as a reminder that all who follow Jesus will also encounter great hardship. It is the Spirit who enables the follower to endure and persevere through trial.

Paul's ministry to the Gentiles had not contaminated the faith but demonstrated the great grace and mercy of Jesus. The message of Jesus had been transmitted to a new generation, faithfully recovering the mission of God throughout all Scripture. We join God's mission as we share Jesus, wherever we go.

Paul lived his life in such a way that modeled the grace he received and his faith in God. May we follow his example and live our lives reflecting the grace we've received!



DID YOU KNOW?

The James mentioned in 21:18 is the brother of Jesus. He became a believer after Jesus's death and he became a leader of the church in Jerusalem. Many feel that he probably wrote the book of James.



VOCABULARY

PEOPLE

James Was the brother of Jesus. He became the main leader of the church in Jerusalem.

FAITH WORD

Grace Is God's love, mercy, forgiveness, and power at work in our lives. God freely gives us His grace because He loves us, not because we deserve it.

PLACES

Jerusalem The center of Jewish religion

Miletus A seaport on the shore of the Mediterranean Sea where Paul gave his farewell message to the Ephesian elders. It was just a short distance from Ephesus.



STORYTELLING

BEFORE CLASS

1. Read Acts 20:17-24, 32-38; 21:17-19
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Tape or string to make a finish line, like in a race

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have the children run in place.

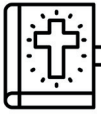
Say, **This represents the scripture that Paul told us to finish the race of faith.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. **Paul spoke to the elders of the church from Ephesus. He testified about how he had served the Lord faithfully even though he had endured many hardships. He reminded them how he had preached repentance to both Jews and Greeks and encouraged them to have faith in the Lord Jesus.**
2. Lay the tape or string down in a straight line - Say, **Paul told them that God wanted him to go to Jerusalem though he might face prison again. He told them he intended to finish the race and complete the job God had given him.**
3. Hold up your hands - Say, **Paul said he had worked with his hands to supply his own needs. He reminded them that it is important to help others and give to those in need. Then he prayed with the elders and they wept. He sailed to Jerusalem.**
4. **When Paul arrived in Jerusalem, James and the elders greeted him warmly. He told them everything God had done through his work with the Gentiles.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Remember that some children have had to deal with loss and grief in their lives. Be sensitive to the feelings of your students as you talk about how the followers of Paul felt when he left them.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **God entrusts us with the task of sharing the gospel.**

1. **Why do you think Paul sent for the Ephesian elders?**
2. **What would you have thought if you had been one of the elders listening to Paul?**
3. **What do you think Paul expected when he told them he was going to Jerusalem?**
4. **Why were the elders so tearful when they said goodbye to Paul?**

FINAL THOUGHT

This is the thought that you want the children to remember.

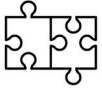
Say, **God entrusts us with the task of sharing the gospel. To trust something or someone means that you rely on their truthfulness. To entrust someone with something is to rely on the truth that the person will do the thing you are entrusting them to do. God entrusts us with the task of sharing the gospel. When we are entrusted with something there is responsibility that comes with that trust. Another way of saying it, is that God has given us the responsibility of sharing the gospel with others. God has asked us to take on the responsibility of talking with others about Him. Sometimes it might seem like a difficult thing to do but He will help us as we obey Him.**



MEMORY VERSE PRACTICE

However, I consider my life worth nothing to me; my only aim is to finish the race and complete the task the Lord Jesus has given me - the task of testifying to the good news of God's grace. Acts 20:24

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

GAME: COMPLETE THE TASK

Before class set up an obstacle course or set up a "Minute to Win It" type game for students. Let the students take turns going through the obstacle course of playing the game.

Ask, **What did you need to complete the task? What did Paul need to complete his task? Who gave you this task today? Who gave Paul his task? How hard was this task? How hard was the task before Paul? God entrusts us with the task of sharing the gospel. How can you carry out that task?**



ACTIVITY FOR OLDER CHILDREN

Ask the older children to brainstorm a list of difficult tasks. Write their suggestions on a white board or chalkboard. Then discuss the tasks they listed and have them choose the 10 most difficult tasks. Have them create a poster with the title, "The Ten Most Difficult Tasks." Say, **All of these tasks are difficult for us, but Paul had a really difficult task. What was the task the Lord Jesus had given to Paul? Why was this task so difficult? What was the relationship between Jews and Gentiles? What attitude did most Jews take towards Gentiles?**



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

THIS IS MY STORY

ACTS 21:27–22:3, 17–29

MEMORY VERSE

Now go; I will help you speak
and will teach you what to say.

Exodus 4:12

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God asks us to speak for Him.
- God teaches us what to say.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that when God asks us to speak for Him, He will teach us what to say.

1. Some Jews began to riot against Paul and beat him. The Roman commander arrested him.
2. Paul asked to speak to the crowd. He told them he was a Jew who had persecuted Christians. Then he told them how God had changed his heart.
3. Paul also told them God had sent him to the Gentiles. The people began shouting for the commander to kill Paul.
4. When the soldiers were ready to flog Paul, he told the centurion he was a Roman citizen. The centurion told the commander, and the soldiers decided not to flog him.

**BIBLICAL BACKGROUND**

In Jerusalem, Paul was wrongly accused of taking the Gentile Trophimus into the inner courts of the temple. The commander rushed to prevent Paul's beating, arrested Paul, and had him bound with two chains. This was for Paul's safety.

As Paul was being led away from the crowd, Paul asked the commander to speak to the people. Paul addressed the crowd to explain his actions.

Paul spoke to the audience in Aramaic so they would understand him and listen more intently. Paul shared his credentials, identifying himself as being trained under the law and zealous for God.

Paul shared his past, his persecution of the church, as a testimony to his own conversion experience. Paul shared his conversion story as evidence that he joined God's redemptive purposes for all mankind. He told the crowd about God calling him to preach to the Gentiles. When he said this, the crowd shouted intensely for Paul's death.

The commander ordered Paul to be flogged (with a scourge - a leather whip with metal attached to the ends.) When Paul identified himself as a Roman citizen, the commander ceased his punishment. It would have been illegal to flog a Roman citizen.

Paul shows us that witnessing is simply sharing the story of what we were like before God saved us and the difference God has made. God gave Paul the courage to share his salvation story and to defend himself. Even though the Jews were not open to hearing Paul's message, God still gave him courage to speak and taught him what to say! God will do the same for us as we share our story with others.



DID YOU KNOW?

It was illegal to flog a Roman citizen. According to Roman law, all Roman citizens were excluded from any type of degrading forms of punishment such as flogging and crucifixion.



VOCABULARY

PEOPLE

Trophimus A Gentile Christian from Ephesus who traveled with Paul to Jerusalem

Gamaliel A Pharisee who was a famous and respected teacher of the law of Moses

PLACES

Barracks A building where the soldiers stayed. They took Paul to the barracks when the crowd threatened him.

FAITH WORD

Testify means to talk about something. People who believe in Jesus tell others that He is God's Son and came to be our Savior.

THINGS

Aramaic is the language most Jewish people spoke during the time of the Book of Acts.

Flogging A form of punishment used by the Romans. Strips of leather with bits of metal were attached to a handle. The person was tied down and the Roman soldier hit the person's back.



STORYTELLING

BEFORE CLASS

1. Read Acts 21:27-22:3, 17-29
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. A strip of leather

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have the children hold their hands out, wrists together as if being arrested.

Say, **This represents Paul being arrested for speaking God's truth.**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. **Some Jews from Asia saw Paul at the temple. They began shouting to stir up the crowd against Paul. They dragged Paul out and began beating him. The Roman commander came with some troops and arrested Paul. The mob was so violent that the soldiers had to carry Paul away.**
2. **Paul asked if he could speak to the crowd. He began speaking in their language and they quieted down. He shared his conversion story.**

3. **When Paul told them how God had sent him to the Gentiles, they became very angry again. They began shouting for the commander to kill Paul. They said Paul was not fit to live. The commander ordered Paul to be flogged and questioned to find out why the crowd was so upset.**
4. **Hold up the strip of leather - Say, As the centurion got ready to flog Paul, he asked him if it was right to flog a Roman citizen who had not even been found guilty of a crime. When the commander heard Paul was a Roman citizen, he decided they should not flog him.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Verses 4-16 are not included in this lesson's passage selection. It is a summary of Paul's salvation experience on the road to Damascus. You may want to take time to remind your students of this story.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **When God asks us to speak for Him, He will teach us what to say.**

1. **Some of the Jews spread lies and rumors about Paul and what he taught. Have you ever heard any rumors? What did you do about it? Is it right to spread a rumor? Why or why not?**
2. **When the crowd became violent and shouted, "Get rid of him!" How do you think Paul felt?**
3. **Why do you think Paul wanted to speak to the crowd and tell his story?**
4. **How is Paul different from the other Jews in this story? What made him different?**
5. **What do you think is the most important part of today's Bible study?**

FINAL THOUGHT

This is the thought that you want the children to remember.

Say, **When God asks us to speak for Him, He will teach us what to say. Have you ever been nervous about talking to someone? How about standing up and talking in front of a group?**

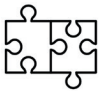
These things can make us nervous because we feel we do not know what to say or do. Sometimes talking to others about the gospel is like that. We do not know how to talk to people about it or what to do. But God will teach us. He will show you what to do and what to say to someone God asks us to talk to about Him. God simply wants us to be willing to talk to people about the gospel. He will take care of all the rest of the details. All we have to do is be willing to do what He asks.



MEMORY VERSE PRACTICE

Now go; I will help you speak and will teach you what to say. Exodus 4:12

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

GAME - TOSS IT

Play a ring toss game (using a new plunger or a dowel stick with rings made from plastic lids or plates with the center cut out). Tape key words and memory verse references from this and other lessons to the rings as a review game. If the student misses getting the ring tossed onto the stick, they have to tell the definition of the word, or give the memory verse. If they successfully get the ring on the stick, they can choose a classmate to give the definition or verse.



ACTIVITY FOR OLDER CHILDREN

Say, **Paul shared his testimony many times with various groups of people. He was not afraid to tell others about Jesus and His resurrection. He shared what he had experienced with Jews and Gentiles alike. Think about your experience with Jesus. When did you accept Jesus as Savior? How did that happen?** Share your own testimony or have a guest come and share his or her testimony with the students. Then give each student a sheet of paper and a pen or pencil. Have the older children write down their own testimonies or beliefs about God. Give them the opportunity to read it to the class or to smaller groups.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

A MURDEROUS OATH

ACTS 22:30–23:24, 31–35

MEMORY VERSE

On him we have set our hope
that he will continue to deliver
us.

2 Corinthians 1:10b

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God delivers us.
- God provides courage when we face opposition.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God cares for us and delivers us.

1. Paul was sent to the Sanhedrin. He started a debate between the members of the Sanhedrin. They began to argue with one another.
2. The Lord encouraged Paul. He told him to testify in Rome.
3. Some Jews took an oath to kill Paul. Paul's nephew overheard their plan, and he told the commander.
4. The commander decided to send Paul to Caesarea.



BIBLICAL BACKGROUND

In today's passage we see God's deliverance and care for Paul.

The gathering of the Sanhedrin was arranged by the commander in Jerusalem to clarify the religious nature of the Jewish protest against Paul's preaching. (The Sanhedrin was the governing body of the Jews and included Sadducees and Pharisees.) During Paul's argument he admitted to living his life with a godly good conscience. This angered the high priest.

Paul then provoked a disagreement between the Pharisees and the Sadducees. The Pharisees and Sadducees were political and religious rivals, seeking the attention of the Jewish population. Paul revealed his background as a Pharisee as well as his belief in the resurrection.

Pharisees believed in resurrection; Sadducees did not. The Sanhedrin began to argue. Paul intentionally manipulated the division within the Sanhedrin for his advantage.

One night later the Lord stood near Paul and told him to take courage, to testify in Rome as he had done in Jerusalem. God encountered Paul at a time of personal trial. Paul was encouraged and reminded that God is sovereign still, even when circumstances suggest otherwise.

Paul's nephew helped keep Paul alive. He shared the news of a planned ambush on Paul. God works through many different people for His purposes.

The commander used almost 500 soldiers to secure the safe transport of Paul to Caesarea.

Through these circumstances we see God's hand in the life of Paul. He used many people to keep Paul safe, so he could continue spreading God's saving message.



DID YOU KNOW?

A whitewashed wall would look good but not be clean underneath. In Matthew, Jesus compared the Pharisees to whitewashed tombs.



VOCABULARY

FAITH WORD

Trust To believe that God is good and always keeps His promises. People who trust God depend on Him and obey Him.

PEOPLE

Sanhedrin The supreme court and law-making branch of the Jews.

Sadducees One of the two groups that formed the Sanhedrin.

Pharisees One of the two groups that formed the Sanhedrin. They were very strict Jews.

Benjamin was the youngest and favourite son of Jacob.

THINGS

Oath A serious promise a person makes to show he will do what he says.

Whitewash A paint-like liquid made from limestone rocks



STORYTELLING

BEFORE CLASS

1. Read Acts 22:30–23:24, 31:35
2. Review the instructions for “Telling the Story and Teaching the Story” (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. 40 different objects, rocks, paper, marbles
4. Paper scroll

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have kids hug themselves.

Say, **This represents, "God cares for us."**

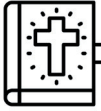
TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. **The commander took Paul to the Sanhedrin. Paul talked about being a Pharisee and his belief in the resurrection of the dead. This started a debate between the Pharisees and Sadducees. Some Pharisees defended Paul and the argument turned violent. Paul had to be removed from the Sanhedrin.**
2. **The next night, the Lord came to Paul and encouraged him. He told him to testify for the Lord in Rome.**
3. Show the forty items - Say, **There were 40 Jews who took an oath to kill Paul. They said they would not eat (make a motion like you are putting food in your mouth) or drink (make a motion like you are drinking) until he was dead. Paul's nephew heard of their plan and told Paul. Paul sent the young man to tell the commander about the plot.**

4. Hold up the scroll - Say, **The commander ordered a large group of soldiers to escort Paul to Caesarea. They delivered a letter and Paul to the governor. Paul was imprisoned in Herod's palace.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Remind the children that they should tell a trusted adult when someone hurts himself or herself, does something that hurts someone, or threatens to hurt someone. Telling is the right thing to do to keep others safe.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **God cares for us and delivers us.**

- 1. How do you think Paul felt as he stood before the Sanhedrin? How did he respond when the high priest told someone to hit him?**
- 2. The Lord encouraged Paul to trust Him. How can you trust God even when it seems things are going wrong?**
- 3. Why do you think the Jews were so angry with Paul that they took an oath to kill him?**
- 4. How would you have felt if you were Paul's nephew and heard about the plot to kill him? What would you have done?**
- 5. Is there ever a time when you should tell someone about something you have seen or heard like Paul's nephew did?**

FINAL THOUGHT

This is the thought that you want the children to remember.

Say, **God cares for us and delivers us. Paul's nephew overheard a scary plan that some of the Jews had to kill Paul. God was protecting Paul. His nephew was in the right place at the right time. He ran to tell Paul what he heard and Paul told him who else to tell. The Roman commander made sure that Paul was transferred to Caesarea without getting harmed. God cared for Paul and delivered him in a time of need. God does the same for us!**

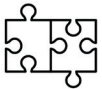
We may never know all the different ways that God cares for and delivers us. An easy one to remember is that He gives us loved ones to care for us when we are young. If you think about it, you will probably think of many other ways that God has cared for you or delivered you.



MEMORY VERSE PRACTICE

On him we have set our hope that he will continue to deliver us. 2 Corinthians 1:10b

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

During the study, ask the children to act out the story. Assign students to play the roles of Paul, the priests, the centurion, the commander, the nephew, and so on. Ask, **What did Paul’s nephew do right? How did God use this young man to help save Paul’s life? How did God care for and deliver Paul? How does God care for you? How can God use you to help others?**



ACTIVITY FOR OLDER CHILDREN

Make pairs of cards with the names of Bible characters who were delivered from danger by the Lord. On other cards write what those characters were delivered from. Examples: Jonah from the whale; the Israelites at the Red Sea from Pharaoh and the Egyptians; Shadrach, Meshack, and Abednego from the fiery furnace; David from Goliath; Elijah at Mt. Carmel from the false prophets; Joseph from slavery. Have students match the cards and talk about each event. Each time a pair of cards is matched, have students repeat the Bible verse.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

PAUL'S LIVING TESTIMONY

ACTS 25:23–26:32

MEMORY VERSE

As for us, we cannot help speaking about what we have seen and heard.

Acts 4:20

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God calls us to testify for Him.
- God gives us opportunities to testify.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God is forgiving and He helps us to forgive others.

1. Governor Festus, invited King Agrippa to listen to Paul's testimony to see how to decide on Paul's case.
2. Paul testified about his conversion and about how he treated Christians before he knew Christ.
3. Paul said God had called him to testify about Christ's resurrection and to preach to the Gentiles. Festus told Paul he was crazy for his beliefs.
4. King Agrippa said that Paul did not deserve punishment or death. However, Paul appealed his case to Caesar. So, he was sent to Rome.



BIBLICAL BACKGROUND

Festus was the Roman procurator, also known as the governor. He oversaw the administration of Roman law. Festus was a newly appointed governor. So, he requested the assistance of King Agrippa and Queen Bernice, Agrippa's sister, to help solidify his report to Caesar about Paul. Festus hoped to absolve himself of responsibility by appealing to Agrippa.

Paul's witness to King Agrippa includes the words of Jesus (on the road to Damascus), "It is hard for you to kick against the goads." (26:14) Herders used sticks with sharpened points called goads to prod cattle in the right direction. Kicking against the goads was a proverb about futile resistance.

The animal resisting only ended up hurting itself. Before his conversion, Paul had been fighting against God. Paul had been moving in a direction opposite of God's plans - plans which included Paul's salvation and having him share the gospel all over the world.

Festus's interruption of Paul's speech in 26:24 serves to emphasize Paul's last point - the resurrection of Jesus. drove Paul to preach the good news to the Gentiles, which resulted in upsetting the established Jewish tradition. Festus believed Paul's belief in the resurrection was crazy.

Agrippa notes that Paul's conflict with the Jews was religious in nature and separate from the legal matters of Rome. Paul would have been freed, had he not appealed to Caesar. Paul's journey now allowed him to declare the story of the risen Jesus to kings and emperors, to Rome - the center of the ancient world - and ultimately to the ends of the Roman empire.



DID YOU KNOW?

King Agrippa and his sister, Bernice, entered the room with great pomp. They entered wearing special royal robes and gold crowns. There were many important people with them.



VOCABULARY

PEOPLE

King Agrippa The king of Palestine from AD 52 to 70.

Bernice The sister of King Agrippa

Festus replaced Felix as the governor of Judea.

FAITH WORDS

Belief is what a person thinks or feels is true.

PLACES

Caesarea is a seaport city that was built by Herod the Great and named in honor of Caesar Augustus. It was the location of the governor's residence. This was the location of Paul's trial before Festus and where he was imprisoned for two years.



STORYTELLING

BEFORE CLASS

1. Read Acts 25:23–26:32
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. Chains

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have kids hold their hand up to their mouth as if shouting.

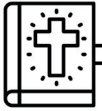
Say, **This represents, "God wants us to testify to His work in our lives."**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. **Governor Festus invited King Agrippa to listen (hold your hand to your ear as if listening) to Paul's testimony. The governor did not see that Paul broke any laws. So, the king asked Paul to speak.**
2. **Paul told the king how he had been trained as a Pharisee and how he opposed Jesus at first. Then he told how Jesus spoke to him on the road to Damascus. He said that Jesus sent him to the Gentiles so that they might know forgiveness of sins.**
3. **Paul said that God helped him preach to the Gentiles about Christ-His suffering and resurrection from the dead. Festus told Paul that he was crazy. Paul knew King Agrippa could verify the things he was saying.**
4. Show the chains - **Say, The king determined that Paul had not done anything worthy of death or even prison. But, because Paul had appealed to Caesar, they had to send him to Rome.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Acts 24:1–25:22 is not covered in this study. Read through these scriptures and summarize them for your children. It's very interesting to read about Paul's testimony and how he refuted the charges brought against him. His example is a good one to follow. He was cordial, yet direct with his accusers. Summarizing this for your students will also help them have a better understanding of the entire book of Acts.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **God wants us to testify to His work in our lives.**

1. **How do you think Paul felt when he heard Festus tell the king that he could not find anything to charge Paul with and needed his help?**
2. **Why do you think Paul felt privileged to tell his story to King Agrippa?**
3. **Paul told King Agrippa all about becoming a believer. If you had to tell someone about being a Christian, what would you say?**
4. **Who in this Bible study do you think is the most interesting person? Why?**

FINAL THOUGHT

This is the thought that you want the children to remember.

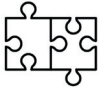
Say, **God wants us to testify to His work in our lives.** Paul stood before King Agrippa and told the story of who he was before he met Jesus and who he was after Jesus changed his life. Agrippa asked Paul if his desire was that Agrippa become a Christian. What do you think? He said yes that he did want everyone there to become a Christian and have a relationship with Christ. That is why we share our testimonies. It might have been hard for Paul to remember and retell how bad he was before he became a Christian. Instead, Paul knew that the important part of his story was that God transformed him. He wanted everyone to hear about it so that they too could be transformed. That is why we testify to God's work in our lives.



MEMORY VERSE PRACTICE

As for us, we cannot help speaking about what we have seen and heard. Acts 4:20

See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

MEMORY POPPERS

Make "Christmas crackers" with toilet paper tubes by cutting a piece of paper that can be wrapped around the tube and tied at the end. Write two or three words from the memory verse on each strip of paper. Inside each of these "poppers" put one strip of paper. Then wrap the "popper" and tie it at the ends with ribbon or string. These "poppers" should easily tear apart when pulled. Have the students pull apart the poppers. Let students work together to put the words of the verse together. Say the verse as a class.



ACTIVITY FOR OLDER CHILDREN

Write a comparison of Saul before his conversion and Paul after. Make a list of words that describe how Paul acted before he met Jesus on the road and then how he was afterwards.

Let the students make a list of words that describe a person who is not a Christian and then words that describe a Christian. Let students write about other people they know whose lives changed after they came to know Christ.

Talk about Ephesians 4:22-24. Ask the students what does it mean to put on a new self? What is the new self like?



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

FAITH IN THE STORM

ACTS 27:1-2, 9-26, 33-44

MEMORY VERSE

Let us hold unswervingly to the hope we profess, for he who promised is faithful.

Hebrews 10:23

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God gives us hope.
- God keeps his promises.

LESSON FOCUS AND SUMMARY

In this study, the children will learn that God wants us to put our hope in Him.

1. Paul was on a ship sailing to Rome. Paul warned the sailors it was too dangerous to sail, but they did not listen.
2. A storm came up and the ship was damaged.
3. Paul told the crew members he had seen an angel. The angel told Paul all the men on board would live.
4. At daylight everyone on board saw land and the crew decided to run the ship aground. The centurion kept Paul from being killed by the soldiers. Everyone reached land safely.



BIBLICAL BACKGROUND

Paul's sea journey is the result of obedience and submission, the opposite of the Old Testament journey of Jonah. Jonah's disobedience threatened the lives of everyone on the ship. Paul's obedience saved the lives of his shipmates. Natural forces beyond the control of the sailors damaged the ship. There was no navigational guidance from the stars and sun, for they were blocked out by the storm. The skilled sailors tried three methods to salvage the ship; securing the lifeboat; running ropes under the ship to hold it together; and lowering the anchor. Despite these measures, the ship continued to get beaten around in this hurricane force storm.

Paul gave hope to his fellow shipmates when he shared a message from a heavenly visitor-that no life will be lost. Paul's faith encouraged and strengthened his shipmates. The safety of Paul's traveling companions is based on Paul's relationship with God.

After two weeks of intense storms, and traveling hundreds of miles off course, the sailors finally realized they were nearing land. Paul encouraged everyone (all 276 of them) on board to eat. Paul blessed the food and broke bread with them all.

When the ship ran aground on a sandbar, the soldiers wanted to kill the prisoners. Julius wanted to save Paul, and so commanded them to let everyone swim to shore. God used Julius, a non-Christian man, for His divine purposes. Julius was the one to fulfill Paul's prediction that everyone would be saved. Even during the storm, God's grace rescues.



DID YOU KNOW?

Paul and his companions were sailing after the Day of Atonement. Sailing after September 15 was rough. Sailing after November 11 was very dangerous.



VOCABULARY

PEOPLE

Julius A Roman centurion who escorted Paul to Rome for his trial

PLACES

Crete A large island in the Mediterranean Sea southeast of the Greek mainland

Phoenix The harbor the ship's crew hoped to reach before winter

FAITH WORDS

Hope A feeling of certainty that God will keep His promises. Hope grows out of trust in God.

THINGS

Bay A part of the ocean partially enclosed by land

Northeaster A storm with hurricane force winds

Sandbar A hill of sand built up underwater



STORYTELLING

BEFORE CLASS

1. Read Acts 27:1-2, 9-26, 33-44
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. A toy ship
4. Sand

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have students hold out both arms in front of them and sway them from side to side.

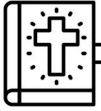
Say, **This represents, "Paul trusted God in the storm."**

TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Show the ship - Say, **Paul boarded a ship bound for Italy under the supervision of a centurion named Julius. They lost some time on the first part of the trip and Paul warned that it would be dangerous to sail on, but they did not listen to him.**
2. **Before long a storm came up and the ship was caught in the wind. They started throwing things overboard. They all thought they would die.**
3. **After the storm had continued many days, Paul encouraged the men. Paul told the crew he had seen an angel. The angel told Paul that all the men on board would live. Paul warned them to all stay with the ship.**
4. Show the sand - Say, **Just before dawn, Paul encouraged them all to eat, because they would need strength. At daylight, they saw a sandy beach and decided to run the ship aground. The centurion kept Paul from being killed by the soldiers. Everyone on board reached land safely.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

As you lead the Bible study, emphasize these ideas.

- Look for a map that outlines Paul's journey to Rome. Read through Acts 27:3-8 and show the students the path Paul's voyage took. Be sure to point out that the sailors planned to travel from Fair Havens to Phoenix to winter the ship there. This was about 65 kilometers. Yet the storm took them off course about 950 kilometers.
- Remind students that God is the real hero in this story. He was working through each part, though the people involved may not have noticed. God protected everyone on the ship. God sent an angel with a message to Paul to verify His constant care. God has many ways to send encouragement to Christians.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **God wants us to put our hope in Him.**

1. **Paul realized the danger in sailing at that time of year and tried to warn the others. Have you ever felt warned about danger? What happened?**
2. **How do you think you would have felt if you had been on that ship when the storm began?**
3. **Though he was a prisoner, Paul had hope because of his confidence in God. In what ways has God helped you through a difficult situation?**
4. **An angel brought encouragement to Paul. How has God brought encouragement to you? How have you been a source of encouragement to others?**

FINAL THOUGHT

This is the thought that you want the children to remember.

Say, God wants us to put our hope in Him. Where is your next meal coming from? Maybe at home your mom or dad will make it for you. Where do you think you will be sleeping tonight? At home, right? Well, God has provided these things for you. Even if they don't fall from the sky with a note attached that says, "from God" they are from Him.

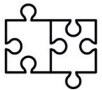
God provides for us, cares for us, and delivers us. We can put our hope in Him to continue to do all of these things and more for us. Paul was in a pretty difficult situation on a boat in a storm in the ocean. But he hoped in God and God promised through an angel that not one person on the boat would be harmed. Paul placed his hope in the right place: God.



MEMORY VERSE PRACTICE

Let us hold unswervingly to the hope we profess, for he who promised is faithful. Hebrews 10:23

See the “Memory Verse Activities” for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today’s lesson.

ON THE STORMY SEAS

Bring in an adult volunteer to tell the story in a dramatic way. Prepare blue fabric and a fan to create the “stormy sea”; have someone flash the lights on and off; spray the kids with a water spritzer; use a poster board to wave for thunder sound effects; place students’s chairs in the shape of a boat, and let them act like they are being tossed in the storm as the story is being told.

Say, **Paul was a prisoner on his way to Rome, but he was the one who brought hope to everyone on the ship. Even during the terrible storm, Paul had hope because of his confidence in God. Paul had already been through many difficult situations for the sake of spreading the gospel of Jesus Christ. Even the storm could not shake his determination to carry the good news to Rome. Since God had told him that Rome was where he would go, Paul trusted God to get him there.**



ACTIVITY FOR OLDER CHILDREN

As a group make a list of ways that we can encourage our friends. One way might be a simple note letting them know you are thinking of them. Have cards ready in case the students would like to send a note of encouragement.



PRACTICE FOR BIBLE QUIZ

See the section “Review Questions” for the red and the blue practice questions for this lesson.

THE END IS THE BEGINNING

ACTS 28:1-31

MEMORY VERSE

Keep watch over yourselves and all the flock of which the Holy Spirit has made you overseers. Be shepherds of the church of God, which he bought with his own blood.

Acts 20:28

TRUTHS ABOUT GOD

*This lesson will teach the following truths about God. The star * indicates the primary truth you should teach the children.*

- * God establishes His church.
- God's salvation is available to everyone.

LESSON FOCUS AND SUMMARY

In this study, the children will learn God establishes His church through faithful believers.

1. The people of Malta showed kindness to the survivors. The islanders were amazed by Paul.
2. After three months they set sail for Rome. Believers met and encouraged Paul on his way to Rome.
3. Paul spoke to the Jewish leaders in Rome, explaining why he was there. The leaders wanted Paul to tell them about Christianity.
4. Some Jewish leaders agreed and some disagreed with Paul's message. Paul said that God's salvation would be available to the Gentiles, because they will listen.



BIBLICAL BACKGROUND

When Paul finally reached Rome, he continued his mission of preaching the story of Jesus. Paul shared his story of arrest and trial as the introduction to his testimony to the Jewish leaders. Paul's teachings were met with mixed results, just like every other time he addressed a Jewish audience. Paul quoted from Isaiah as an explanation of his experiences in sharing God's story with the Jewish people - that their hearts are calloused, that they are not truly hearing God's message.

He proclaimed to the Jewish leaders that God's salvation had been sent to the Gentiles, and that they will listen to it. Paul probably experienced grief, knowing that his people did not accept the salvation message. However, his calling was to be faithful to proclaim it and trust God with the results; and he did this. In fact, Acts ends with a summary of Paul continuing to boldly preach the message of Jesus in Rome.

Throughout the second half of Acts, we read of Jewish rejection and Gentile acceptance of the gospel. Luke does not communicate in his book that the mission to the Jews was a failure; for some Jews accepted God's message. The gospel message is for all - both Jews and Gentile. There is hope that all will accept the message.

We are invited to continue Paul's mission of sharing the intersection of our stories and the stories of God in the Old and New Testaments. The role of the church is to be faithful in sharing the message of Jesus with all people. We are a people sent to the ends of the earth with a life-changing message. The Holy Spirit goes with us and in front of us as our power to present the message.



DID YOU KNOW?

Syracuse, a city on the east coast of the island of Sicily, was founded by the Greeks over 2,700 years ago. Paul stopped here on his way to Rome.



VOCABULARY

FAITH WORDS

Church The church is the people who know and love God and His Son, Jesus. The place where we worship God is also called a church.

PEOPLE

Publius The chief official on the island of Malta. He offered his home to the shipwreck victims for three days.

PLACES

Malta A small island located south of Sicily. Paul was shipwrecked on this island and stayed here three months.

Puteoli A seaport in Italy, about 75 miles from Rome. It had the second oldest Jewish colony in Italy.

Rome The capital of the Roman empire. Paul ended up in Rome and stayed for at least two years.



STORYTELLING

BEFORE CLASS

1. Read Acts 28:1-31
2. Review the instructions for "Telling the Story and Teaching the Story" (page 8)

PREPARE THE STORYTELLER'S SUITCASE

See "Teacher's Preparation" for details about how and why to use this.

Each week you will need the following items.

1. The **storyteller's suitcase**
2. The **review box**. See the instructions before lesson 1 for details.

For today's story, you will also need the following items.

3. A plastic snake

FOLLOW THE LEADER

See "Teacher's Preparation" for details about how and why to play this game.

OPTIONAL LESSON REVIEW

Show the students the **review box**, and ask for volunteers to help review the previous lesson. See "Teacher's Preparation" for more details.

MEMORY MOTION

Teach the students the memory motion, then challenge them to do the motion each time the word or phrase is spoken.

Have students stack their fists together as if building something.

Say, **This represents, "God builds His church through faithful people."**

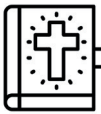
TELL THE STORY (THE MAIN POINTS IN ORDER)

Say, **Today, we continue our study in Acts. So, I packed our travel bag with the tools that we will need. Today we begin with...** Unpack the items as you tell the story.

1. Show the plastic snake - Say, **The people of Malta showed kindness to the survivors. A viper fastened onto Paul's hand, but he did not get sick. The chief official of the island invited them to stay. Paul healed the official's father and many others on the island. The people honored Paul and those with him.**
2. **After three months, they set sail again for Rome. One the way, they met some believers who encouraged Paul. In Rome, Paul was given a place to live, although he still had a guard.**

3. **Paul spoke to the Jewish leaders in Rome, explaining why he was there. They wanted to hear (put your hand to your ear as if listening) his views on Christianity. Large groups of them came to hear Paul talk about the kingdom of God.**
4. **Some Jews accepted Paul's message, but others disagreed. Paul said that because the people had closed their ears (put your hands over your ears) and their hearts (put your hand over your heart) to the truth, God had sent the word of salvation to the Gentiles. They will listen! For two years, Paul stayed in Rome and preached about the kingdom of God to everyone who came to him.**

Say, **Now, it is your turn to tell the story.** Put the items back in the storyteller's suitcase. Have the children volunteer to take an item and tell what it represents. Then, have the children help you arrange all the items in the correct order.



BIBLICAL LESSON

After you tell the story, it is time to teach the story.

TIPS FOR THE TEACHER

Remind the children that God expects His followers today to continue Paul's work to tell the world about Jesus Christ. We are all called to be His witnesses.

DISCUSSION QUESTIONS

Discuss the story and ask the children the following questions. Remember that there might not be a right or wrong answer.

Say, **God establishes His church through faithful believers.**

1. **How would you have felt if you were one of the islanders that saw Paul get bitten by the snake but not get sick? What would you have thought?**
2. **Why do you think the islanders were so generous with Paul and his companions when they got ready to leave?**
3. **In your own words, tell what happened when Paul spoke to the leaders of the Jews. What was their response to his message?**
4. **What do you think Paul did while he was in Rome? How many churches did he write letters to? Hint: Some of these letters are found in the New Testament.**
5. **What do you think happened to Paul after the end of the book of Acts? We know he stayed there at least two years without ever going to trial. What might have happened?**

FINAL THOUGHT

This is the thought that you want the children to remember.

God establishes His church through faithful believers. Other than Acts being a pretty good story of excitement, danger, friendship, and God, what do you think we can take from it? Every story in Acts tells us of how the early Christians were faithful believers.

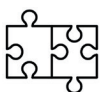
God built His church on people: Peter, a man who ran away from Jesus in His time of need; Paul, a man who hated and brutally persecuted Christians; fishers; carpenters; and all sorts of ordinary people. Why did God choose these people to establish His church? Because they were faithful. With all their faults and shortcomings, they came to God and gave themselves to Him to use for His purposes. God guides the faithful believers. He will guide you as you follow Him.



MEMORY VERSE PRACTICE

Keep watch over yourselves and all the flock of which the Holy Spirit has made you overseers. Be shepherds of the church of God, which he bought with his own blood. Acts 20:28

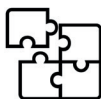
See the "Memory Verse Activities" for suggestions to help the children learn the memory verse.



ADDITIONAL ACTIVITIES

The following are optional activities you might use to help the children better understand today's lesson.

1. Ask students to decide what message Paul was trying to communicate to the Romans. Read Romans 3:23; 5:8; 6:23 for help. (Emphasize the importance of helping new Christians develop their faith, keeping in touch with them, and continuing to encourage them. This is an example of discipleship.) Have students write a short drama or script to share with their class or family about what they found.
2. Create a timeline of the church in Acts.



ACTIVITY FOR OLDER CHILDREN

Talk about Acts 28:26-27. Talk about what this passage means? How can people hear but not understand or see without perceiving? Do people in the church today have the same problem? How can we help them?



PRACTICE FOR BIBLE QUIZ

See the section "Review Questions" for the red and the blue practice questions for this lesson.

MEMORY VERSE ACTIVITIES

MISSING WORDS

You will need a chalkboard, white board, or paper for this activity. You will also need chalk, marker, and eraser.

Write the memory verse on a chalkboard or marker board. Ask the children to recite the verse. Choose a volunteer to erase one word. Lead the children as they recite the verse again (include the missing word). Continue this until all the words disappear. If a chalkboard or marker board is not available, write each word of the verse on a separate piece of paper, and ask the children to remove one word at a time.

BIBLE WAVE

Ask the children to sit in a straight line. Tell the first child to stand, to say the first word of the verse, to wave both hands excitedly in the air, and to sit down. Ask the second child to stand, to say the second word of the verse, to wave both hands excitedly in the air, and to sit down. Continue until the verse is complete. If a child forgets a word or says the wrong word, let the other children tell the correct word. Encourage the children to say the verse quickly so that their motions look like an ocean wave.

BIBLE PASS

You will need a Bible and a source of music for this activity.

Have the children sit in a circle. Give one child the Bible. When the music starts, tell the children to pass the Bible around the circle. When the music stops, the child holding the Bible says the Bible verse. Strategically stop the music so each child has an opportunity to say the verse.

BIBLE VERSE RACE

Before the lesson, write each word or phrase of the Bible verse and the reference on a piece of paper. Make two sets.

Divide the class into two teams. Scramble the cards so that the words are out of order. Place a set of word cards on the floor in front of each team. At your signal, the first child on each team will find the first word of the verse and run to a goal line. He or she places the card on the floor and races back to the second player. The second child finds the second word of the verse and races with it to the goal line, placing it in order next to the first word. Continue until one team completes the verse in perfect order. Allow time for the second team to complete its verse. Then have both teams recite the verse together.

BIBLE VERSE LINE

Before the lesson, write each word or phrase of a Bible verse on a separate piece of paper.

Distribute the words to different children, and scatter them throughout the room. Choose one child to arrange the words in order by tagging each individual child holding the words. Then have the class read the verse together.

HIDE AND SEEK

Before the lesson, write each word or phrase of a Bible verse on a separate piece of paper. Then hide the pieces of paper around the room before the children arrive.

Have the children search the room for the pieces of paper and bring them back to the front. Have the children arrange the words in order, and then ask the class to recite the verse together.

STAND UP VERSES

Arrange the children in a circle, and have everyone sit down. Ask one child to stand and say the first word of the verse and then sit down. The next child stands and says the second word and then sits down. Continue until the children complete the verse. Play the game several times, encouraging the children to finish faster than the previous time.

CHAMPION & CHALLENGER

Choose two children who think that they know the memory verse. Stand them back to back in front of the group. One child will start by saying the first word of the verse. Then, the other child will say the second word. Continue back and forth until one child makes a mistake. The other child is the “champion.” Ask the whole class to say the memory verse. Then, select a new “challenger,” and repeat the game. Soon, both children will be able to complete the memory verse without error.

BLINDFOLD CHALLENGE

You will need a blindfold for this activity. Ask the children to stand and arrange themselves in a large circle.

Select one child to stand in the center of the circle. Place a blindfold on this child. Ask the children in the circle to join hands and walk around the circle as they repeat the phrase, “God’s Word helps me each day” a few times. This will prevent the child in the middle from remembering where each child in the circle stood. Stop the children and ask the child in the middle to point to a child in the circle. The child will recite the verse in a disguised voice (high pitch voice, squeaky voice, low voice, etc.). The child in the center then tries to guess who said the verse. If the child fails to guess correctly, he or she will point to another child who will say the verse. Continue until the child in the center guesses the correct child or the child guesses wrong three times. Then choose another child to go into the center.

MEMORY VERSE TOSS

You will need a small ball for this activity. Ask the children to stand and arrange them in a large circle.

Tell the children that whoever catches the ball has to say the next word in the memory verse. Toss the ball to one child to start. He or she recites the first word and then tosses the ball to another child until the entire verse is recited correctly. Repeat the game and encourage the children to complete the verse faster each time.

WORD IN ACTION

Before the lesson, write a different action on separate pieces of paper or index cards, such as “turn in a circle,” “lie on the floor,” “pat your head,” “stand one foot,” “skip,” “stand in a corner,” “whisper,” and so on.

Ask each child to choose one of the index cards and to do the activity listed on it while he or she recites the memory verse.

THE REPEATER

Before the lesson, write one or two words of the verse on a small piece of paper. Make more than one set if you want to work in groups, one set per group.

Instruct students to sit in a circle, and distribute the papers around the circle in the correct verse order. The student with the first word of the verse says the first word. Then the next student says the first word and the new word. The third student says the first, second, and third words. Repeat this process, adding a new word each time. After you complete the verse, have students pass their card to the person on their left and begin the game again.

SPIDER WEB REVIEW

You will need a ball of yarn for this activity.

Instruct the children to stand in a circle. Toss the ball of yarn to one child and ask him or her to say the first word of the verse. The child will wrap the yarn around his or her hand and toss the ball of yarn to another child across the circle. This child will say the second word of the verse and wrap the yarn around his finger. Continue playing and saying words of the verse until every child has a turn. The back and forth motion of the yarn will produce a spider web.

BALLOON POP

You will need balloons, a permanent marker, and tape.

Blow up the balloons. Write one word of the Bible verse on each balloon. Attach the balloons to the wall in correct order. Let the children read the verse together. Select one child to pop one balloon. Have the children recite the verse again, and remember to say the missing word. Select another child to pop a balloon. Let the children say the verse again. Continue until all the balloons are gone, and the children can recite the verse from memory.

HAPPY FACES MEMORY GAME

Write each word or phrase of a Bible verse on a paper plate or a circular piece of paper.

Distribute the plates to the children, and ask them to draw a happy face on the blank side of the plate (circle). Attach the plates to the wall so the children can see the words of the verse. Read the verse together. Select one child to turn over one of the plates so the happy face shows. Then have the children read the verse. Select another child to turn over another plate. Say the verse again. Continue until all of the plates show happy faces, and children can recite the verse from memory.

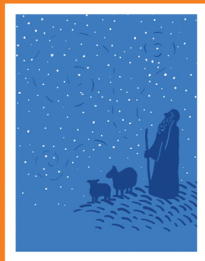
BIBLE VERSE UNSCRAMBLE

Write each word or phrase of a Bible verse on a piece of paper or index card.

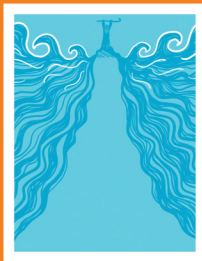
Distribute the word cards in mixed order. Let the children arrange themselves in a circle in the correct order according to the portion of the verse they received. Have the children say the verse together. Then ask one child to turn the card around, so the other children cannot see his or her word. Have the children say the verse again. Continue in this manner until all the cards are turned around and no words are visible.

This could also be played as a race between two or more teams to see which one is the first to arrange themselves with the words of the verse in the correct order.

BIBLE STUDIES FOR CHILDREN



GENESIS



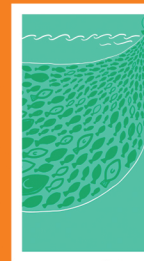
EXODUS



JOSHUA,
JUDGES,
RUTH



1 & 2
SAMUEL



MATTHEW



ACTS

KIDZ FIRST BIBLE STUDIES FOR CHILDREN

is a six-book series of resources for teachers. It aims to inspire children ages 6 to 12 to understand the Bible as the story of God's redeeming love. The series includes fun activities and interactive games to help children celebrate what they learn. Each book contains 20 lessons, each featuring a memory verse, truths about God, biblical background, faith words, teaching tips, and activities. These activities guide children to discover and apply God's truths to real-life situations.

Additionally, there are challenging review questions at two levels of difficulty. Each book includes guidelines, rules, and resources for a children's Bible Quiz event, which helps prepare children for the World Quiz held every four years.



NAZARENE DISCIPLESHIP
INTERNATIONAL
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**CHILDREN'S BIBLE
QUIZZING MINISTRY**



General Information



01

What is CBQM?

It is a ministry focused on playful learning and a powerful child discipleship tool.

02

Mission and Vision

Prepare children as disciples of Jesus by studying the Word of God with strength and depth.

03

Values

CBQM seeks to reinforce values such as love, tolerance, inclusion and teamwork.







How do I form a team at my local church?



01

President of NDI


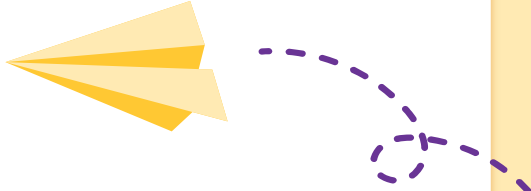
You should be aware of the material that is available for the annual CBQM cycle and seek a dynamic and enthusiastic children's leader to lead the children's team.



02

CBQM coach




Their role is to prepare the children for the demonstrations, motivating them to study the Word, teaching the Bible lessons, and carrying out the learning activities.



03

The Team

It must be made up of 10 children between the ages of 7 and 11 (they can be younger but it is preferable that they know how to read and write).





How to prepare the team?

It is essential to establish a specific day and time for practices.

- To facilitate the study of the topic, it is recommended to start from the lessons and divide the content into specific chapters or events. Begin by reading the events and encourage discussion by asking questions that stimulate memory about situations, characters, places, and names. Offer information that piques the team's curiosity, addressing customs, the meaning of objects or rituals, as well as other interesting features that complement and clarify the text and its context.

Make lists of relevant words, names, places, objects, and animals. Research which other books of the Bible the main characters are mentioned in. Encourage children to memorize key texts and to remember events and story sequences non-verbatim, so they can recount as completely as possible. It is essential to guide them to retain important data and discover, both individually and as a team, God's teachings for their lives. Also, play games related to the lesson studied to reinforce learning.

Lean on others, invite Sunday School teachers, parents and other church brothers and sisters who can share the lessons with the children.



Each team must have:

Team Name - 10 points

This must be based on the topic of study and presented in a creative way.

Uniform - 10 points

Something that identifies the team, a t-shirt, cap, uniform, etc. It should also be presented creatively.

Mascot - 20 points

A little animal that is related to the topic of study and has an important meaning; must have a creative costume.

Team Cheer - 20 points

This must be based on the topic of study and must not contain words or ideas that are offensive to other teams. Its duration will be a maximum of 1 minute; its presentation must be creative.

Annual study cycle: ACTS 2025 | GENESIS 2026 | EXODUS 2027 | JOSHUA,
JUDGES AND RUTH 2028 | 1 AND 2 SAMUEL 2029 | MATTHEW 2030

Officials of a demonstration (competition):

Moderator

Impartial person, chooses the games for the demonstration, prepares the material and calls the judges

Judges

Impartial people, there must be a judge for each team; They ensure compliance with the rules, keep score, let the moderator know when the rules are broken

Time Judge



This person will need to keep time for each demonstration, giving the start and end signal.



01

Memorization Category

Memorization and reasoning are fundamental for learning, and repetition is one of the keys to memorization. The objective of this category is to help children memorize and understand the Bible in a dynamic and attractive way.



Note: In a demonstration, 3 memorization games are played.



Make the Word



| Score | Time | Participants | Mode |
|-------------------------|-----------|--------------|--------------|
| 5 pts. for correct word | 3 minutes | 3 per team | Simultaneous |

Development:

1. The moderator gives each team a sheet with a list of 10 consonants and 3 vowels to play.
2. When giving the start signal, they must put together as many words as possible with the list of letters they have; all words must be related to the topic of study.

At the end of the time, the judge reviews and counts and gives them 5 points for each correct word.

Consultations:

Consultation is allowed only between the 3 participants of each team.

Foul:

If the participants consult with the coach or the children on the team, the judge indicates it and the value of a word is deducted. If the audience present says a word out loud, all teams are deducted the value of one word.

Materials:

- 1 sheet per team (with the letters to play)
- 1 pencil per team



Example

Make the Word

Consonants to play:
B C J K N T M P R S

Vowels to play:
A E O

Peter
Book
Jacob
Men
James
son

The sheet with the list of consonants and vowels is prepared in advance by the moderator, the teams know it on the day of the demonstration

Consonants to play:
B C J K N T M P R S

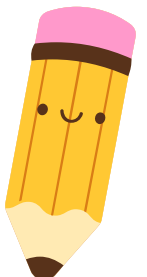
Vowels to play:
A E O

Dorcas
One
Came
Acts

In this example, the participants of the Paul team managed to put together 6 words and scored 30 points for their team.

In this example, the participants of the Damascus team managed to put together 4 words and scored 20 points for their team.

Recommendation: practice in essays using different consonants and vowels, generate lists of words such as names of characters, places and objects.



Advance

| Score | Time | Participants | Mode |
|--------------------------|---------------------|--------------|--------------------------------|
| 10 pts. for correct text | 30 seconds to start | 1 per team | One team at a time alternately |

Development:

1. The moderator draws lots for the order in which the teams participate and they place themselves in front of their three rings (hula hoops).
2. The first participant must repeat a verse from the list of memory verses (pg 246). He or she must say it perfectly. If it is correct, the moderator indicates it and the participant advances to the first hoop.
The next participant must recite another verse from the list. The difficulty is that they cannot recite a verse that has already been stated by another participant. If this happens, the boy or girl will not be able to advance.

If during the first 30 seconds the boy or girl does not start saying their text, they lose the opportunity and do not advance.

The number of hoops they advance determines the score they receive.

Consultations:

are not allowed

Foul:

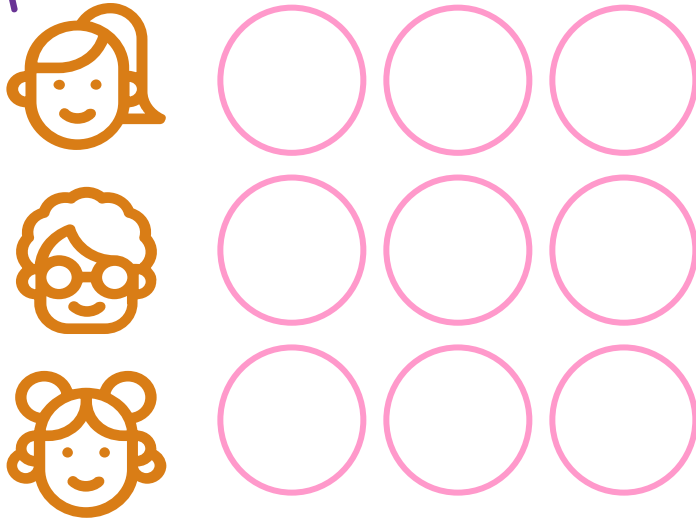
If the participants consults with the coach or the children on the team, the judge indicates it and the value of a word is deducted. If the audience present says a word out loud, all teams are deducted the value of one word.

Materials:

Three hoops (hula hoops) per team.
The judges must have the list of memory verses (pg. 246)

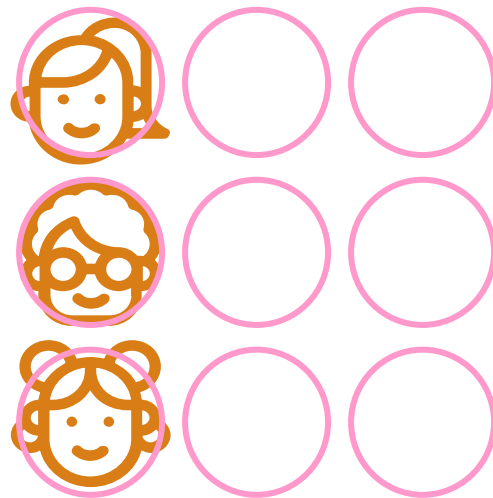


Example Advance



The participants are in line in front of the hoops, the first one is given the opportunity to recite their verse.

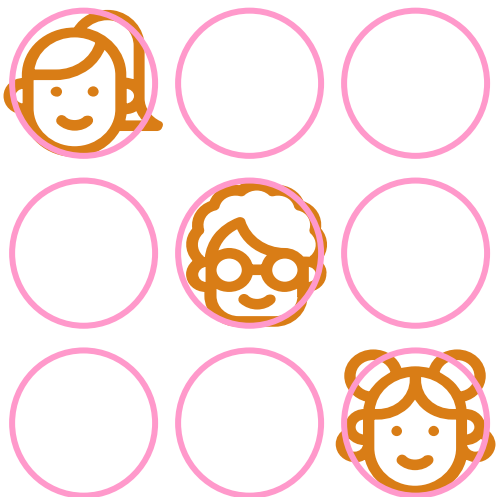
As they recite their texts correctly and without repeating them, they will advance through the hoops.



In this example, Laura from team Paul managed to advance 1 hoop, scoring 10 points

Luis from the Damascus team, advanced 2 hoops, scores 20 points

And Carmen from the Pentecost team advanced 3 hoops, scoring 30 points.



STOP

| Points | Time | Participants | Mode |
|-----------|-----------|--------------|--------------|
| 60 points | 2 minutes | 1 per team | Simultaneous |

Instructions:

1. The moderator will give 1 answer sheet to each team with the following titles: LETTER; NAME OF PERSON; OBJECT, ANIMAL or PLANT; PLACE; and TOTAL. (See example below.) The moderator starts the game by beginning to recite the alphabet in a loud voice, starting with the letter "A" and continues the alphabet in a low voice. A judge will say STOP! at a certain point, and the game will start with the letter that the moderator was saying when the judge said STOP! The moderator will say the first letter to be used for the game, and then begins the count of 2 minutes for the participants to answer.
2. The child who finishes his/her answer sheet first must say out loud, "STOP!" Then the other participants will no longer be able to fill in more answers. Next, a second letter will be chosen, and the 2nd round begins. After playing the two suggested rounds, the children hand in their answer sheets. If there are correct words that are repeated on the answer sheets of other participants, those answers receive 5 points each. For the answers that are correct and not repeated, they receive 10 points each.

Consultations:

Not permitted

Foul:

If the judge sees that a participant continues writing down answers after another participant has said STOP!, that participant's answer sheet is disqualified.

Materials:

1 answer sheet
Pen/pencil for each team.



Example STOP

| Name: Mary Cole | | | | Team: Jesus Disciples | | | |
|-----------------|----------------|--------|-------------------------|-----------------------|---------|--------|-------|
| LETTER | NAME OF PERSON | points | OBJECT, ANIMAL OR PLANT | points | PLACE | points | TOTAL |
| P | Paul | 10 | Parable | 10 | Paphos | 10 | 30 |
| M | Matthew | 10 | Mountain | 5 | Magadan | 10 | 25 |
| FINAL SCORE | | | | | | | 55 |

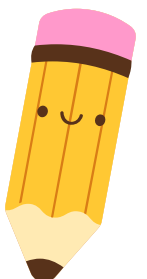
| Name: Alex Sykes | | | | Team: Acts that Transform | | | |
|------------------|----------------|--------|-------------------------|---------------------------|-----------|--------|-------|
| LETTER | NAME OF PERSON | points | OBJECT, ANIMAL OR PLANT | points | PLACE | points | TOTAL |
| P | Priscilla | 10 | Prison | 10 | Pamphylia | 10 | 30 |
| M | Mary | 10 | Mountain | 5 | | 0 | 15 |
| FINAL SCORE | | | | | | | 35 |

When a word is repeated,
receive 5 points

When the word is unique,
receive 10 points

If the participant doesn't
put down a correct
answer, they don't receive
points.

Recomendation: practice in essays using
different letters generate lists of words such as
names of characters, places and objects, etc.



Complete the Word

| Points | Time | Participants | Mode |
|-----------|----------------------|--------------|--------------------|
| 20 points | 5 seconds per answer | 1 per team | One team at a time |

Instructions:

This game is based on the game "hangman" or "Wheel of Fortune." Provide as many spaces as there are letters in the word the participant has to discover. A sub-theme related to the word is specified. For example: Places, friendships, teachings, writings, family, objects, characteristics, etc.

The participant must say letters to complete the word. She/he has 5 seconds to give a letter. If she exceeds the time without saying a letter, that is considered an error. If she says a letter that is part of the word, it is placed in the blank space(s) as many times as it appears in the word. If the letter mentioned is not part of the word, it is considered an error and the letter is written to the side in view of the participant as an aid not to repeat it.

If, when filling in the blank spaces of the word, she discovers the hidden word, she can say it, and she has successfully completed the game. If it is not correct, it is considered an error. The participant can make a maximum of 5 errors. These errors are visualized with the picture that has been divided up into 5 pieces. Each time an error is made, another piece of the picture is added. If the participant does not discover the word before 5 errors are made, the picture is completed and the team does not get any points.

If the participant discovers the correct word before completing the picture, their team receives 10 points. If he doesn't discover the word, his team does not receive any points. Then it is the next team's turn.

Consultations:

Not permitted

Foul:

If the participant consults with another team member or anyone else, the judge will inform the moderator, and the moderator will cancel the word to complete, and start again with another word if this is the first offense. If the infraction is repeated the participant is disqualified and the team is no longer eligible to compete in this particular game.

Materials:

a slate or large sheet of bond paper, a marker or chalk, a picture divided into 5 pieces to assemble, a list of words with the same number of letters (minimum of 6 letters and a maximum of 12), one word per participating team and some additional.



Example

Complete the Word

The category is "PLACES" and the word to complete is "SALAMIS"

The participant mentions the vowel "A" which is found in the word, so the moderator proceeds to place the letter as many times as it appears in the word.

_ A _ A _ _ _

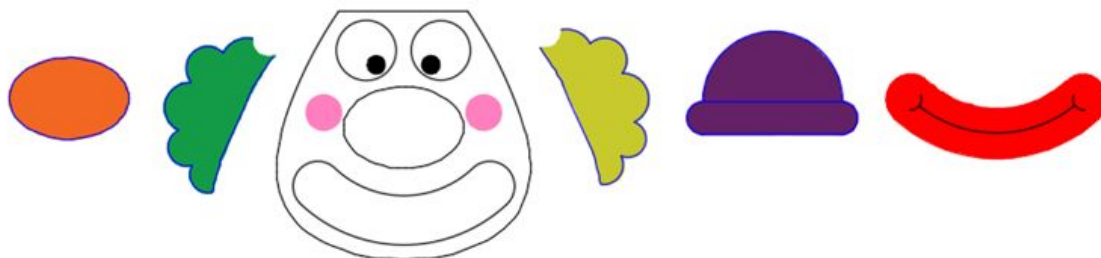
The participant mentions the consonant "M" which is found in the word, so the moderator proceeds to place the letter as many times as it appears in the word.

_ A _ A M _ _

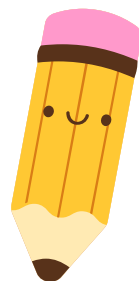
The participant mentions the consonant "R" which is NOT found in the word, so the moderator proceeds to place the letter next to the word so that the participant does not repeat it; he also adds a piece to the drawing.

_ A _ A M _ _ R

The game ends when the child completes the word, then they will earn 20 points for their team, or if they complete the drawing first (5 mistakes) then they will not earn any points.



Example: figure that can be assembled





Crossword Puzzle

| Points | Time | Participants | Mode |
|---------------------------------|-----------|--------------|--------------|
| 10 points for each correct word | 5 minutes | 3 per team | Simultaneous |

Instructions:

Each team is given a crossword puzzle of 6 or 8 questions. Each team is given five minutes to answer. Teams must submit their crossword puzzle in the allotted time. At the end of the five minutes, 10 points are awarded for each correct answer.

Consultations:

Consultation is only allowed among the 3 participants of the team.

Foul:

If team members consult with the coach or other children of the team who are not participating, the judge will inform the moderator and the moderator will disqualify the crossword of that team, thereby eliminating their participation in this game only.

Materials:

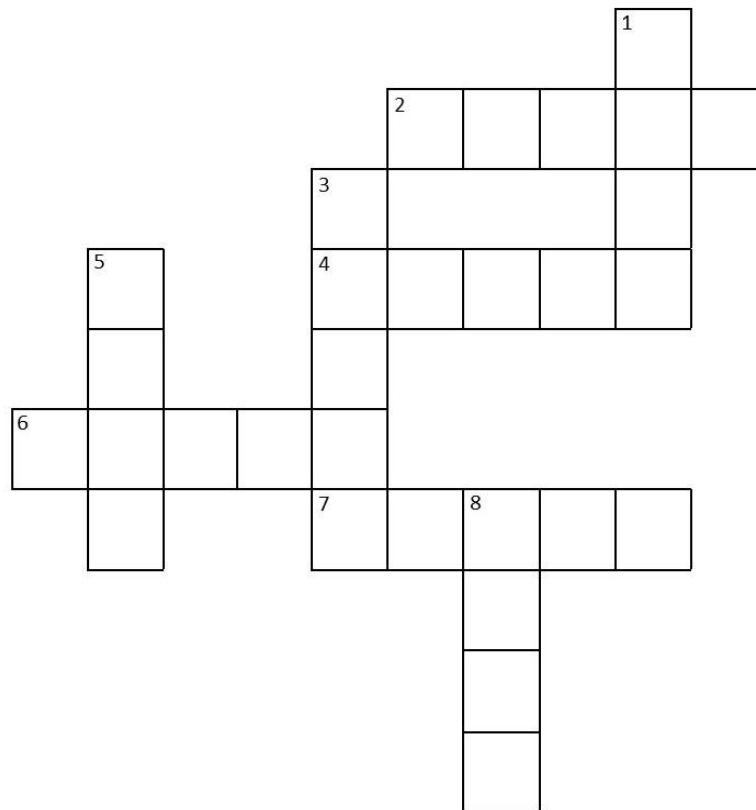
- A copy of the same crossword puzzle for each participating team
- One pencil per team.



Example

Crossword Puzzle

Based on "Peter miraculously escapes from prison" Acts 12:1-19

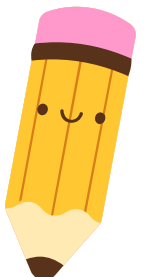


Horizontal:

2. What did the angel tell Peter to wrap around himself? A/Cloak
4. Who ordered Peter to be arrested? A/Herod
6. At what festival did Herod order Peter to be arrested? A/Bread
7. Who appeared to Peter in the cell? A/Angel

Vertical:

1. What did Peter use to signal them to be quiet? A/Hand
3. What was the name of the servant who recognized Peter's voice? A/Rhoda
5. What was the nickname given to John, the son of Mary? A/Mark
8. What opened by itself? A/Gate





Tell Me the Answer



| Points | Time | Participants | Mode |
|------------------------------|----------|--------------|--------------------------------|
| 20 points per correct answer | 1 minute | 2 per team | One team at a time alternating |

Instructions:

The questions consist of a series of characteristics that describe a biblical theme or character. The characteristics are in order and related to each other. The moderator must have two questions for each participating team. Each participant must answer their question without consulting with his/her teammate. The participant has one minute to give the answer. If the answer is correct, the moderator says "CORRECT" and the judges award 20 points to the team (for each correct answer). If the answer is not correct or is not answered in the given time, the participant loses their chance and the moderator gives the correct answer. (No points are awarded to the team.) The moderator continues with a participant from the other team, that is, the moderator alternates between the teams, with one answering at a time.

Consultations:

Not permitted

Foul:

If a judge observes that a participant consults with his/her team or someone else present, the moderator will cancel the question and ask a different question. If the participant has already been caught doing this before, the moderator will cancel the question and the team loses its opportunity.

Materials:

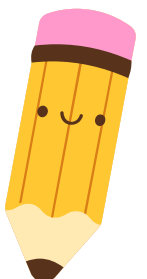
Envelopes with the riddles (2 per group and some extra)



Example

Tell Me the Answer

| | | |
|--|--|--|
| <p>I spent a lot of time with John, I was sent to the Samaritans to pray for them so that they would receive the Holy Spirit, I was heavily criticized by those who defended circumcision and I miraculously escaped from prison, who am I?</p> <p>A/ PETER</p> | <p>I was blind for three days, I traveled to many places with Barnabas, one of my disciples was called Timothy, and I was in prison with Silas. Who am I?</p> <p>A/ PAUL</p> | <p>I live in Lydda, I am paralyzed and I have been bedridden for eight years. One day Peter visited me and said, "Jesus Christ heals you, get up and make your bed." Who am I?</p> <p>A/Aeneas (Acts 9)</p> |
| <p>I live in Caesarea and I am known as the Italian, my family and I are devout and God-fearing, I paid homage to Peter but he told me not to. Who am I?</p> <p>A/ CORNELIUS (Acts 10)</p> | <p>I like to worship God, I am from the city of Thyatira and I sold purple cloth, I hosted Paul and his disciples in my house, who am I?</p> <p>A/ Lydia (Acts 16)</p> | <p>We are of very noble character, we examine the Word every day, we sent Paul to the coast when the Jews came to make a fuss. Who are we?</p> <p>A/ THOSE FROM BEREIA (Acts 17)</p> |
| <p>We made tents, we accompanied Paul on his journey to Syria, we instructed Apollos in the way of God. Who are we?</p> <p>A/ AQUILA & PRISCILLA (Acts 18)</p> | <p>I earn a good income from my trade, I make shrines of Artemisia, I gathered other workers in the trade to oppose Paul. Who am I?</p> <p>A/ Demetrius the silversmith (Acts 19)</p> | <p>I was sitting by a window listening to Paul's speech that lasted until dawn, I fell asleep and fell from the third floor. Who am I?</p> <p>A/ Eutychus (Acts 20)</p> |





Where Was Paul?



| Points | Time | Participants | Mode |
|------------------------------|-----------|--------------|--------------|
| 10 points per correct answer | 3 minutes | 1 per team | Simultaneous |

Instructions:

The game consists of presenting participants with a paper containing two columns. In one column, three key questions about places where Paul has been are written, and in another column, the names of the places. Participants must connect the key question with the place using an arrow.

1. The moderator hands out a pencil and a game paper (the same for everyone) which will be placed face down.
2. When the start signal is given, participants must turn over their papers to start at the same time and connect the squares with arrows.
3. When they finish connecting their squares or when the established time has elapsed, the slips are handed to the judge. For each correct answer, they score 10 points for their team.

Consultations:

Not permitted

Foul:

If a judge observes that any of the participants tries to see the lines of the other participants, they will be reprimanded. If they commit the same infraction, their game paper will be withdrawn and their participation in this game will be cancelled.

Materials:

One game paper per team
One pencil per team



Example

Where Was Paul?

In jail
Acts 10

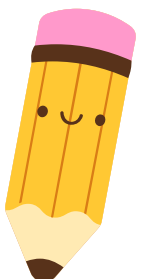
Antioch of
Pisidia
Acts 13

Philippi
Acts 16

Where were Paul and Barnabas when they boldly answered: "It was necessary for us to announce the word of God to you first; since you reject it and do not consider yourselves worthy of eternal life, are we now going to speak to the Gentiles?"

Where was Paul when he met Lydia the seller of purple cloth and stayed at her house?

Where was Paul when he was praying and singing hymns to God with Silas and suddenly there was an earthquake?





Memory



| Points | Time | Participants | Mode |
|----------------------------|-----------|--------------|--------------------|
| 10 points per correct pair | 5 minutes | 2 per team | One team at a time |

Instructions:

The moderator draws lots to determine the order in which the teams participate.

The moderator will prepare 16 cards with memory verses. The verse references will go on 8 cards and the biblical quotations on the other 8 cards. The teams will have 5 minutes to connect the pairs on the floor or table. If more than one team correctly connects all 8 pairs, the team that does it first will be awarded 10 bonus points. The judge will also give 10 points to each team for each of their correct pairs.

The verses must be taken from the list of memory verses. (pg. 246)

Consultations:

Participants may not consult with their coach or other members of their team, only among themselves.

Foul:

If the audience says a verse or quote out loud, the judge will deduct the value of a pair.

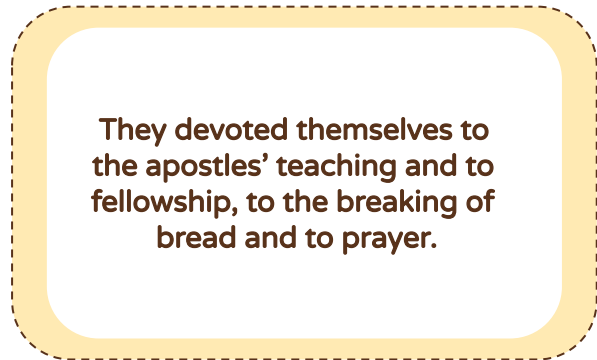
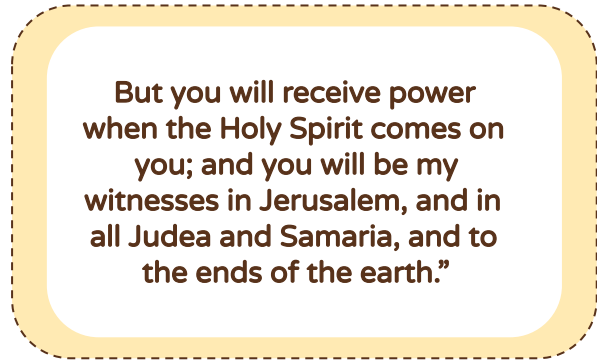
Materials:

16 cards (8 with the Bible references and 8 with the quotes)

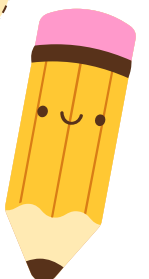


Example

Cards for the game of Memory



Recommendation: When turned face down, all cards must be the same.



Magic Word



| Points | Time | Participants | Mode |
|-----------|----------|--------------|--------------|
| 10 points | 1 minute | 1 per team | Simultaneous |

Instructions:

The word puzzles are placed on the wall, blackboard or table and the game is started immediately. No team may see the puzzle before the competition is started. The game is played simultaneously by all participating teams. Each team will work on a different puzzle. The search starts from the letter with the heart, and the participants must draw a line in any direction, even diagonally, to join the letters and find the word. The letter must be adjacent horizontally, vertically, or diagonally to connect. When a participant finds the word, they must write it on the line below the puzzle and have a judge verify it.

Maximum time: one minute to discover the word. The first participant to correctly discover and connect the letters for the word wins. If there is a tie, 10 points is awarded to each team. If a participant incorrectly does their puzzle, the referee who checks it indicates that it is incorrect and the team is immediately disqualified and the game continues with the rest of the participants. If none of the teams manage to discover the word, no team receives points.

NOTE: The judge must record the time that each puzzle is completed in case there is a disagreement of who finished first.

Consultations:

Not permitted

Foul:

If anyone present says the word aloud, the judge will indicate it. This game is void, and no team gets points. The game is restarted with a new word game for each team.

Materials:

- Two different word puzzles should be prepared for each team participating,
- A marker or chalk for each team.



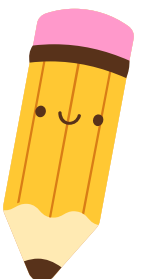
Example Magic Word

| | | |
|---|---|---|
| N | L | O |
| I | E | P |
| S | | Á |

Neapolis

| | | |
|---|---|---|
| | E | U |
| E | L | C |
| S | A | I |

Seleucia



Puzzles



| Points | Time | Participants | Mode |
|-----------|---------------------------------|--------------|--------------|
| 30 points | According to who finishes first | 3 per team | Simultaneous |

Instructions:

1. The participants of each team stand one behind the other at a distance of 3 meters from the puzzle.
2. The puzzle pieces are placed on the floor, face down. When completed, the puzzle must form one of the biblical verses that the children have memorized.
3. The first participant of each team takes a spoon and puts it in their mouth, holding the lemon or ball with the spoon in their mouth. When they reach the puzzle, they put the spoon and the lemon or ball aside and turn one piece of the puzzle over.
4. The child puts the spoon and the lemon in their mouth again, walks to the next participant and hands them the lemon or ball, passing it with the spoon to their partner's spoon; they repeat the same action, and so on until the puzzle is finished. (If the child throws drops the spoon or the lemon, they must return to the starting point and start again.)

The team that finishes first determines the time; if the text is correct, 30 points are scored. If there is a tie between teams, 30 points are awarded to each of the participating teams.

Consultations:

Consultation is permitted only between the 3 participants.



Foul:

If any judge observes that one of the children is holding the lemon or the spoon in their hand or if they drop the spoon or the lemon and continues without returning to their starting point, they must immediately indicate this to the moderator, who will return the child to the starting point to restart the round.

If any of the participants places more than one puzzle piece, the judge indicates this to the moderator, who will remove one of the puzzle pieces and return it to the place where the others are for selection.

Materials:

- A Bible verse divided into 9 pieces for each team (the same text for all teams)
- 3 spoons per team
- 3 lemons or balls per team

NOTE: The verse must be taken from the list of memory verses. (pg. 246)

Example Puzzles

| | | |
|-----------------------------------|-----------------------------------|---|
| Living in the fear of the Lord | in numbers. | throughout Judea, Galilee and Samaria |
| enjoyed a time | Then the church | and encouraged by the Holy Spirit |
| it increased | of peace and was strengthened. | Acts 9:31 |





The Key Letter



| Points | Time | Participants | Mode |
|--------------------------------|-----------|--------------|--------------|
| 5 points for each correct word | 1 minutes | 3 per team | Simultaneous |

Instructions:

1. The moderator will give a sealed envelope that will contain a category (characters, places, objects, animals, miscellaneous) and a base vowel to each participating team. The teams will participate simultaneously by writing a list of words related to the selected category containing the specific base letter they received in their envelope.
2. Each team will choose an envelope containing a category and base letter from the moderator.
3. The 3 participants will form a line three meters away from the board. When the moderator gives the signal, the first participant of each team goes to the board and writes a qualifying word, then returns to their team and hands the marker/chalk to the next participant of his team.
4. The second participant then goes to the board and writes the second word and so on until the time limit of one minute is over.
5. The participant can run or walk to and from the board.

Consultations:

Not permitted

Foul:

If the judge observes that the participants of a team are speaking among themselves, the value of a word is deducted. If someone from the audience says a word in a loud voice, a judge will indicate it and the value of a word is deducted from all teams.

Materials:

- Sealed envelopes that contain a category (characters, places, objects, animals, miscellaneous) and a base vowel for each participating team
- Chalk boards, white boards, or large pieces of paper - enough for all teams to write on at the same time.
- A marker/chalk for each team



Example

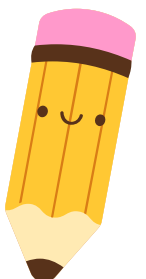
The Key Letter

On their turn, team "Paul" did *Characters* with the vowel A
 And team "Missionaries of Jesus" did *Places* with the vowel E

Note that the letter must be aligned and each team must write words related to their corresponding category.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | A | | | | | |
| | | | P | a | u | l | | | |
| | S | i | l | a | s | | | | |
| D | o | r | c | a | s | | | | |
| B | a | r | n | a | b | a | s | | |
| | | | S | a | u | l | | | |
| | | | M | a | t | t | h | e | w |

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|--|
| | | | | E | | | | | |
| | E | p | h | e | s | u | s | | |
| | | A | t | e | n | s | | | |
| | S | e | l | e | u | c | i | a | |
| | C | y | r | e | n | e | | | |
| | J | u | d | e | a | | | | |
| | L | a | s | e | a | | | | |





Alphabet Soup



| Points | Time | Participants | Mode |
|--------------------------------|-----------|--------------|--------------|
| 5 points for each correct word | 7 minutes | 2 per team | Simultaneous |

Instructions:

Each team will receive the same puzzle at the same time. Each team must discover the words that appear horizontally, vertically, diagonally, top to bottom, left to right or vice versa.

1. The moderator places the puzzles face down on the table or floor in front of each team. The puzzles must have in the title a topic related to the search.
2. When the start signal is given, each team must turn over the puzzle and find the words. Words must be circled and written down on the side of the puzzle.
3. When a team finishes, they must take their completed puzzle to one of the judges for review (the time is recorded). (The other teams continue working on their puzzles.) If the judge observes that the team has found all of the correct words, he/she will inform the moderator. The competition stops and one of the participants reads the list aloud and that team wins 50 points.
4. If the word puzzle is incorrect on some word(s), the judge will simply say "Incorrect" and the team will continue to search for words
5. The maximum time for this competition is 7 minutes. If no team finishes during the set time, the competition is scored according to the correct answers (5 points per correct answer).

Consultations:

Consultation on the puzzle will only be between the two participants of the team.



Foul:

If a participant consults with someone other than their other participating teammate, the judge will indicate it and give them a 30-second penalty.

Materials:

- A marker or pencil per team.
- Word-search puzzles with ten words to discover – sufficient number for each participating team to receive one copy.

Example Alphabet Soup

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P | Y | S | I | L | A | S | C | E | A | O | S | T | A | B |
| L | U | N | Z | G | I | J | L | O | E | J | A | Y | L | I |
| P | R | I | S | C | I | L | L | A | T | O | E | C | D | W |
| Q | N | F | E | A | H | E | G | W | U | H | D | H | Y | T |
| C | U | B | T | K | O | I | H | L | P | N | F | I | V | I |
| L | D | A | A | M | L | F | B | N | A | U | E | C | C | M |
| Y | K | R | E | A | Q | U | I | L | A | L | N | U | K | O |
| D | C | N | J | F | U | G | V | E | N | L | C | S | D | T |
| I | N | A | P | O | L | L | O | S | B | M | E | V | C | H |
| A | D | B | F | E | K | C | I | J | S | A | I | W | Z | Y |
| U | W | A | L | S | O | P | A | T | E | R | E | M | E | I |
| E | S | S | I | L | C | V | U | G | N | O | P | A | K | P |

Paul's
Coworkers

Aquila
Lydia
Apollos
Tychicus
Silas
Barnabas
Priscilla
Sopater
Timothy
John





Finish The Story



| Points | Time | Participants | Mode |
|-----------|-----------|--------------|--------------------|
| 30 points | 1 minutes | 3 per team | One team at a time |

Instructions:

The moderator will have a list of biblical passages to read, one for each participating team. The biblical passages must be different, but they must have the same number of verses.

1. The moderator draws the order of participation.
2. The 3 participants of the first team will sit in the three chairs. The moderator begins by reading the biblical passage to the first team. As soon as one of the three participants of the team recognizes the passage, they must interrupt the moderator by rising from their place to continue the story. The time begins the moment the moderator starts reading and stops when the participant gets up. The judges record this time. The moderator instructs the participant to finish the story. The participant has 1 minute to do so.
3. When the participant finishes the story, the moderator announces if the rest of the story is correct or not, and the time obtained. If the story is not correct, the moderator announces "INCORRECT." If 2 or 3 participants of the team get up at the same time, they must immediately decide which participant will continue.
4. The moderator then repeats the process with a different passage for the next team.
5. The winning team is the one who correctly finishes the story and has the shortest time elapsed during the reading of the moderator. The time judge must make sure that the participant does not exceed the 1-minute time limit to complete the story.

Consultations:

Quiet consultation between the 3 participants of the team is allowed.





Foul:

If one of the participants gets up from his place to finish the story, but forgets the rest of the story, he is given 15 seconds to start his response. If he remains silent or sits down again, the judge indicates "INCORRECT" to the moderator, ending the participation of that team in this game.


Materials:

- One biblical passage for each team. Each passage must be different, but the same number of verses.
- Three chairs

Suggested Bible passages:

- Jesus taken up to heaven, Acts 1:1-11
- The Holy Spirit descends at Pentecost, Acts 2:1-12
- Ananias and Sapphira, Acts 5:1-11
- The conversion of Saul, Acts 9:1-19
- Priscilla, Aquila, and Apollos, Acts 18:18-28





02

Reflection Category

The coach facilitates the lesson, considering the objective or proposal of the teaching, and dialogues with the children of the team, allowing them to formulate their questions. The objective of this category is to motivate the boys and girls to reflectively read the Bible in terms of the spiritual teachings it contains and the context (historical, cultural, language, etc.) in which it unfolds. Let the children know that learning is the result of personal effort.



Note: In a demonstration, 2 Reflection Games are played.



Chest of Memories



| Points | Time | Participants | Mode |
|---------------------------------|-----------|--------------|--------------------|
| 10 points for correct narration | 2 minutes | 2 per team | One team at a time |

Instructions:

The moderator will place the objects inside the chest/trunk/box beforehand.

1. Each team will choose a participation number.
2. Starting with team 1, the moderator will invite the first participant to put their hand into the chest and take out an object without looking. The participant then will have 2 minutes to explain what that object represents from the Bible verses being studied.
3. If the participant relates their story well, the judge will give them 10 points, and then continue on to the second participant of the same team. The same directions apply to the second participant, as well as to additional teams. Each participant can earn 10 points, for a maximum of 20 points per team.
4. An object that has been taken out of the chest is not put back in after the participant is finished with it.

Consultations:

Not permitted

Foul:

If a participant consults with his partner or anyone else, the judge will deduct 10 points from the team.

Materials:

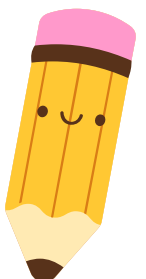
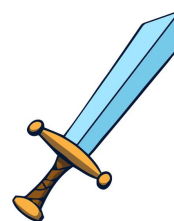
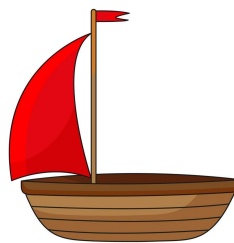
- Objects of any material
- A wooden chest or trunk, or one made out of cardboard
- Participation numbers



Example

Chest of Memories

| | | | |
|--------|-----------------------|--------|---------------------|
| Birds | 10:12, 11:6 | Table | 6:2 |
| Anchor | 27:13, 29:30-40 | Clouds | 1:9, 2:19 |
| Boat | 20:38. Cap 27 | Bread | 12:3, 20:6 |
| Chains | 12:6-7, 16:26 | Gate | 3:2, 3:10, 12:13-16 |
| Bed | 9:33-34, 10:20, 28:8 | Planks | 27:44 |
| House | 2:2, 2:46, 9:11, 9:43 | Cloth | 16:14 |
| Belt | 21:1 | Tent | 18:3 |
| Sword | 12:2, 16:27 | Bulls | 14:13 |
| Island | 13:6, 21:3 | Window | 20:9 |





Cases



| Points | Time | Participants | Mode |
|-----------|-----------|--------------|--------------------|
| 20 points | 1 minutes | 1 per team | One team at a time |

Instructions:

1. The moderator draws the order of participation.
2. The participant selects an envelope, each envelope contains a case and two verses; the moderator places the 2 Bible verses on the board 3 meters away from the participant.
3. The moderator will read the case aloud and then the verses.
4. The participant chooses which verse they consider appropriate for the case. They present and explain the reason for their choice. They have one minute to give the answer.
5. If the answer is correct, the judge scores 20 points; if the answer is incorrect, the moderator will say the correct verse in relation to the case. If the participant chooses the correct verse, but the explanation is not correct, they only get 10 points.

Consultations:

Not permitted

Foul:

If the audience says the answer out loud or tries to help the participant, the judge indicates this to the moderator and 10 points are deducted from the team.

Materials:

- Envelopes with cases of missionaries, preferably real.
- One envelope per team.
- Two Bible verses per case, one must be related to the case and the other not; they must be printed in letter size.



Example Cases

CASE:

My friend Silvia has just left as a missionary to Mexico. She was there for a short time and had many ideas to work on there, but the pastor of the church did not allow her to carry them out, so she felt a little discouraged.

What verse would you share with her to encourage her?

1. The following night the Lord stood near Paul and said, "Take courage! As you have testified about me in Jerusalem, so you must also testify in Rome." (Acts 23:11)
2. "You stiff-necked people! Your hearts and ears are still uncircumcised. You are just like your ancestors: You always resist the Holy Spirit!" (Acts 7:51)





Bible Word Bingo



| Points | Time | Participants | Mode |
|-----------|----------|--------------|--------------|
| 30 points | 1 minute | 2 per team | Simultaneous |

Instructions:

Note: This is similar to the popular game BINGO, using words instead of numbers, and one must fill up the whole card, not just a row.)

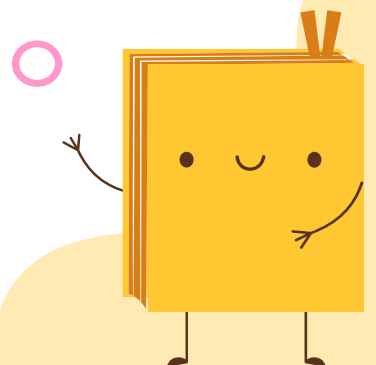
1. The moderator will prepare $\frac{1}{2}$ or $\frac{1}{4}$ page sized game cards with 9 squares drawn on them for each participant (see next page for an example). Each square will have 1 word in it. All of the words will be different words taken from the scripture passage to be read by the moderator. 8 out of the 9 words will be different than all of the other words on all of the other game cards that all of the other participants have. However, the 9th word in each group will contain the same word – it will be the last word of the biblical passage. (Look at the example on the next page.) You can see that every word on every game card is different except the key word, which is one of the last words of the passage, which is “safely.”
2. When it is time to start, each participant will place their game card and small game pieces in front of themselves on the table, and familiarize themselves with the words on their game card.
3. The moderator will begin to read the chosen biblical passage. (The passage must be no shorter than ten verses and cannot last for more than 3 minutes.) While the moderator reads, the participants must listen carefully to the reading. When the moderator reads a word that is written on a participant’s game card, that participant will place one of their game pieces on their game card. (Similar to the game BINGO.)
4. Whoever correctly fills her/his game card first and yells out “FINISHED” will receive 30 points for their team.

Consultations:

Not permitted

Foul:

If a team interrupts or asks questions during the reading, the judge will take away 2 points from that team.



Materials:

- Selected Bible passage
- 2 Game cards for each team
- 9 small objects for each participant that will be used as game pieces or markers (beans, corn, buttons, bottle caps, plastic disks, etc.)

Suggested Bible passages:

- In Athens, Acts 17:16-34
- Heading for Jerusalem, Acts 21:1-15
- The Shipwreck, Acts 27:27-44

Example Bible Word Bingo

Below is an example of the cards based on the biblical passage of the Shipwreck, in this case, the key word is Tables.

Suggested Bible passage: "The Shipwreck" (Acts 27:27-44)

| | | | | | |
|--------|----------------|------|-------|-----------------|--------|
| night | lifeboat | God | feet | ship | safely |
| beach | ran aground | sea | grain | rudders | Paul |
| safely | broken | dawn | horse | Adriatic Sea | hair |



How Do You Imagine It?



| Points | Time | Participants | Mode |
|-----------|----------|--------------|--------------------|
| 30 points | 1 minute | 1 per team | One team at a time |

Instructions:

1. The moderator has the participants choose a random envelope.
2. The moderator opens the envelope of the first participant and reads the place, and the child has a minute to give the name of the event that happened in that place and a description of what they imagine that place was like.
3. The judge evaluates both the name of the event and the description of the place according to the study book. If both are correct, the team receives 30 points.
4. If the participant only says what event happened in the place, 10 points are recorded. If the participant does not respond during the minute, the points are not recorded and the moderator gives the answer.

Consultations:

Not permitted

Foul:

If the child consults with the coach or with other members of their team, or if someone in the audience says something out loud, the judge indicates it and that person's participation in this game is forfeited.

Materials:

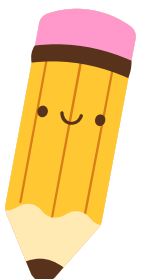
One envelope per team with a place name where an important event happened.



Example

How Do You Imagine It?

| Place | Event | Description |
|--|---|--|
| Gate called Beautiful, Acts 3:1-10 | Peter heals a crippled beggar | Allow children to use their imagination to describe what these places were like. |
| Solomon's Colonnade, Acts 3:11-26 | Peter addresses the audience | |
| Desert road leading from Jerusalem to Gaza, Acts 8:26-40 | The meeting between Philip and the Ethiopian eunuch | |
| On the banks of the river in Philippi, Acts 16:11-15 | The conversion of Lydia | |
| The Areopagus, Acts 17:16-28 | Paul defends the gospel before the Athenians | |



The Bible in Our Times



| Points | Time | Participants | Mode |
|-----------|--|--------------|--|
| 30 points | 3 minutes (2 minutes to consult the Bible and 1 minute to speak) | 3 per team | Simultaneous to consult the bible and one team at a time for the narration |

Instructions:

1. The moderator allows each team to choose an envelope at random to determine the order of participation.
2. All teams have 2 minutes to consult the Bible. After this time, consultation with the Bible is no longer permitted.
3. The 3 participants determine the speaker. Team by team, according to the participation number, has one minute to narrate the passage brought to our time (current year).

Consultations:

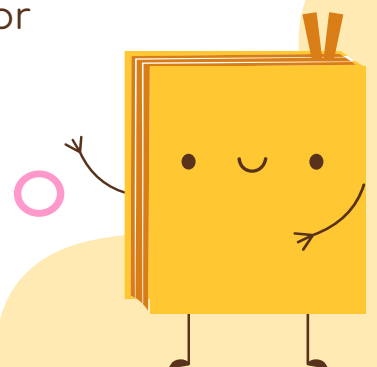
They can consult the Bible and among the three team members for 2 minutes.

Foul:

If the 3 participants talk to each other after the time limit is up, or with the rest of the team at any time, the judge indicates so and the moderator annuls their participation in this game.


Materials:

- Envelopes with the Bible verses (a different one for each team)
- Bibles





○ Suggested Bible passages:


- Ananias and Sapphira, Acts 5:1-11
 - The conversion of Saul, Acts 9:1-19
 - In Antioch of Pisidia, Acts 13:13-25
 - Paul at the Areopagus, Acts 17:16-28
 - Priscilla, Aquila and Apollos, Acts 18:18-28
- 

Example

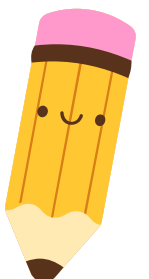

The Bible in Our Times



On a sunny spring morning outside Damascus, a group of young activists gathered in a small conference room. Among them was Saul, a staunch defender of tradition and a staunch critic of movements that promote radical changes in society. With a reputation for being relentless, he had dedicated his life to persecuting those he considered a threat to his faith and way of life.



As Saul was on his way to Damascus, his phone rang. It was a message urging him to stop a group of people who were meeting clandestinely to share ideas about a new movement of peace and love. However, along the way, something unexpected happened. A bright light illuminated the path, and Saul found himself blinded, falling from his bicycle. At that moment, he heard a voice echoing within him: "Saul, why are you persecuting me?"....





Shipwreck



| Points | Time | Participants | Mode |
|---|---|--------------|--|
| 10 points if the word is correct 10 points if the answer is correct 10 points if the verse is correct | 30 seconds to find the words and 1 minute for each answer | 1 per team | Simultaneous when searching for words and One team at a time to respond |

Instructions:

1. The moderator draws the order of participation.
2. The box or boat is placed on the ground, which contains several words. All participants will have 30 seconds to find a word related to the shipwreck narrated in Acts 27:27-44. At the end of the 30 seconds, the judge reviews the word and verifies that it is in accordance with the biblical passage. If it is correct, 10 points are scored for the team.
3. Participants go one by one according to the order drawn and the moderator asks them two questions related to the word:
 - In which verse does it appear?
 - How would you use it if you were in a shipwreck?

10 points are scored for each correct answer.

If the participant selects a word that is not related to the passage or if at the end of the time he or she did not find any word on the topic, the judge indicates it and the boy or girl loses their participation in the game.

Foul:

If the child interferes with another participant during the search, consults with the coach or other members of his or her team, or if the audience says something out loud, the judge will indicate this and their participation in this game will be finished.



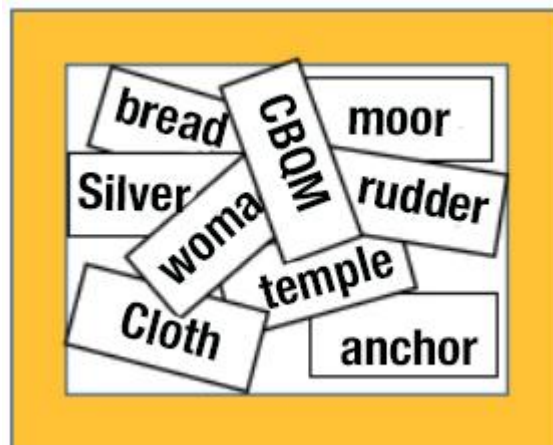
Materials:

- A plastic or cardboard box (you can also make a boat out of cardboard)
- Several pieces of paper with words, including the objects that appear in the biblical passage about the shipwreck.

Example Shipwreck

Some words that can be included about the shipwreck are: depth sounder, anchors, boat, moorings, bread, wheat, rudders, planks.

Words that are not related to the topic should also be included, such as properties, cloth, women, silver, gold, garlands, etc..



Marian from the team "Missionaries of Jesus" got the word lifeboat.

She answered that it is in verse 32 and said that she would use it to get from the larger ship to land.

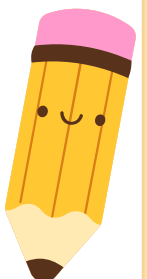
The judge considered that this was correct and scored 30 points for her team.

Luis from team "Paul" got the word, rudder.

He did not answer in which verse the word was found.

He said that he would use it to steer the boat and get safely to the beach.

The judge gives him 20 points.






What Does This Teach Us?



| Points | Time | Participants | Mode |
|-----------|-----------|--------------|--------------------|
| 20 points | 2 minutes | 1 per team | One team at a time |

Instructions:

1. The moderator draws the order of participation and the participants are placed under the balloon number that corresponds to them.
 2. The moderator pops the balloon of the first participant and reads the value that corresponds to him/her. The participant has two minutes to give a brief explanation of the value and recite a biblical text that is associated with the value.
 3. The judge considers both the explanation of the value and the biblical verse. If both are correct and are associated with the topic of study, 20 points are awarded to the team.
 4. If the child correctly explains what the value is, but does not say any verse (or vice versa), or the text is not related to the value, he/she only scores 10 points.
- 



Consultations:

Not permitted

Foul:

If the child consults with the coach or other members of their team or if the audience says something out loud, the judge indicates this and their participation in this game only is cancelled.

Materials:

Put the following in a balloon for each team.

- A piece of paper with a value, different for each team.
- 



What are Values?

Values are principles that guide our life (conduct).

List of Values:

Generosity, respect, gratitude, friendship, responsibility, peace, solidarity, tolerance, honesty, justice, freedom, strength, loyalty, integrity, forgiveness, kindness, humility, perseverance, love, unity, trust.

Example

What Does This Teach Us?



| | |
|-------------|---|
| Generosity | They sold property and possessions to give to anyone who had need. Acts 2:45 |
| Gratitude | After he said this, he took some bread and gave thanks to God in front of them all. Then he broke it and began to eat. Acts 27:35 |
| Hospitality | When she and the members of her household were baptized, she invited us to her home. "If you consider me a believer in the Lord," she said, "come and stay at my house." And she persuaded us. Acts 16:15 |



Follow the Footprints

| Points | Time | Participants | Mode |
|-----------------------------|-------------------------------|--------------|--------------------------------|
| 5 points per correct answer | 30 seconds to give the answer | 1 per team | One team at a time alternating |

Instructions:

1. All teams will choose an envelope from the moderator and then line up at the START in front of the giant footprints on the floor.
2. The moderator will receive the envelope from team #1 and ask a question from the questions inside to the participant from team #1. The participant has 30 seconds to give the answer. If in 30 seconds they correctly answer the question, they put their color card on the first footprint. If they don't give the correct answer or remain silent, the moderator will say the correct answer and they won't advance.
3. Then the moderator will receive the envelope from the second team and ask that team's participant the first question from that list, and so forth through the teams.
4. Once all teams have been asked question 1, the moderator begins again with team #1 by asking their question #2 and so forth. When a team answers correctly, they advance their colored card marker along the footprints. When a team answers incorrectly, they don't move their colored card marker.
5. The game is over after 12 questions have been asked to each participant. Teams that answer all 12 questions correctly will reach footprint #12 and receive 60 points. All other teams will receive 5 points for each correct answer they give.

Consultations:

Not permitted

Foul:

If someone from the audience says the answer aloud, 10 points will be deducted from the team that committed this infraction. n.

Materials:

The moderator will prepare a questionnaire with 12 different questions for each team and put it in a sealed numbered envelope.

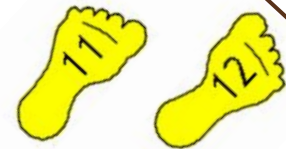
- 12 FOOTPRINTS made of any material
- 2 signs, one that says "START," the other "FINISH,"
- A different colored card/star for each team.

Example

Follow the Footprints

Carmen from the Pentecost team advanced to footprint 9, receiving 45 points for her team.

Finish



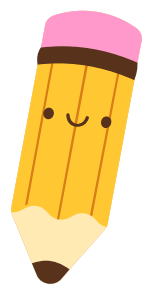
Laura from team Paul advanced 8 footprints and receives 40 points for her team



Luis from the Damascus team advanced 6 footprints and receives 30 points for his team.



Start





03

Arts & Crafts Category

Arts and Crafts can be used as teaching tools, helping the children with their personal creativity development, as well as a form of recreation. They are used in the early stages of learning because they help with the development of gross and fine motor skills.

This category will help the children express biblical knowledge through different arts and crafts expressions.

Note: In a demonstration **1 game** from this category is used!





Flags



| Points | Time | Participants | Mode |
|-----------|--|--------------|--|
| 30 points | 5 minutes to make the flag and + 1 minute to explain it. | 2 per team | Simultaneous - all teams participate at one time making their flags, and one team at a time explaining it. |

Instructions:

1. Each team will receive an envelope and materials to create their flag. When the moderator gives the signal, each team will have 5 minutes to create a flag that somehow illustrates the place or character that they received in their envelope.
2. At the end of 5 minutes, all teams will stop working. Then one participant from each team will have 1 minute to explain their flag. This will be done according to their participation number.

The judges will award points based on the following criteria:

- Quality of workmanship and creativity: 5-10 points
- Explanation: 5-10 points
- Good use of the materials: 5-10 points

Consultations:

Only among the participants of the team.

Foul:

If during the explanation, a different participant or a member of the audience speaks, 10 points will be deducted from the team that commits this infraction.



Suggestion of places:

- The Gate Called Beautiful, Acts 3:1-10
- Solomon's Portico, Acts 3:11-26
- The Desert Road from Jerusalem to Gaza, Acts 8:26-40
- On the Riverbank at Philippi, Acts 16:11-15
- The Areopagus, Acts 17:16-28

Materials:

- The moderator will prepare 1 card per team, on which is written the name of a place or Bible character from the biblical passages being studied. Each card must be different. These cards are placed in sealed envelopes with a participation number on the outside.
- Sheets of paper, colored paper, wooden or plastic sticks of 60 cm. White glue, scissors, markers.

Example Flags



In this example, the team was assigned a Roman city, they made a scene with two Roman men, grapes and a torch, in the background a Roman palace.



Collage



| Points | Time | Participants | Mode |
|-----------|---|--------------|--|
| 30 points | 5 minutes to make the collage and 1 minute to explain it. | 3 per team | Simultaneous - all teams participate at one time to make their collages, and then 1 team at a time to explain. |

Instructions:

1. The moderator will have each team choose an envelope with a theme and participation number.
2. Each team will be given materials and a place to make their collage.
3. The moderator will start the game with a whistle – all teams will participate at the same time. Each team will have 5 minutes to make a collage to illustrate the theme that they received in their envelope. Team members may talk with one another, but not with anyone else.
4. After 5 minutes, all teams will stop working on their collages. Each team will appoint a representative from among the three, who will have 1 minute to explain their collage. Teams will present in the order of their participation number.

The judges will award points based on the following criteria:

- Creativity and good use of colors: 5-10 points
- Use of materials: 5-10 points
- Explanation: 5-10 points

Consultations:

Talking only among the 3 participants of the team.

Foul:

5 points will be deducted from the team that is talking to each other during the explanation of the collages by any of the participating teams.



Suggested topics:

- Jesus taken up to heaven, Acts 1:1-11
- The Holy Spirit descends at Pentecost, Acts 2:1-12
- Ananias and Sapphira, Acts 5:1-11
- The conversion of Saul, Acts 9:1-19
- Priscilla, Aquila, and Apollos, Acts 18:18-28

Materials:

- The moderator will prepare 1 theme for each team in sealed envelopes, with the participation number on the outside.
- Cardboard or letter-sized paper, scissors, white glue, paper of different colors and textures, such as tissue paper, newspaper, etc.

Example Collage



Imagen taken
from Pinterest



Answer and Draw

| Points | Time | Participants | Mode |
|-----------|-----------|--------------|--------------------|
| 30 points | 3 minutes | 5 per team | One team at a time |

Instructions:

1. The moderator will give each team an envelope containing the base drawing, as well as a theme story and 5 different questions about that story. The envelopes will be numbered on the outside.
2. When it is time for the first team to start, the team will hand their envelope to the moderator, who will tape the base picture to a board or wall that the team can easily reach to draw on.
3. The team will form a line in front of the base drawing with the 5 participants. The moderator will announce their theme story, and then ask the first participant a question from the envelope. When the moderator finishes the first question, the time of 1 minute is started per participant. If the participant answers the question correctly, they will start drawing on the base picture, illustrating the theme story that they have been given. They draw until their minute is up. If the participant answers incorrectly, they do not proceed to draw on the picture, their turn is over, and the moderator continues by asking the next team participant a question. If that participant answers the question correctly, they go and continue the same drawing that the first person started, and so forth. After all 5 participants of the team have had the opportunity to answer a question and draw, the moderator will ask a team representative to explain the picture they drew (1 minute time limit). After the first team finishes, the moderator moves on to the second team, etc..

The judges award points based on these criteria:

- Clarity of the drawing: 5-10 points
- Drawing is relevant to the subject of study: 5-10 points
- The picture is drawn realistically: 5-10 points

Consultations:

Each participant must answer without consulting with anyone.

Foul:

If another participant answers the question asked to their teammates or if someone else answers out loud, the participation of this team is canceled for this game.



Suggested topics:

- Jesus Taken Up to Heaven, Acts 1:1-11
- The Holy Spirit Descends at Pentecost, Acts 2:1-12
- Ananias and Sapphira, Acts 5:1-11
- On the Riverbank at Philippi, Acts 16:11-15
- The Shipwreck, Acts 27:27-44

Materials:

- The moderator will present a base drawing, such as a prison, city, mountains, sea, etc., on a sheet of paper for each team to draw on. The drawing must be different for each team.
- Colored markers for the team drawing, tape

Example Answer and Draw

The first participant draws Peter



Base drawing
A temple

Another participant
draws Ananias



Say It By Drawing

| Points | Time | Participants | Mode |
|-----------------------------------|---------------------------------------|--------------|--------------------|
| 30 points (15 per participant) | 1 minute to draw and 1 to describe it | 2 per team | One team at a time |

Instructions:

Note: This game is similar to the popular game Pictionary.

1. The moderator will give a sealed envelope containing two themes to each team. When the game begins, the moderator will receive the envelope from team #1 and will give one of the themes to one of the participants. That participant will have 1 minute to draw the theme while their teammate tries to figure out what he/she is drawing. If the teammate guesses the theme within the 1 minute time limit, their team receives 15 points. Then the roles are reversed. The guesser now becomes the drawer and receives the other theme from the moderator, and the one who drew first becomes the guesser. Again the time limit is 1 minute, and 15 points goes to the team for a correct answer within the time limit.
2. The same procedure is followed with the following teams until all teams have finished.

Consultations:

Not permitted

Foul:

If the audience or other team members interrupts by giving any response, the team's participation in that round is over and no points are awarded.

Suggested topics:

- You can use the same collage themes
- You can use the same puppet characters.

Materials:

- The moderator will prepare a list of themes (Bible events and characters) from the Bible passages being studied. Two themes, on separate pieces of paper) will be placed into sealed envelopes with a participation number on the outside for each team.
- A large sheet of paper or a blackboard/whiteboard
- Markers or chalk



Puppets

| Points | Time | Participants | Mode |
|-----------|---|--------------|---|
| 30 points | 5 min. to make the puppet, 1 minute for the presentation | 2 per team | Simultaneous - all teams participate at one time making the puppets, and one team at a time for the presentations |

Instructions:

1. The moderator will ask the two participants of each team to sit on the floor or at a table, along with their envelope and supplies.
2. When the moderator blows his whistle, each team will create a puppet that represents their Bible character. At the end of 5 minutes, all the teams must stop working. Then in order of participation number, 1 member from each team will have 1 minute to use their puppet to explain who they are.

The judges will award points based on the follow criteria:

- Creativity and workmanship of the puppet: 5-10 points
- Creativity in the presentation: 5-10 points
- Good use of the materials: 5-10 points

Consultations:

Consultations permitted only between the 2 members of the team.

Foul:

5 points will be deducted from teams that talk during the explanation of their character or while other teams are presenting.

Materials:

- The moderator will prepare an envelope for each team with the name of the Bible character the team needs to portray and a participation number on the outside. This Bible character must be different for each team.
- Paper bag, white glue, paper of different textures and colors wool or yarn, markers, scissors for each team.





Characters:

Paul, Peter, Dorcas, Silas, Barnabas, Philip, Lydia, Timothy, Aquila, Priscilla.



Example Puppets



Image
taken
from
Pinterest





04

Acting Category

The game consists in representing a character in an integral way. For this it is necessary that the actor, the child, knows the character and can express it with his body expressions and voice.

In this category, the objective is to develop in the child the ability to express with his body a spiritual message that involves the study of the Word of God.



Note: In a demonstration, 1 acting game will be used.

Acrostic



| Points | Time | Participants | Mode |
|-----------|---|--------------|---|
| 50 points | 5 min. to make the acrostic and 1 minute to present it. | 2 per team | Simultaneous All teams will create their acrostic at the same time. Then one team at a time will present. |

Instructions:

1. The moderator will give a sealed envelope with a character name, and a participation number on the outside, poster board, and markers to each team..
2. Each team will have 5 minutes to write their acrostic, using the character name and writing a characteristic or activity for each letter (see example below).
3. After 5 minutes, according to their participation number, each team will make a creative presentation of their acrostic.

The following evaluation scale will be taken into account:

- Gestures: 5-10 points
- Coordination between the 2 team members: 5-10 points
- Intonation: 5-10 points
- Creativity: 5-10 points
- Content related to the study topic: 5-10 points

Consultations:

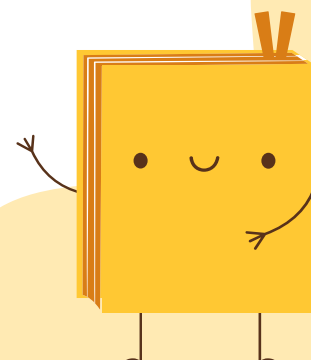
Only allowed between the two team members.

Foul:

5 points will be deducted from the team that is talking to each other when another team is presenting.

Materials:


- 1 Character for each team
- 1 Posterboard and markers for each team





Characters:

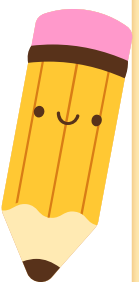


Paul, Peter, Dorcas, Silas, Barnabas, Philip, Lydia,
Timothy, Aquila, Priscilla.



Example Acrostic



Preacher who tirelessly ministered
Always took God's light everywhere
Used God's Word when he preached
Left everything to obey Jesus' call





Poetry



| Points | Time | Participants | Mode |
|-----------|----------|--------------|--------------------|
| 50 points | 1 minute | 2 per team | One team at a time |

Instructions:

1. The moderator draws lots to determine the order in which the teams participate
2. Each team will have a maximum of 1 minute for the 2 participants to present their poem together.

The judges will award points based on the following criteria:

- Gestures: 5-10 points
- Coordination between the 2 members of the team: 5-10 points
- Intonation: 5-10 points
- Lyrics: 5-10 points
- Content related to the study theme: 5-10 points

Note: The poem must have 3 stanzas and the presentation must be no longer than 1 minute. It must have been written by the team, and have unpublished lyrics.

Consultations:

Not permitted

Foul:

5 points will be deducted from a team that is talking when another team is making its presentation.

Materials:

Not required.



Example Poetry

Scales fell from his eyes,
it was the transformation that Jesus gave him
With new eyes he received the vision,
to preach the gospel in every nation
He understood that it was not only for Jews,
for Gentiles too.
Hallelujah Christ changed him!

Traveling through the towns,
streets and synagogues with power
he delivered the word.
Some listened to him, others believed
and there were those who persecuted him,
he suffered with patience what he himself did.
Hallelujah Christ changed him!

Towards the end of his days,
he persisted in preaching and teaching,
imprisoned in his house, he sent his disciples,
following the example of the master,
fulfilling his mission he did not tire.
Hallelujah Christ changed him!






Charades



| Points | Time | Participants | Mode |
|-----------|-----------|--------------|--------------------|
| 25 points | 2 minutes | 5 per team | One team at a time |

Instructions:

1. The moderator will write down a theme/Bible story on note cards, a different one per team, and put them in sealed envelopes with participation numbers on the outside. The envelopes must not be opened until it is time for the team to participate.
 2. The participant who chooses the envelope must act out the theme/Bible story so that their 4 remaining teammates can try to guess the theme/Bible story they are trying to communicate through their actions. The team has 2 minutes to give the correct answer.
 3. The judge awards 25 points if the team answers correctly. If the team answers incorrectly, the judge indicates it and no score is given to that team. The moderator should say the correct answer out loud if it is not guessed.
- 


Consultations:

Only among the 4 participants who must guess the theme.



Foul:

If anyone in the audience or other members of a team interrupts by saying possible answers, the judge indicates it and the moderator cancels the team's participation in this game only.



Materials:

1 envelope for each team with their theme (different for each team) and a participation number

Suggested topics:

- Jesus Taken Up to Heaven, Acts 1:1-11
- The Holy Spirit Descends at Pentecost, Acts 2:1-12
- Ananias and Sapphira, Acts 5:1-11
- On the Riverbank at Philippi, Acts 16:11-15
- The Shipwreck, Acts 27:27-44



Drama

| Points | Time | Participants | Mode |
|-----------|-----------|--------------|--------------------|
| 25 points | 2 minutes | 5 per team | One team at a time |

Instructions:

1. Each team will choose an envelope.
2. With all teams starting at the same time, the moderator will give the go ahead, and the teams will have 5 minutes to prepare their dramas with the themes that they received in their envelopes. The drama should be presented as if it were happening today in modern times.
3. After the 5 minutes of preparation time, coaches must leave and the teams must present their dramas in the order of their participation numbers. Once team #1 has finished, team #2 will begin, etc....

Note: It's important to take into account that teams must bring their costumes, decorations and other props they wish to use with them to the demonstration.

The judges will award points based on the following criteria:

- Participation of the whole team: 5-10 points
- The ability to represent the story accurately: 5-10 points
- The fluidity of the dialogue: 5-10 points
- Use of available resources (props, decorations, etc.): 5-10 points
- The drama is faithful to the teaching of the event/theme: 5-10 points

Consultations:

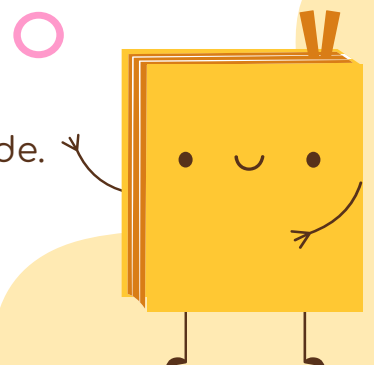
During the first 5 minutes, they can consult with the coach and among themselves. During the presentation, coaches cannot be consulted.

Foul:

10 points will be deducted from a team if they speak during another team's presentation







Materials:

The moderator will write down a biblical event on cards, a different one for each team, and then place them in sealed envelopes with participation numbers on the outside.





Suggested topics:

- Ananias and Sapphira, Acts 5:1-11
 - The conversion of Saul, Acts 9:1-19
 - At Antioch in Pisidia, Acts 13:13-25
 - Paul at the Areopagus, Acts 17:16-28
 - Priscilla, Aquila and Apollos, Acts 18:18-28
 - The Shipwreck, Acts 27:27-44
- 
- 
- 
- 
- 
- 



Breaking News



| Points | Time | Participants | Mode |
|-----------|--|--------------|---|
| 20 points | 4 minutes to prepare + 1 minute for the presentation | 4 per team | All teams will prepare their newscast at the same time, and then one team at a time will present. |

Instructions:

1. Each team will choose an envelope.
2. When the moderator gives the go ahead, the teams will have 3 minutes to prepare their news report about the event they received in their envelope. After the 3 minutes of preparation time, one of the team participants will have 1 minute to present the news report as informatively, creatively and interestingly as possible.
3. Once team #1 has finished, team #2 will begin.

The judges will award points based on the following criteria:

- Creativity 5-10 points
- Content related to the study theme 5-10 points
- Fluidity of the dialogue 5-10 points

Consultations:

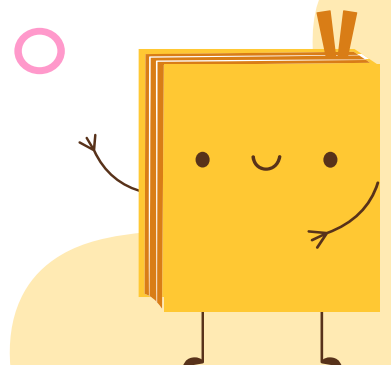
Only permitted among the 4 participants during the first 4 minutes. In addition, they can consult their Bibles.

Foul:

Ten points are deducted from a team that is talking to each other while another team is presenting.

Materials:

- The moderator will put a biblical event or bible passage on note cards, a different one for each team, and then place them in sealed envelopes with participation numbers on the outside.
- Letter size piece of paper and pencil or pen for each team.






Suggested topics:

- Ananias and Sapphira, Acts 5:1-11
- Saul's conversion, Acts 9:1-19
- Paul at the Areopagus, Acts 17:16-28
- Paul's visit to Troas, Acts 20:7-12
- Plot to kill Paul, Acts 23:12-22
- Paul before Agrippa, Acts 25:23-27
- The Shipwreck, Acts 27:27-44



Example of Breaking News

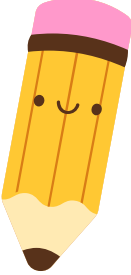


Jerusalem, December 11, 2024 — In a shocking turn of events, Ananias and Sapphira, prominent members of the Christian community, have been accused of fraud and dishonesty. According to close sources, the couple sold a property, and instead of handing over the entire proceeds to the apostles, they kept a significant portion of the money, claiming that they had donated everything.



The apostle Peter confronted Ananias about the lack of transparency, declaring that he had not only lied to people, but also to God. Witnesses report that Ananias dropped dead on the spot, creating great fear among members of the community. The situation escalated when Sapphira, upon learning what had happened, was also confronted and, after confirming the lie, dropped dead on the spot.

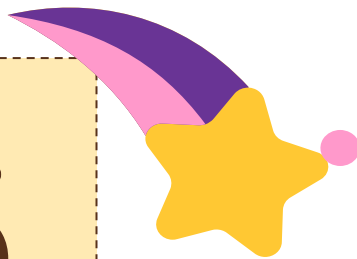
This event has shaken the foundations of the community, prompting deep reflections on integrity and authenticity in faith. Community leaders have urged their followers to remain honest and committed to Christian principles.

Authorities are investigating the incident and further statements are expected to be made in the coming hours.





05



Music Category



Music is the art of organizing sounds in a sensible and coherent way, with harmony, melody and rhythm. The objective of this category is to teach the child to praise God intelligently, doing so with the knowledge of God's Word, with a biblical foundation and spiritual knowledge.



Note: In a demonstration, 1 music game will be played.





Sing the Verse



| Points | Time | Participants | Mode |
|-----------|-----------|----------------|--------------------|
| 20 points | 2 minutes | The whole team | One team at a time |

Instructions:

1. Each team will choose an envelope with their Bible verse and participation number.
2. When the moderator gives the start signal for the first team to start, the team will have 3 minutes to read the verse and then come up with a tune and choreography. The team will then present the "song."

The judges will award points based on the following criteria:

- Intonation and harmony: 5-10 points
- Creativity in the presentation: 5-10 points

Consultations:

The team can consult with their coach during the first minute.

Foul:

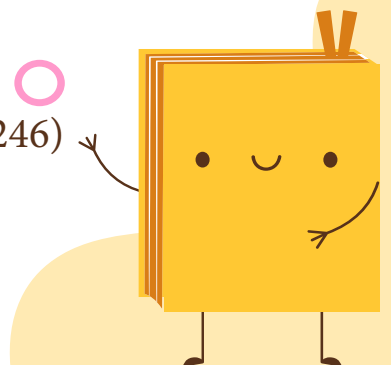
If a team talks while another team is presenting, 10 points will be deducted from the team that commits this infraction.

Materials:

The moderator will prepare a card for each team with Bible verses from the memory verse list (a different one for each team) and put them in sealed envelopes with participation numbers on the outside.

Suggested verses:

Use the texts found in the list of memory verses. (pg. 246)



New Song



| Points | Time | Participants | Mode |
|-----------|-----------|----------------|--------------------|
| 50 points | 3 minutes | The whole team | One team at a time |

Instructions:

Each team must present an unpublished song, which will be sung by the whole team. The team can present it with choreography or spiritual dancing, etc. The song must have:

- Unpublished lyrics (lyrics must be written by the team)
- Lyrics related to the theme of Bible Quizzing.
- The actual tune may be from a published Christian song, but the lyrics must be changed
- Minimum of two verses, maximum of four.
- Maximum duration of three minutes.

1. The moderator will draw the order of participation.
2. Each team will have a maximum of 3 minutes to present their song, ideally with music, and actions.

The judges will award points based on the following criteria:

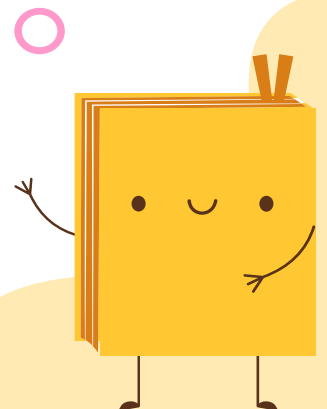
- Quality of the Unpublished lyrics: 5-10 points
- Lyrics related to the theme of the Quizzing Study: 5-10 points
- Music (intonation, harmony): 5-10 points
- Creativity in the presentation: 5-10 points
- Full team participation: 5-10 points

Consultations:

Not permitted

Foul:

10 points will be deducted from a team that is talking while another team is presenting.





Musical Roulette



| Points | Time | Participants | Mode |
|-----------|----------|--------------|--------------------|
| 20 points | 1 minute | 1 per team | One team at a time |

Instructions:

1. The moderator draws the order of participation and places the roulette in front of the spectators.
2. The participants make a line in the order of participation three meters away from the roulette wheel.
3. Each child will rotate the wheel and according to the character that the wheel stops at, they will have a maximum of 1 minute to sing a small musical jingle. (These musical jingles should be prepared in advance with the help of the coach.)

The judges will award points based on the following criteria:

- Music (intonation, harmony): 5-10 points
- Creativity in the presentation: 5-10 points

Consultations:

Not permitted

Foul:

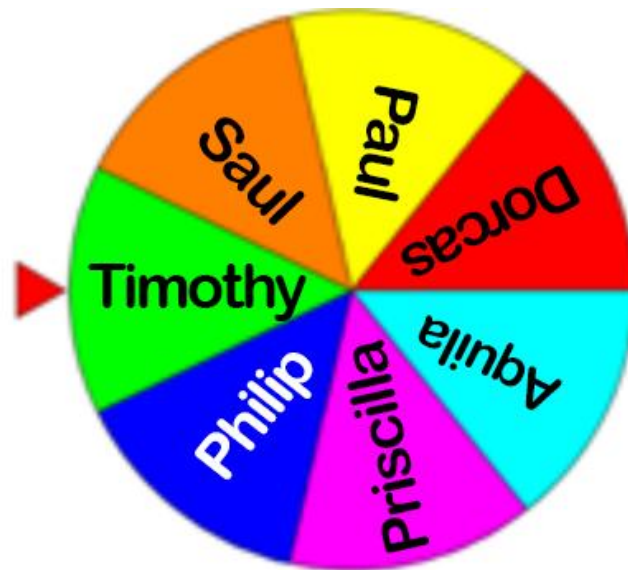
Ten points are deducted from a team if it is talking while another team is presenting.

Character suggestion:

Peter, Paul, Dorcas, Philip, Timothy, Aquila, Priscilla



Example of Musical Roulette



Example of a Musical Jingle

♪ (Verse 1)

Timothy, brave young man,
Follows Paul, always present.
With faith and love, he will shine,
On every mission, ready to go.

♪ (Verse 2)

In difficult times, he is there,
With his teacher, never alone.
Preaching the truth, without fear,
Timothy, a great servant.

♪ (Closing)

This is Timothy, a great disciple,
With Paul at his side, he is a miracle!
Together in faith, always moving forward,
Timothy and Paul, ready to shine!





c h i l d r e n ' s q u i z z i n g

GUIDE FOR CHILDREN'S BIBLE QUIZZING USING QUESTIONS AND ANSWERS

Children's Bible Quizzing is an optional part of Bible Studies for Children. Each church and each child decides whether to participate in a series of competitive events.

Quizzing events follow the rules outlined in this book. Children do not compete against each other to determine a single winner. Churches do not compete against each other to determine a winner.

The purpose of Quizzing is to help the children to determine what they learned about the Bible, to enjoy the competitive events, and to grow in the ability to display Christian attitudes and Christian behaviors during competitive events.

In Quizzing, each child challenges himself or herself to attain an award level. In this approach, children quiz against a base of knowledge, not against each other. Quizzing uses a multiple-choice approach that allows every child to answer every question. Multiple choice questions offer several answers, and the child chooses the correct one. This approach makes it possible for every child to be a winner.

QUIZZING SUPPLIES

Each child uses a quiz box (see picture) (or similar device) to answer questions during events. The quiz box contains four tab inserts that are numbered 1, 2, 3, and 4. The numbers represent possible answer choices. Participants pull one numbered insert to indicate the correct answer. Children can also use the quiz box to answer multiple-choice review questions in the classroom. The quiz box dimensions are 30 cm wide



X 13 cm deep X 28 cm high. Quiz boxes may be purchased from The Foundry (www.gokidsquiz.com), or a local team may make their own. For instructions to make quiz boxes, visit kidzfirstpublications.net

Each group of children will need a person to score their answers. There is a reproducible score sheet at the end of the book. Use this score sheet to keep track of the answers of each child.

If possible, provide some type of an award for the performance of the children in each Quizzing event. Suggested awards are certificates, stickers, ribbons, trophies, or medals.

Certificate templates are included on pages 58-59.

Please follow these rules. Competitions that do not operate in accordance with the Children's Quizzing Official Competition Rules and Procedures will not qualify for other competition levels.

AGES AND GRADES

Children in grades 1-6 may participate in Children's Quizzing competitions. Seventh graders, regardless of age, participate in Teen Quizzing. (For countries other than the United States, grades 1-6 are generally ages 6-12).

BASIC LEVEL COMPETITION

This competition level is for younger or beginning quizzers. Older quizzers who prefer an easier level of competition may also participate in the Basic Level. The questions for the Basic Level are simpler. There are three answers for each question, and there are fifteen questions in each round. The district or regional Children's

Quizzing director determines the questions and the number of rounds at each Quizzing competition. Most competitions have two or three rounds.

ADVANCED LEVEL COMPETITION

This competition level is for older quizzers or experienced quizzers. Younger quizzers who want a greater challenge may participate in the Advanced Level. The questions for the Advanced Level are more comprehensive. There are four answers for each question, and there are twenty questions in each round. The district or regional Children's Quizzing director determines the questions and the number of rounds at each Quizzing event.

SWITCHING BETWEEN LEVELS

Children may switch between Basic Level and Advanced Level only for invitational Quizzing competitions. This helps the leaders and the children determine the best level for each child.

For the zone/area, the district, and the regional competitions, the local director must register each child for either Basic Level or Advanced Level. The child must compete at the same level for zone/area, district, and regional competitions.

TYPES OF COMPETITION

Invitational Competition

An invitational competition is between two or more churches. Local Children's Quizzing directors, zone/area Children's Quizzing directors, or district Children's Quizzing directors may organize invitational competitions. Individuals who organize an invitational competition have the responsibility to prepare the competition questions.

Zone/Area Competition

Each district may have smaller groupings of churches that are called zones. If one zone has more quizzers than another zone, the district Children's Quizzing director may separate or combine the zones to create areas with a more equitable distribution of quizzers. The term area means combined or divided zones.

The churches located in each zone/area compete in that zone/area. The district Children's Quizzing director organizes the competition. Questions for the zone/area competitions are official questions.

E-mail ChildQuiz@nazarene.org to request these questions from the General Children's Quizzing Office.

District Competition

Children advance from the zone/area competition to the district competition. The district Children's Quizzing director determines the qualifications for the competition and organizes the competition.

Questions for district competitions are official questions. E-mail ChildQuiz@nazarene.org to request these questions from the General Children's Quizzing Office.

Regional Competition

The regional competition is a competition between two or more districts.

When there is a regional Children's Quizzing director, he or she determines the qualifications for the competition and organizes the competition. If there is not a regional director, the participating district directors organize the competition.

Questions for the regional competitions are official questions. To request these questions from the General Children's Quizzing Office, e-mail ChildQuiz@nazarene.org.

WORLD QUIZ COMPETITION

Every four years, the General Children's Quizzing Office in conjunction with Sunday School and Discipleship Ministries International sponsors an international World Quiz. The Global Children's Quizzing Office determines the dates, the locations, the costs, the qualifying dates, and the overall qualifying process for all World Quiz competitions.

E-mail ChildQuiz@nazarene.org for more information.

DISTRICT CHILDREN'S QUIZZING DIRECTOR

The district Children's Quizzing director operates all competitions according to the Children's Quizzing Official Competition Rules and Procedures.

He or she has the authority to introduce additional Quizzing procedures on the district as long as the procedures do not conflict with the Children's Quizzing Official Competition Rules and Procedures. The district Children's Quizzing director contacts the General Children's Quizzing Office, when necessary, to request a specific change in the

Children's Quizzing Official Competition Rules and Procedures for a district. The district Children's Quizzing director makes the decisions and solves the problems within the guidelines of the Children's Quizzing Official Competition Rules and Procedures. The district Children's Quizzing director contacts the General Children's Quizzing Office for an official ruling on a specific situation, if necessary.

REGIONAL CHILDREN'S QUIZZING DIRECTOR

The regional Children's Quizzing director creates a regional Children's Quizzing leadership team that consists of all of the district Children's Quizzing directors on the region. The regional Children's Quizzing director remains in contact with this team to keep the procedures consistent across the region. He or she operates and organizes the regional competitions according to the Children's Quizzing Official Competition Rules and Procedures. The regional Children's Quizzing director contacts the General Children's Quizzing Office to request any changes in the Children's Quizzing Official Competition Rules and Procedures for a specific region. He or she resolves any conflicts that arise with the help of the guidelines of the Children's Quizzing Official Competition Rules and Procedures. The regional Children's Quizzing director contacts the General Children's Quizzing Office for an official ruling on a specific situation, if necessary. He or she contacts the General Children's Quizzing Office to place the regional quiz date on the general church calendar.

In the United States and Canada, the regional Children's Quizzing director is a developing position. Currently that person does not preside over district Children's Quizzing directors on the region.

QUIZMASTER

The quizmaster reads the competition questions at a Quizzing competition. The quizmaster reads the question and the multiple-choice answers two times before the children answer the question. He or she follows the Children's Quizzing Official Competition Rules and Procedures established by the General Children's Quizzing Office and the district Children's Quizzing director/regional coordinator. In the event of a conflict, the final authority is the district/regional Children's Quizzing

director who consults the Children's Quizzing Official Competition Rules and Procedures. The quizmaster may participate in discussions with scorekeepers and the district/regional Children's Quizzing director about a challenge. The quizmaster may call a time-out.

SCOREKEEPER

The scorekeeper scores a group of children's answers. He or she may participate in discussions with scorekeepers and the district/regional Children's Quizzing director about a challenge. All scorekeepers are to use the same method and the same symbols to insure correct tabulation of the scores.

SYNOPSIS OF HOW THE QUESTIONS ARE READ AND ANSWERED

The quizmaster reads the question and all answer choices twice. After the quizmaster reads the second time, he or she will call the children to respond. The quizmaster never reads questions once.

- The quizmaster says, "QUESTION" and then reads the question and all answer choices.
- The quizmaster repeats this sequence.
- The quizmaster says, "ANSWER," which prompts the participants' to respond.

Example: The quizmaster says, "**QUESTION: What did Mary name her baby? Answer number one, Joseph. Answer number two, John. Answer number three, Jesus.**" The quizmaster briefly pauses and starts again and says, "**QUESTION: What did Mary name her baby? Answer number one, Joseph. Answer number two, John. Answer number three, Jesus.**" The quizmaster briefly pauses and calls for the answer and says, "**ANSWER.**" The children then indicate their answer choice by removing the number from their box that corresponds to their answer.

The quizmaster *may* read a question a third time for especially difficult or long questions or if a mistake was made when the question was initially read. However, this practice should be the exception, and the participants should be notified of a third repeat in advance to avoid premature responses after the second question and answer sequence.

After the answers are indicated, the quizmaster pauses and watches for the scorekeepers to record all the scores. When the scores are recorded, the quizmaster instructs the children to return their answer numbers to their boxes.

For bonus questions, the quizmaster instructs the team representatives who will answer the bonus question for each team to stand and all the other children to place their hands in their laps. The quizmaster reads the question two times. The child who is ready to answer the bonus question steps to the scorekeepers and quietly gives their answer. The child speaks carefully and quietly so that they do not reveal their answer to other teams. When everyone completes their answer, the quizmaster asks the scorekeepers to raise their hand to reveal who correctly answered. The quizmaster affirms the correct answer or invites a participant to share the correct answer.

When possible, use PowerPoint or other visual media to project questions onto a screen that is visible to all quizzers.

The projected presentation will only include the questions. All answers will be read.

OFFICIAL COMPETITION QUESTIONS

The district Children's Quizzing director is the only individual on the district who may obtain a copy of the official zone/area and district competition questions.

The regional Children's Quizzing director is the only individual on the region who may obtain a copy of the official regional competition questions. If there is not a regional Children's Quizzing director, one participating district Children's Quizzing director may obtain a copy of the official regional competition questions.

Order forms for annual official questions will be sent by E-mail each year. Contact the General Children's Quizzing Office at ChildQuiz@nazarene.org to update your E-mail address. The official questions will arrive by Email to the people who request them.

COMPETITION METHODS

There are two methods of competition.

Individual method

In the individual method of competition, the children compete as individual children. The score of each child is separate from all other scores. Children from the same church may sit together, but do not add together the individual scores to obtain a church or a team score. There are no bonus questions for individual quizzers.

The individual method is the only method to use for the Basic Level competition.

Combination Method

The combination method combines individual and team Quizzing. In this method, churches may send individual quizzers, the teams, or a combination of these to a competition.

The district Children's Quizzing director determines the number of children needed to form a team. All teams must have the same number of quizzers. The recommended number for a team is four or five children.

The children from the churches that do not have enough quizzers to form a team can compete as individual quizzers.

In the combination method, teams qualify for bonus questions. The bonus points awarded for a correct answer to a bonus question become part of the total score of the team, instead of a score for an individual quizzers. There are bonus questions with the official questions for zone/area, district, and regional competitions. Bonus questions typically involve the recitation of a memory verse.

The district Children's Quizzing director selects either the individual method or the combination method for the Advanced Level of the competition.

TIE SCORES

Ties between individual quizzers or the teams remain as tied scores. All individual children or teams who tie receive the same recognition, the same award, and the same advancement to the next level of competition.

BONUS QUESTIONS

Bonus questions are part of the Advanced Level, but only with teams, not individuals. Teams must qualify for a bonus question. Bonus questions occur after questions 5, 10, 15, and 20.

To qualify for a bonus question, a team may have only as many incorrect answers as there are members on the team. For example, a team of four members may have four or fewer answers that are incorrect. A team of five members may have five or fewer answers that are incorrect.

The bonus points for a correct answer become part of the total score of the team, not of the individual score of a child.

The district Children's Quizzing director determines the way that the children answer bonus questions. In most situations, the child verbally gives the answer to the scorekeeper.

Prior to the reading of the bonus question, the local Children's Quizzing director selects one team member to answer the bonus question. The same child may answer all of the bonus questions in a game, or a different child may answer each bonus question.

TIME-OUTS

The district Children's Quizzing director determines the number of time-outs for each church. Each church receives the same number of time-outs, regardless of the number of individual quizzers or teams from that church. For example, if the district director decides to give one time-out, each church receives one timeout.

The district Children's Quizzing director determines if an automatic time-out will occur during the game and the specific point at which the time-out will occur in each game.

The local Children's Quizzing director is the only individual who may call a time-out for a local church team.

The district Children's Quizzing director or quizmaster may call a time-out at any time.

The district Children's Quizzing director, prior to the start of the competition, determines the maximum length of the time-outs for the competition.

SCORING

There are two methods for scoring. The district Children's Quizzing director selects the method.

Five Points

- Award five points for every correct answer. For example, if a child answers 20 questions correctly in an Advanced Level round, the child earns a total of 100 points.
- Award five points for every correct bonus answer in an Advanced Level team Quizzing round. For example, if every member of a team with four persons answers 20 questions correctly in an Advanced Level round and the team answers four bonus questions correctly, the team earns a total of 420 points. Basic Level points will be lower as there are only 15 questions per round, and it is individual competition only.

One Point

Award one point for each correct answer as follows:

- Award one point for every correct answer. For example, if a child answers 20 questions correctly in an Advanced level round, the child earns a total of 20 points.
- Award one point for every correct bonus answer in an Advanced Level team Quizzing round. For example, if every member of a team with four persons answers 20 questions correctly in an Advanced Level round and the team answers four bonus questions correctly, the team earns a total of 84 points.

Basic Level points will be lower as there are only 15 questions per round, and it is individual competition only.

CHALLENGES

Challenges are to be an exception and are not common during a competition.

Request a challenge only when the answer marked as correct in the questions is actually incorrect according to the Bible reference given for that question. Challenges issued for any other reason are invalid.

A quizzer, a Children's Quizzing director, or any other competition participant may not request a challenge because they dislike the wording of a

question or answer or think a question is too difficult or confusing.

The local Children's Quizzing director is the only person who may issue a challenge to a competition question. If an individual other than the local Children's Quizzing director attempts to issue a challenge, the challenge is automatically ruled as "invalid."

Individuals who issue invalid challenges disrupt competition and cause the children to lose their concentration. Individuals who consistently issue invalid challenges or create some problems by arguing about a challenge ruling will lose their privilege of challenging the questions for the remainder of the competition.

The district Children's Quizzing director, or the quizmaster in the absence of the district Children's Quizzing director, has the authority to remove the privilege of challenging questions from any or all individuals who abuse the privilege.

The district Children's Quizzing director determines how to challenge a competition question prior to the start of the competition.

- Will the challenge be written or verbal?
- When can a person challenge (during a game or at the end of a game)?

The district Children's Quizzing director should explain the procedure for the challenges to local Children's Quizzing directors at the beginning of the quiz year.

The quizmaster and district Children's Quizzing director follow these steps to rule the challenge.

- Determine if the challenge is valid or invalid. To do this, listen to the reason for the challenge. If the reason is valid, the answer given as the correct answer is incorrect according to the Bible reference, follow the challenge procedures outlined by the district.
- If the reason for the challenge is invalid, announce that the challenge is invalid, and the competition continues.

If more than one person challenges the same question, the quizmaster or district Children's Quizzing director selects one local quiz director to explain the reason for a challenge. After a question has one challenge, another person may not challenge the same question.

If a challenge is valid, the district Children's Quizzing director, or quizmaster in the director's absence, determines how to handle the challenged question. Select one of the following options.

Option A: Eliminate the question, and do not replace it. The result is that a game of 20 questions becomes a game of 19 questions.

Option B: Give every child the points he or she would receive for a correct answer to the challenged question.

Option C: Replace the challenged question. Ask the quizzers a new question.

Option D: Let the children who gave the answer that was listed as the correct answer in the official questions keep their points. Give another question to the children who gave an answer that was an incorrect answer.

AWARD LEVELS

Children's Quizzing has the philosophy that every child has an opportunity to answer every question, and every child receives recognition for every correct answer he or she gives. Therefore, Children's Quizzing uses multiple-choice competition, and ties are never broken.

Children and churches do not compete against each other. They compete to reach an award level. All of the children and all of the churches who reach the same award level receive the same award. Ties remain as tied scores.

Recommended Award Levels:

Bronze Award = 70-79% correct

Silver Award = 80-89% correct

Gold Award = 90-99% correct

Gold All Star = 100% correct

Resolve all scoring and challenge decisions before presenting awards. The quizmaster and scorekeepers should be sure that all final scores are accurate prior to the presentation.

Never take an award from a child after the child receives an award. If there is a mistake, children may receive a higher award but not a lower award. This is true for individual awards and team awards.

COMPETITION ETHICS

The district Children's Quizzing director is the person on the district who has the responsibility to conduct the competitions in accordance with the Children's Quizzing Official Competition Rules and Procedures.

- **Hearing Questions Before the Competition.** Since competitions use the same questions, it is not appropriate for the children and the workers to attend another zone/area, district, or regional competition prior to their participation in their own competition of the same level. If an adult Quizzing worker attends another competition, the district Children's Quizzing director may choose to disqualify the church from participation in their competition. If a parent and/or child attends another competition, the district Children's Quizzing director may choose to disqualify the church from participation in their competition.

- **Worker's Conduct and Attitudes.** Adults are to conduct themselves in a professional and in a Christian manner. The discussions about disagreements with the district Children's Quizzing director, quizmaster, or scorekeepers are to be private. Adult Quizzing workers should not share information about the disagreement with the children. A cooperative spirit and good sportsmanship are important. The decisions and the rulings of the district Children's Quizzing director are final. Relay these decisions in a positive tone to the children and to the adults.

CHEATING

Any cheating is serious. Treat the cheating seriously.

The district Children's Quizzing director, in discussion with the district Children's Ministries Council, determines the policy to follow in the event that a child or an adult cheats during a competition.

Make sure that all local children's ministries directors, children's pastors, and local Children's Quizzing directors receive the policy and the procedures of the district. Before accusing an adult or a child of cheating, have some evidence or a witness that the cheating occurred.

Ensure that the quiz continues and that the person accused of cheating does not suffer

embarrassment in front of other people. Here is a sample procedure.

- If you suspect that a child cheated, ask someone to serve as a judge to watch the areas, but do not point out any child whom you suspect. After a few questions, ask the opinion of the judge. If the judge did not see any cheating, continue with the quiz.
- If the judge saw a child who was cheating, ask the judge to affirm it. Do not act until everyone is sure.
- Explain the problem to the local Children's Quizzing director, and ask the director to talk with the accused person privately.
- The quizmaster, the judge, and the local Children's Quizzing director should watch for continued cheating.
- If the cheating continues, the quizmaster and the local Children's Quizzing director should talk with the accused person privately.
- If the cheating continues, the quizmaster should tell the local Children's Quizzing director that he or she will eliminate the score of the child from official competition.
- In the case that a scorekeeper cheated, the district Children's Quizzing director will ask the scorekeeper to leave, and a new scorekeeper will take his or her place.
- In the case that someone in the audience cheated, the district Children's Quizzing director will handle the situation in the most appropriate manner.

UNRESOLVED DECISIONS

Consult with the General Children's Quizzing Office regarding unresolved decisions.

Additional Resources

Additional resources can be downloaded at:

www.SdmiResources.MesoamericaRegion.org

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON ONE: ACTS 1:1-11; 2:1-8, 12-21, 36-47)

- 1.** When Jesus appeared to the apostles over a period of forty days, what did He speak about? (1:3)
 - 1. The kingdom of God**
 2. His resurrection
 3. The Sermon on the Mount
- 2.** Where were the apostles to wait for the gift God promised them? (1:4)
 1. Antioch
 - 2. Jerusalem**
 3. Ephesus
- 3.** What did John baptize with? (1:5)
 1. The Holy Spirit
 2. Oil
 - 3. Water**
- 4.** What did Jesus say it was not for the apostles to know? (1:7)
 - 1. The times or dates the Father has set**
 2. Where He was going.
 3. Who betrayed Him
- 5.** What would the apostles receive when the Holy Spirit came on them? (1:8)
 1. Love
 - 2. Power**
 3. Gifts
- 6.** What rested on each of the apostles? (2:3)
 - 1. Tongues of fire**
 2. A deep night's sleep
 3. A flock of doves
- 7.** What happened on the day of Pentecost? (2:1-4)
 1. The people heard a violent wind and saw tongues of fire.
 2. The people received the Holy Spirit.
 - 3. Both answers are correct**
- 8.** Who will prophesy when God pours out His Spirit on all people? (2:17-18)
 1. Sons and daughters
 2. God's servants, both men and women
 - 3. Both answers are correct**
- 9.** What did Peter tell the people when they asked, "Brothers, what shall we do?" (2:37-38)
 - 1. "Repent and be baptized."**
 2. "Go home and rest."
 3. "Eat, for the day is done."
- 10.** What did the believers devote themselves to? (2:42)
 1. "To the apostles' teaching and to fellowship"
 2. "To the breaking of bread and to prayer"
 - 3. Both answers are correct**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON ONE: ACTS 1:1-11; 2:1-8, 12-21, 36-47)

1. While He was eating with the apostles, what did Jesus command them? (1:4-5)

- 1. Do not leave Jerusalem**
- Mary will come and serve you
- Go back home to your families
- Invite your friends to join you

2. Who baptized with water? (1:5)

- The Holy Spirit
- Jesus

- 3. John**
- The apostles

3. Where would the apostles be witnesses when the Holy Spirit came? (1:8)

- Jerusalem
- All Judea and Samaria
- To the ends of the earth

4. All of the above

4. What did the two men dressed in white say? (1:10-11)

- “Do not be afraid.”
- 2. “Jesus ... will come back in the same way you have seen him go into heaven.”**
- “Go home, there is nothing to see here.”
- “Jesus has gone to prepare the way for you.”

5. What happened when the day of Pentecost came? (2:1-4)

- 1. A sound like the blowing of a violent wind came**
- The disciples were sleeping
- The believers shouted with joy
- All of the above

6. What happened when each person in the crowd heard the apostles and followers of Jesus speaking in his or her own language? (2:6-8)

- They said it was impossible
- They became angry
- 3. They were amazed**
- They called the apostles liars

7. What did Peter say Israel should be assured of? (2:36)

- 1. “God has made this Jesus, whom you crucified, both Lord and Messiah”**
- “John is the only one who should perform baptisms.”
- “Jesus will tell us when He is returning.”
- “We apostles have seen Jesus.”

8. For whom is the promised Holy Spirit? (2:38-39)

- Only the apostles
- 2. For you and your children**
- For husbands only
- All of the above

9. What happened to those who accepted Peter’s message on the day of Pentecost? (2:41)

- They were frightened.
- They were injured.
- 3. They were baptized.**
- They were sent away.

10. What did the believers do when they sold their possessions and property? (2:45)

- 1. They gave to anyone who had need.**
- They kept their money to themselves.
- They gave their money to their children.
- They did not sell their possessions and goods.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON TWO: ACTS 3:1-16; 4:1-22)

1. Who did the lame man ask for money? (3:3)

1. Peter and John

2. Paul and Silas
3. Mary and Martha

2. In whose name did Peter tell the lame man to walk? (3:6)

1. In the name of the apostles

2. In the name of Jesus Christ of Nazareth

3. In the name of the Father, the Son, and the Holy Spirit

3. What happened after Peter took the lame man by the hand? (3:7-8)

1. The man "jumped to his feet and began to walk."

2. "The man fell down and cried."
3. Peter "carried the man into the temple."

4. Who did Peter say the men of Israel had killed? (3:12-15)

1. Jesus
2. The author of life

3. Both answers are correct

5. What happened to the lame man by faith in the name of Jesus? (3:16)

1. He became a preacher.

2. The man was made strong.

3. He received a lot of money.

6. What did the priests, the captain of the temple guard, and the Sadducees do with Peter and John? (4:1-3)

1. They stoned them.
2. They paid them for healing the man.

3. They seized them and put them in jail.

7. How many did the number of believers grow to after Peter and John healed the man? (4:4)

1. About 5,000

2. About 7,000
3. About 10,000

8. What was Peter filled with when he spoke to the rulers and elders of the people? (4:8)

1. Excitement

2. The Holy Spirit

3. Fear

9. Who is the stone the builders rejected, who has become the cornerstone? (4:11)

1. Peter

2. Jesus

3. John

10. After Peter and John had healed the lame man, what did the rulers and elders of the people command them to do? (4:18)

1. To go home and rest

2. "To share what they had seen and heard."

3. "Not to speak or teach at all in the name of Jesus"

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON TWO: ACTS 3:1-16; 4:1-22)

1. What did the man who was lame do at the temple gate called Beautiful? (3:2)

- 1. He begged there every day.**
2. He ate there.
3. He sold his goods there.
4. He rested there while others worshiped.

2. What happened when Peter took the lame man by the hand? (3:7)

1. The man fell back to the ground.
2. The man shouted.
3. The man's feet and ankles became weaker than before.
- 4. "Instantly the man's feet and ankles became strong."**

3. What did the lame man do when he began to walk? (3:8)

1. He went with Peter and John into the temple courts.
2. He was walking and jumping.
3. He praised God.
- 4. All of the above**

4. Who was filled with wonder and amazement after the lame man was healed? (3:9-10)

- 1. The people who saw him walking and praising God.**
2. Peter and John
3. The man's parents
4. The high priests in the temple

5. What did Peter say the people had done with Jesus? (3:12-15)

1. Hidden him
- 2. Disowned him before Pilate**
3. They had mistreated him
4. They had fed and helped him

6. What were Peter and John witnesses of? (3:15)

1. That the man was not really lame
2. That the man was stealing money from the temple
- 3. That God raised Jesus from the dead**
4. All of the above

7. What happened even though Peter and John were put in jail? (4:3-4)

- 1. Many people believed. The number of believers grew to about 5,000**
2. The man who was healed went free
3. Peter and John were able to escape
4. The jailers were unkind to Peter to John

8. In whose name did Peter say the man had been healed? (4:9-10)

1. The Rock of Ages
- 2. "The stone you builders rejected, which has become the cornerstone."**
3. The Firm Foundation
4. All of the above

9. What did Peter and John say they could not help speaking about? (4:19-20)

1. About the man who had been healed
2. About John's baptism
- 3. What they had seen and heard**
4. How they had been abused in jail

10. Why did the rulers let Peter and John go? (4:21)

1. "Because Peter and John paid their bail."
- 2. "Because all the people were praising God for what happened"**
3. "Because the jail was full."
4. "Because they needed more time to think of a worthy punishment."

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON THREE: ACTS 4:23-5:11)

- 1.** What happened after the people prayed after Peter and John gave their report? (4:31)
 - 1. "They were all filled with the Holy Spirit and spoke the word of God boldly."**
 2. They went home to find their family.
 3. They asked for food and water.
- 2.** Who were one in heart and mind? (4:32)
 1. Only the apostles
 - 2. All the believers**
 3. Only Peter and John
- 3.** What did the believers do with their possessions? (4:32)
 - 1. "They shared everything they had."**
 2. They were selfish and kept everything to themselves."
 3. "None of them had any possessions."
- 4.** How did the apostles continue to testify to the resurrections of the Lord Jesus? (4:33)
 1. With their money
 - 2. With great power**
 3. Both answers are correct.
- 5.** What did Barnabas do with the money from the field he sold? (4:37)
 - 1. He put it at the apostles' feet.**
 2. He kept it in savings.
 3. He used it to buy food for the poor.
- 6.** Who sold a piece of property and kept back part of the money? (5:1-2)
 - 1. Ananias and Sapphira**
 2. Barnabas
 3. Both answers are correct
- 7.** Who had full knowledge of what Ananias had done? (5:20)
 1. Barnabas
 - 2. Sapphira**
 3. John
- 8.** Who did Peter say Ananias had lied to? (5:3-4)
 1. The apostles
 2. His wife, Sapphira
 - 3. The Holy Spirit**
- 9.** What did Sapphira say when Peter asked if that was the price she and Ananias received for the land? (5:7-8)
 - 1. "Yes, that is the price."**
 2. "What did Ananias say?"
 3. "We received more."
- 10.** What happened to Sapphira? (5:10)
 1. She fell at Peter's feet and died.
 2. She was buried next to her husband.
 - 3. Both answers are correct.**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON THREE: ACTS 4:23-5:11)

1. What did the people do when Peter and John “reported all that the chief priests and the elders had said to them”? (4:23-24)?

1. They raised their voices in prayer to God.

2. They cried out in disbelief.
3. They tore their clothes and mourned.
4. They celebrated their victory.

2. What happened after the people prayed after Peter and John’s release? (4:31)

1. “The place where they were meeting was shaken.”
2. “They were all filled with the Holy Spirit.”
3. They “spoke the word of God boldly.”

4. All of the above

3. What did the apostles do with the money the believers gave them? (4:34-35)

1. They kept it for themselves.
- 2. They gave it to anyone who had need.**
3. They gave it to their family members.
4. They used it to buy bigger houses.

4. Who was called Barnabas? (4:36)

1. Peter, one of the apostles
- 2. Joseph, a Levite from Cyprus**
3. The high priest
4. The apostle who replaced Judas Iscariot

5. What did Barnabas do with the money from a field he sold? (4:36-37)

1. Kept all the money for himself
2. Kept back part of the money for himself
3. Used it to buy property near the sea

4. Gave it to the apostles

6. What did Ananias do with the money after he sold a piece of property? (5:1-2)

1. He distributed it among those who needed it.
2. He gave none of the money to the apostles.
3. He kept all of the money for himself.

4. He kept back part of the money, but put the rest at the apostles’ feet.

7. When did Ananias fall down and die? (5:3-5)

1. When he saw Peter
2. When Sapphira told him that Peter knew what they had done

3. After Peter said Ananias had lied to God

4. When the apostles asked Peter about the money

8. How much did Sapphira say they got for the land? (5:7-8)

1. Not enough
- 2. The amount Ananias had given to the apostles**
3. More than Ananias had given to the apostles
4. She did not know

9. What did Peter say Sapphira had done? (5:9)

1. Told the truth
- 2. Conspired to test the Spirit of the Lord**
3. Lied to her husband
4. All of the above

10. What seized the whole church and all who heard about Ananias and Sapphira? (5:11)

1. Overwhelming peace
2. Fierce anger
- 3. Great fear**
4. Abundant pride

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON FOUR: ACTS 6:1-15; 7:51-8:3)

1. What were the Hellenistic Jews complaining about? (6:1)

- 1. "Their widows were being overlooked in the daily distribution of food."**
- "Their men did not have any work."
- "They were being shown disrespect."

2. Who was a man full of faith and of the Holy Spirit? (6:5)

- Nicolas
- Philip

3. Stephen

3. What could the members of the Synagogue of the Freedmen not stand up against? (6:9-10)

- 1. The wisdom the Spirit gave Stephen**
- Saul's threats
- Both answers are correct

4. What was Stephen's face like when the Sanhedrin looked intently at him? (6:15)

- "His face was full of fear."
- 2. "His face was like the face of an angel."**
- "His face was as white as a ghost."

5. How were the members of the Sanhedrin just like their ancestors? (7:51)

- 1. They always resisted the Holy Spirit!**
- They did not give food to widows.
- They always followed the Holy Spirit.

6. What did Stephen see when he looked up to heaven? (7:55-56)

- He saw the angels bowing at the feet of God.
- 2. He saw Jesus standing at the right hand of God.**
- He saw the apostles next to Jesus.

7. What did Stephen pray while he was being stoned? (7:59)

- "Lord Jesus, take this punishment from me."
- "Lord Jesus, punish these people."
- 3. "Lord Jesus, receive my spirit."**

8. Who approved of the killing of Stephen? (8:1)

- 1. Saul**
- Peter
- John

9. What broke out against the church in Jerusalem after Stephen's death? (8:1)

- Many plagues
- The Holy Spirit
- 3. A great persecution**

10. What did Saul do to destroy the church? (8:3)

- He preached in the temple.
- 2. "He dragged off both men and women and put them in prison."**
- Both answers are correct

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON FOUR: ACTS 6:1-15; 7:51-8:3)

1. How is Stephen described? (6:5)

1. **"A man full of faith and of the Holy Spirit"**
2. "A wealthy man with a lot of property"
3. "A man with nothing else to do"
4. "A good family man"

2. What happened when the members from the Synagogue of the Freedmen tried to argue with Stephen? (6:9-10)

1. "They won their arguments."
2. **"They could not stand up against the wisdom the Spirit gave him as he spoke."**
3. "Stephen became angry and argued with them."
4. "The Lord struck them down."

3. What were some men persuaded to say about Stephen? (6:11)

1. **"We have heard Stephen speak blasphemous words against Moses and against God."**
2. "Stephen has done nothing wrong; let him continue working among us."
3. "Take Stephen and his lies away from us."
4. "Every word that Stephen speaks is truth."

4. What did those who were sitting in the Sanhedrin see when they looked intently at Stephen? (6:15)

1. "They saw that his face was as white as a ghost."
2. "They saw that he was lying to them."
3. "They saw angels surrounding him."
4. **"They saw that his face was like the face of an angel."**

5. What did Stephen say that those who had received the law had done? (7:53)

1. They had obeyed it.
2. They had shared it with others.
3. They had not forgotten it.
4. **They had not obeyed it.**

6. What did Stephen do when he was full of the Holy Spirit after testifying to the Sanhedrin? (7:55)

1. He "looked up to heaven."
2. He "saw the glory of God."
3. He saw "Jesus standing at the right hand of God."

4. **All of the above**

7. How did the Sanhedrin respond to Stephen seeing Jesus at the right hand of God? (7:56-58)

1. "They told him they did not believe him."
2. **They covered their ears**
3. They asked Stephen to tell them more.
4. They stopped to pray to God.

8. What did Stephen cry out when he fell on his knees? (7:60)

1. "Lord, forgive them, for they know not what they do."
2. "Lord, please help me."
3. **"Lord, do not hold this sin against them."**
4. "Lord, please protect the other believers."

9. After Stephen's death, where was the church scattered? (8:1)

1. **Throughout Judea and Samaria**
2. To the ends of the earth
3. Among the neighboring cities
4. In caves

10. What did Saul begin to do after Stephen's death? (8:3)

1. Destroy the church
2. Go from house to house
3. Drag "off both men and women and put them in prison"
4. **All of the above**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON FIVE: ACTS 8:4-40)

1. Who preached the word wherever they went? (8:4)

1. Only the Jews
2. Only the apostles

3. Believers who had been scattered

2. Who practiced sorcery in Samaria? (8:9)

- 1. Simon**
2. Philip
3. Saul

3. Who was baptized when they believed Philip as he preached the good news? (8:12-13)

1. Men and women
2. Simon

3. Both answers are correct.

4. What did the people receive when Peter and John placed their hands on them? (8:17)

- 1. The Holy Spirit**
2. Many gifts
3. Money

5. What did Simon offer to the apostles when he saw that the Spirit was given at the laying on of hands? (8:18)

1. A place to sleep
- 2. Money**
3. Food

6. What did Peter tell Simon the sorcerer to do after he tried to pay for the ability to give the Holy Spirit to others? (8:18-22)

1. "Repent of this wickedness."
2. "Pray to the lord."

3. Both answers are correct

7. What was the Ethiopian doing when Philip met him? (8:28-30)

1. Taking a nap
- 2. Reading the Book of Isaiah**
3. Begging for money

8. Who told Philip to go to the Ethiopian's chariot and stay near it? (8:29)

1. An angel of the Lord
- 2. The Spirit**
3. Peter

9. Who baptized the Ethiopian? (8:38)

1. John
2. Simon
- 3. Philip**

10. What did the Ethiopian do after he was baptized? (8:39)

- 1. He "went on his way rejoicing."**
2. "He went away sad."
3. "He asked if he could go with Philip."

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON FIVE: ACTS 8:4-40)

1. Where did those who had been scatted preach? (8:4)

1. In Egypt
2. In their hometowns

3. Wherever they went

4. In the churches

2. Why did the people follow Simon? (8:11)

1. "He had amazed them for a long time with his sorcery."

2. "He paid them to follow him."
3. "He preached about Christ."
4. "They were related to him."

3. What did the men and women do when they believed Philip and his preaching? (8:12)

1. They had Simon stoned.
2. They gave all their money to the poor.
3. They dedicated their children.

4. They were baptized.

4. What did Peter and John pray for the new believers in Samaria? (8:14-15)

1. "That they might be baptized"
2. "That Philip would lead them into victory"

3. "That they might receive the Holy Spirit"

4. "That they would turn from their wicked ways"

5. What did Simon want the apostles to give him? (8:18-19)

1. The ability so that everyone he laid his hands on would receive the Holy Spirit

2. Money for their room and food in Samaria
3. The secret of their ability to give the Holy Spirit
4. Food and a blessing

6. What did Peter say to Simon when he tried to buy the gift of God with money? (8:20-22)

1. "You have no part or share in this ministry."
2. "Your heart is not right before God."
3. "Repent of this wickedness and pray to the Lord in the hope that he may forgive you."

4. All of the above

7. What did Philip ask the Ethiopian? (8:30)

1. "Can I help you"
2. "Do you know how to get to Gaza?"

3. Do you understand what you are reading?

4. "Why are you stopped along the road?"

8. What did Philip tell the Ethiopian when he asked who the prophet was talking about? (8:34-35)

1. Philip "told him the good news about Jesus."

2. "Philip told him about Stephen's stoning."
3. Philip "told him that he did not understand it either."

4. "Philip told him that he must first be baptized."

9. What did Philip do when they came to some water? (8:36-38)

1. He gave the horses some water to drink.
2. He tested the water to make sure it was warm.

3. He baptized the Ethiopian.

4. All of the above

10. What happened when Philip and the Ethiopian came up out of the water? (8:39)

1. "The Ethiopian was taken away into heaven."

2. "The Spirit of the Lord suddenly took Philip away."

3. "The Ethiopian slipped and fell."
4. "Philip continued on the road to Gaza."

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON SIX: ACTS 9:1-31)

1. Who was breathing out murderous threats against the Lord's disciples? (9:1)

1. Philip
- 2. Saul**
3. Peter

2. Who said, "Saul, Saul, why do you persecute me?" (9:4-5)

1. Stephen
2. Peter and John
- 3. Jesus**

3. What happened when Saul got up from the ground? (9:8)

1. He ran away.
- 2. He couldn't see anything.**
3. He looked for the voice he had heard.

4. In Damascus, who did the Lord call to in a vision? (9:10)

1. The Ethiopian
2. Peter and John
- 3. Ananias**

5. What did the Lord tell Ananias in Damascus to do? (9:11)

1. "Go to the house of Judas on Straight Street."
2. "Ask for a man from Tarsus named Saul."
- 3. Both answers are correct**

6. What happened when Ananias placed his hands on Saul? (9:17-18)

1. "Saul's sight was restored and he ran away."
- 2. "Something like scales fell from Saul's eyes, and he could see again."**
3. "Saul arrested Ananias."

7. What happened after Saul could see again? (9:18-19)

- 1. He was baptized.**
2. He was mad at Ananias.
3. He cursed God.

8. When did Saul begin to preach in the synagogues in Damascus that Jesus is the Son of God? (9:20)

1. He never preached in Damascus
2. When he had received enough training
- 1. At once**

9. Who baffled the Jews living in Damascus by proving that Jesus is the Messiah? (9:22)

- 1. Saul**
2. Ananias
3. Peter

10. Where did the brothers send Saul when the Hellenistic Jews tried to kill him? (9:29-30)

1. Samaria
2. Judea
- 3. Tarsus**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON SIX: ACTS 9:1-31)

1. Against whom was Saul breathing out murderous threats? (9:1)

1. The Lord's disciples

2. The high priest
3. The twelve apostles
4. All of the above

2. Why did Saul want letters for the synagogues in Damascus? (9:1-2)

1. So he could tell them about the new high priest
- 2. So he could put in prison anyone there who belonged to the Way**
3. So he could tell them what they were doing wrong
4. So he would have permission to preach there

3. What happened as Saul neared Damascus? (9:3-4)

1. "Suddenly a light from heaven flashed around him."
2. "He fell to the ground."
3. He "heard a voice say to him, 'Saul, Saul, why do you persecute me?'"

4. All of the above

4. In Damascus, who called to Ananias in a vision? (9:10)

1. The Lord

2. An angel
3. The Holy Spirit
4. The apostles

5. What did the Lord say Saul would do as His chosen instrument? (9:15)

1. Saul would lead the Jews into the Promised Land.
- 2. Saul would proclaim the Lord's name to the Gentiles, their kings, and the people of Israel.**
3. Saul would persecute the Jews and the Gentiles
4. Saul would punish anyone who stood in the way of the disciples.

6. Why did Saul's followers take him by night and lower him in a basket through an opening in the wall? (9:23-25)

1. Because the gates were locked
- 2. Because the Jews conspired to kill him**
3. Because Saul's followers did not want to be seen with him
4. Because Saul still could not see

7. Who was afraid of Saul when he came to Jerusalem? (9:26)

1. The Jews and Gentiles
2. His friends and families
- 3. The disciples**
4. Barnabas

8. What did Barnabas tell the apostles about Saul? (9:27)

1. How Saul on his journey to Damascus had seen the Lord
2. How the Lord had spoken to Saul
3. "How in Damascus he had preached fearlessly in the name of Jesus."

4. All of the above

9. What did Saul do while he stayed with the apostles in Jerusalem? (9:28-29)

1. He was kind to them.
- 2. He spoke "boldly in the name of the Lord."**
3. He talked unkindly about the Jews.
4. He ate locusts and wild honey.

10. What happened to the church throughout Judea, Galilee, and Samaria? (9:31)

1. It declined
2. The people argued with one another.
- 3. It was encouraged by the Holy Spirit and increased in numbers.**
4. The widows stopped attending.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON SEVEN: ACTS 10:1-23)

1. How are Cornelius and his family described? (10:2)

- 1. Devout and God-fearing**
- Tax-collectors and sinners
- Regular, normal people

2. Who appeared to Cornelius in his vision? (10:3)

- Peter
- Saul

3. An angel of God

3. About what time did Peter go up on the roof to pray? (10:9)

- 1. Noon**
- Three in the afternoon
- Six in the evening

4. What did Peter see while he was praying? (10:11-12)

- 1. "He saw heaven opened and something like a large sheet being let down to earth by its four corners."**
- "He saw the friends of Cornelius approaching the city."
- "He saw an angel appear before him."

5. What did the large sheet contain? (10:12)

- "All kinds of four-footed animals"
- Reptiles and birds

3. Both answers are correct

6. What did the voice say after Peter said he had never eaten anything impure or unclean? (10:14-15)

- 1. "Do not call anything impure that God has made clean."**
- "You are correct, Peter. Do not eat these animals."
- "The Lord has made these animals clean enough to eat."

7. Who did the Spirit say He had sent to Peter? (10:17-20)

- 1. The three men sent by Cornelius**
- Simon the tanner
- Cornelius

8. What did Peter ask the men who were sent by Cornelius? (10:21)

- "What do you want?"
- 2. "Why have you come?"**
- "What can I do for you?"

9. How did the men describe Cornelius? (10:22)

- "A righteous and God-fearing man"
- A man "who is respected by all the Jewish people"

3. Both answers are correct

10. Who did Peter invite into the house to be his guests? (10:23)

- Cornelius
- 2. The three men Cornelius had sent**
- Both answers are correct

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON SEVEN: ACTS 10:1-23)

1. How is Cornelius described? (10:1-2)

1. He was a devout and God-fearing man.
2. "He gave generously to those in need."
3. He "prayed to God regularly."
- 4. All of the above**

2. How did Cornelius react to the angel of God? (10:3-4)

1. He fell to his knees
- 2. He stared at him in fear.**
3. He ran out of the house.
4. He said, "Speak Lord for I am listening."

3. What did the angel tell Cornelius? (10:3-6)

1. "The Lord is not pleased with you."
- 2. "Your prayers and gifts to the poor have come up as memorial offering before God."**
3. "There are men on their way to harm you."
4. "Stay away from the town of Joppa."

4. What happened when Peter was praying? (10:9-11)

1. He saw a picture of Cornelius.
2. He was arrested for being on the roof.
- 3. "He saw heaven opened and something like a large sheet being let down to earth by its four corners."**
4. All of the above

5. What did a voice say to Peter when he saw the sheet that contained different animals? (10:12-13)

- 1. "Get up, Peter. Kill and eat."**
2. "Share these animals with those who are coming to see you."
3. "Kill and sacrifice these animals in the synagogue."
4. "These animals are not clean enough for you to eat."

6. What did Peter say he had never eaten? (10:14)

1. Any animal of any kind
2. Any kind of fruit or vegetable
- 3. Anything impure or unclean**
4. Anything with fat on it

7. What happened while Peter was wondering about the meaning of the vision? (10:17-18)

1. The officials came and told him to leave their town.
- 2. The men "called out, asking if Simon known as Peter was staying there."**
3. His friends invited him to dinner.
4. He became very ill.

8. How did the men describe Cornelius? (10:22)

1. A righteous man
2. A God-fearing man
3. A man "who is respected by all the Jewish people"
- 4. All of the above**

9. Why did the angel tell Cornelius to invite Peter to his house? (10:22)

- 1. So Cornelius could hear what Peter had to say**
2. So Peter could prepare unclean animals for Cornelius
3. So Cornelius could gain more respect from the Jewish people
4. So Peter could introduce Cornelius to his daughter

10. Who went along with Peter the next day? (10:23)

1. Simon the tanner
- 2. Some of the believers from Joppa**
3. All of Peter's family
4. Peter's servants

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON EIGHT: ACTS 10:24-28, 34-48; 11:19-26)

1. What did Cornelius do when Peter entered the house? (10:25)

1. He offered Peter something to eat.
- 2. He fell at Peter's feet in reverence.**
- 3. He gave Peter a hug**

2. What did God show Peter? (10:28)

- 1. That he should not call anyone unclean or impure**
2. The directions to go to the house of Cornelius.
3. Everything he needed to know

3. Who "does not show favoritism but accepts from every nation the one who fears him and does what is right"? (10:34-35)

1. John
2. Paul
- 3. God**

4. With what did God anoint Jesus? (10:38)

1. With oil and water
- 2. With the Holy Spirit and power**
3. Both answers are correct

5. According to Peter, who testified that everyone who believes in Jesus receives forgiveness of sins? (10:43)

- 1. All the prophets**
2. Only the Gentiles
3. Only the Jews

6. What did Peter hear when the gift of the Holy Spirit was given to the Gentiles at Cornelius's house? (10:46)

1. The sound of thunder
2. The voice of God
- 3. The Gentiles speaking in tongues and praising God**

7. In whose name did Peter order that the Gentiles be baptized? (10:48)

- 1. In the name of Jesus Christ**
2. In the name of the high priest
3. In the name of Cornelius

8. What did Barnabas encourage the believers in Antioch to do? (11:23)

1. "To move to another city"
- 2. To remain true to the Lord with all their hearts**
3. "To preach only to the Jews"

9. Why did Barnabas go to Tarsus? (11:25)

1. To tell others the good news of Jesus Christ
2. To take a vacation
- 3. To look for Saul**

10. What were the disciples called at Antioch? (11:26)

1. Followers
- 2. Christians**
3. People of Jesus

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON EIGHT: ACTS 10:24-28, 34-48; 11:19-26)

1. What happened when Peter entered the house of Cornelius? (10:25-26)

1. Cornelius met Peter
2. Cornelius fell at Peter's feet in reverence.
3. Peter said, "Stand up, I am only a man myself."

4. All of the above

2. According to Peter, what was against Jewish law? (10:28)

1. "For a Jew to associate with or visit a Gentile"

2. "For a Jew to marry another Jew"
3. "For a Jew to travel to Caesarea"
4. "For a Jew to go to the temple on Monday"

3. Who does God accept? (10:34-35)

1. People from every nation who fear him and do what is right

2. Only the Jews who are clean
3. Gentile widows and orphans
4. Only Gentiles

4. What did Jesus command of those who ate and drank with Him after He rose from the dead? (10:41-42)

1. To preach and to testify about Him

2. To heal and cast out demons
3. To tear their clothes and mourn
4. To celebrate and dance

5. Who will receive forgiveness of sins through Jesus' name? (10:43)

1. Only the Jews
2. Only the Gentiles

3. Everyone who believes in Him

4. Only those who ate and drank with Him after He rose from the dead

6. What happened while Peter was still speaking with Cornelius? (10:44)

1. "The Jews got angry and left."
2. "Heaven opened up and a dove landed on Peter's shoulder."
3. "A large storm came up and everyone got wet."

4. The Holy Spirit came on all who heard the message

7. Why were the believers who had come with Peter astonished? (10:45-46)

1. Because the gift of the Holy Spirit was poured out even on Gentiles

2. Because they had never been in Caesarea
3. Because the Gentiles were kind people
4. All of the above

8. What happened because the Lord's hand was with those who told the good news about the Lord Jesus? (11:19-21)

1. A great number of people believed and turned to the Lord.

2. "There was no more persecution."
3. "Many people were converted to Judaism."
4. "People lived longer and healthier lives."

9. How is Barnabas described? (11:24)

1. "An old man with a large family"
- 2. "A good man, full of the Holy Spirit and faith"**
3. "A selfish and jealous man"
4. All of the above

10. What did Barnabas do when he found Saul in Tarsus? (11:25-26)

1. Told him everything he had seen and heard
2. Begged to stay with him in Tarsus
- 3. Brought him to Antioch to meet with the church and teach**
4. Sent him back to Jerusalem to preach to the Gentiles

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON NINE: ACTS 12:1-19; 13:1-12)

1. Whom did King Herod have put to death with the sword? (12:2)

- 1. James, the brother of John**
- Barnabas and Saul
- Peter

2. How was Peter sleeping the night before Herod was to bring him to trial? (12:6)

- Between two soldiers
- Bound with two chains
- 3. Both answers are correct**

3. Who suddenly appeared in the cell with Peter? (12:7)

- 1. An angel of the Lord**
- King Herod
- The other Christians

4. What did Peter think was happening as he followed the angel out of the prison? (12:9)

- “He thought he was being kidnapped.”
- “He thought it was his friend pretending to be an angel.”
- 3. He thought he was seeing a vision.**

5. What were the people doing at the house of Mary the mother of John? (12:12)

- Mourning Peter’s certain death
- 2. Praying**
- Worshipping God

6. Who came to answer the door when Peter knocked at the outer entrance? (12:13)

- Mary the mother of John
- One of the apostles
- 3. A servant named Rhoda**

7. How did the people feel when they opened the door and saw Peter? (12:16)

- Afraid
- 2. Astonished**
- Both answers are correct

8. Who did the Holy Spirit say to set apart for Him? (13:2)

- Barnabas
- Saul
- 3. Both answers are correct**

9. Who was Bar-Jesus? (13:6-7)

- A Jewish sorcerer and false prophet
- An attendant to Sergius Paulus
- 3. Both answers are correct**

10. What happened to Elymas the sorcerer when he opposed Barnabas and Saul? (13:6-11)

- 1. He became blind.**
- He was struck dead.
- He was arrested.

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON NINE: ACTS 12:1-19; 13:1-12)

1. What did King Herod intent to do with those he arrested? (12:1)

1. Make them his servants
- 2. Persecute them**
3. Give them money
4. Listen to them preach

2. What did King Herod do when he saw that the Jews approved of James's death? (12:2-3)

1. He killed James's brother, John, as well.
2. He put many others to death.
- 3. He also seized Peter.**
4. He vowed to not kill anyone else.

3. How was Peter guarded in prison? (12:4)

- 1. By four squads of four soldiers each**
2. By two soldiers outside the gate
3. By a full squadron of soldiers
4. By King Herod himself

4. What happened while Peter was sleeping between two soldiers, bound with two chains? (12:6-7)

1. "Suddenly an angel of the Lord appeared."
2. "A light shone in the cell."
3. "The chains fell off Peter's wrists."

4. All of the above

5. What happened when the angel and Peter came to the iron gate leading to the city? (12:10)

- 1. It opened by itself**
2. King Herod appeared out of the shadows.
3. The guards caught up to them.
4. Peter realized that he was dreaming.

6. Who did the people at Mary's house think was at the door? (12:15)

1. Peter
2. An angel of the Lord
3. A guard looking for Peter
- 4. Peter's angel**

7. What did Peter do when the people opened the door and saw him? (12:16-17)

1. He "motioned with his hand for them to be quiet."
2. He "described how the Lord had brought him out of prison."
3. He told them to tell James and the other brothers and sisters about his rescue.

4. All of the above

8. What did Herod do to the soldiers after Peter escaped? (12:19)

- 1. He ordered that they be executed.**
2. He fired them.
3. He put them in prison.
4. He did nothing.

9. What happened while the prophets and teachers in Antioch were worshiping the Lord and fasting? (13:1-2)

1. "They heard the news about Peter.
- 2. "The Holy Spirit said, 'Set apart for me Barnabas and Saul.'"**
3. "They were filled with pain at the death of James."
4. "They were arrested and persecuted."

10. When did the proconsul, Sergius Paulus, believe the word of the Lord? (13:6-12)

1. As soon as he met Barnabas and Saul
- 2. When Elymas became blind after Saul said he would**
3. When Sergius Paulus became blind
4. He did not believe

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON TEN: ACTS 14:26-28; 15:1-12, 22-41)

1. After they went to Attalia, how long did Paul and Barnabas stay in Antioch with the disciples? (14:28)

1. For two weeks
2. For one month

3. For a long time

2. Who was sent to Jerusalem to see the apostles and elders about the question some believers raised? (15:2)

1. Paul and Barnabas

2. The men from Judea
3. The Gentiles

3. How did the believers feel when they heard the news of how the Gentiles had been converted? (15:3)

1. Extremely upset

2. Very glad

3. Scared

4. What did some believers who were a part of the Pharisees think the Gentiles should have to do? (15:5)

1. Be circumcised
2. Keep the law of Moses

3. Both answers are correct

5. How did God show that He accepted the Gentiles? (15:8)

1. By making them clean
2. By building them a church

3. By giving the Holy Spirit to them

6. Who did Peter say is saved through the grace of the Lord Jesus? (15:11)

1. The Gentiles
2. The Jews

3. Both answers are correct

7. Who became silent as they listened to Barnabas and Paul telling about the miracles and wonders God had done among the Gentiles? (15:12)

1. No one

2. The whole assembly

3. Only the apostles

8. Who was sent to Antioch with Paul and Barnabas to deliver the letter? (15:22)

1. Judas and Silas

2. Peter and John
3. Mary and Martha

9. What did Judas and Silas do in Antioch? (15:32)

1. They did not do much in Antioch.
2. They rested and ate

3. They "said much to encourage and strengthen the believers."

10. What did Paul and Silas do in Syria and Cilicia? (15:40-41)

1. Strengthened the churches

2. Built new churches
3. Both answers are correct

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON TEN: ACTS 14:26-28; 15:1-12, 22-41)

1. To whom had God opened a door of faith in Attalia? (14:26-27)

1. To the Jews
2. To Paul and Barnabas

3. To the Gentiles

4. To the apostles

2. According to what custom did some people teach that one must be circumcised in order to be saved? (15:1)

1. "According to the custom taught by Moses"

2. "According to Gentile custom"
3. "According to the custom taught by Paul"
4. "According to the custom in Antioch"

3. Whose law did the Pharisees say the Gentiles must be required to keep? (15:5)

1. The law of the Gentiles
2. The law of Peter

3. The law of Moses

4. The law of the land

4. How did God show that He accepted the Gentiles? (15:8)

1. By setting them free from their captivity
2. By giving them Peter as their teacher

3. By giving the Holy Spirit to them, just as He did to the Jews

4. By sending them a vision

5. How did the Letter to the Gentile believers in Antioch, Syria, and Cilicia describe Barnabas and Paul? (15:26)

1. "Men who were tired and in need of a place to rest."
2. "Men who would do anything for their fellow Jew"
3. "Men who needed to learn the law of Moses"

4. "Men who have risked their lives for the name of our Lord Jesus Christ"

6. Why did the apostles and elders send Judas and Silas to Antioch? (15:27)

1. To see what was happening with the Gentiles
2. To watch Paul and Barnabas

3. To confirm by word of mouth what they were writing

4. To persecute the Gentiles

7. What did the letter say Gentiles were to abstain from? (15:29)

1. "From food sacrificed to idols, and from blood"
2. "From the meat of strangled animals"
3. "From sexual immorality"

4. All of the above

8. Why did Paul not think it was wise to take John, also called Mark, with them? (15:37-38)

1. Because he was a Gentile
2. Because he was ill and not fit for travel
3. Because he had a family to care for

4. All of the above

9. What happened because of Paul and Barnabas's sharp disagreement? (15:39)

1. They apologized and forgave each other.
- 2. They went their separate ways.**
3. They stopped preaching and teaching.
4. They took a vacation.

10. How did Paul leave Antioch? (15:40-41)

1. In great anger
2. By land and by sea

3. Commended by the believers to the grace of the Lord

4. All of the above

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON ELEVEN: ACTS 16:6-40)

1. Where had the Holy Spirit kept Paul and his companions from preaching the word? (16:6)

1. In Greece
- 2. In Asia**
3. In Jerusalem

2. Why did Paul conclude that God had called them to preach the gospel in Macedonia? (16:9-10)

- 1. He had a vision of Macedonia.**
2. He received a letter from Macedonia.
3. He had a strong urge to go to Macedonia.

3. Who did Paul and his companions find at the river in Philippi on the Sabbath? (16:12-14)

1. The Sadducees
- 2. Lydia and some other women**
3. The brothers from Judea

4. How did the slave in Philippi earn money for her owners? (16:16)

- 1. By fortune-telling**
2. By selling fabric and clothes
3. By working at the soup kitchen

5. Why did the owners of the slave seize Paul and Silas? (16:19)

1. They wanted to make money from their miracles.
- 2. They realized that their hope of making money was gone.**
3. They were jealous of their powers.

6. What were Paul and Silas doing at about midnight in prison? (16:25)

1. Praying
2. Singing hymns
- 3. Both answers are correct**

7. What caused the prison doors to fly open and everyone's chains to come loose? (16:26)

1. The prison guard decided to free everyone
- 2. A violent earthquake**
3. A thunderstorm

8. What did Paul and Silas say the jailer and his household must do to be saved? (16:31)

1. "Let us go free"
2. "Pay tithe to the synagogue."
- 3. "Believe in the Lord Jesus."**

9. After the jailer washed Silas and Paul's wounds, what happened? (16:33)

1. The jailer was arrested.
- 2. The jailer and his household were baptized.**
3. Paul and Silas ran away.

10. Why was the jailer filled with joy? (16:34)

1. Because he did not get caught for letting Paul and Silas out of prison.
2. Because he got off work early
- 3. Because he and his household had come to believe in God**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON ELEVEN: ACTS 16:6-40)

1. What happened when Paul and his companions tried to enter Bithynia? (16:7)

1. They passed easily through the border.
2. The border guards questioned them.

3. The Spirit of Jesus would not allow them to enter.

4. They changed their minds and left.

2. What did Paul and his companions expect to find outside the city gate at the river? (16:13)

1. People to talk to
- 2. A place of prayer**
3. Something to eat
4. All of the above

3. Why was Lydia? (16:14)

1. A dealer in purple cloth
2. A woman from Thyatira
3. A worshiper of God

4. All of the above

4. What did the Lord do to Lydia? (16:14)

1. "He gave her a vision."
2. He hardened her heart as a sign to Paul that they should not be there.

3. He "opened her heart to respond to Paul's message."

4. He gave her the ability to tell the future.

5. What happened after Paul became annoyed and said to the spirit, "in the name of Jesus Christ I command you to come out of her"? (16:18-20)

1. The spirit attacked Paul.
- 2. The owners of the slave seized Paul and Silas.**
3. Nothing happened
4. Silas ran away

6. Who dragged Paul and Silas into the marketplace when they realized that their hope of making money was gone? (16:19)

1. The shopkeepers
2. The high priests

3. The owners of the slave

4. The government leaders

7. Why did Paul shout, "Don't harm yourself! We are all here"? (16:27-28)

1. Silas thought Paul had abandoned him.
- 2. The jailer was about to kill himself because he thought the prisoners had escaped.**
3. The other prisoners began to fight each other.
4. The magistrate was about to beat the jailer for setting them free.

8. What did the jailer ask Paul and Silas? (16:29-30)

1. "How did this happen?"
2. "Are you magicians?"
- 3. "What must I do to be saved?"**
4. "Where did you come from?"

9. Why was the jailer filled with joy? (16:34)

1. Because the prisoners had not escaped
- 2. Because he and his whole household had come to believe in God**
3. Because he was safe and had not been killed
4. Because Paul and Silas were safe

10. What did Paul want the magistrates to do? (16:37)

1. Let them sneak out of town
- 2. Come themselves and escort Paul and Silas out of prison**
3. Publicly apologize for beating them
4. All of the above

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON TWELVE: ACTS 17:1-34)

- 1.** Who said, "This Jesus I am proclaiming to you is the Messiah"? (17:2-3)
 1. Silas
 - 2. Paul**
 3. Timothy
- 2.** In whose house did the Jews search for Paul and Silas? (17:5)
 - 1. Jason's house**
 2. Mary's house
 3. Lydia's house
- 3.** What did the city officials do to Jason when they did not find Paul and Silas at his house? (17:6-9)
 1. Flogged him
 2. Questioned him
 - 3. Made him post bond**
- 4.** Who was sent to the coast when the Jews from Thessalonica went to Berea to stir up the crowds? (17:3-4)
 - 1. Paul**
 2. Silas
 3. Both answers are correct
- 5.** What distressed Paul while he was waiting for Silas and Timothy in Athens? (17:16)
 1. It was taking them a long time to get there.
 2. He could not speak their language.
 - 3. The city was full of idols**
- 6.** What was inscribed on an altar in Athens? (17:23)
 1. "To the Lord Jesus Christ"
 2. "To the people of Athens"
 - 3. "TO AN UNKNOWN GOD"**
- 7.** What does God give everyone? (17:25)
 - 1. "Life and breath and everything else"**
 2. "All of the riches of the world"
 3. "Anything we ask for"
- 8.** Who is not far from any of us? (17:27)
 1. Paul
 - 2. God**
 3. Peter
- 9.** What had some of the Athenians poets said? (17:28)
 1. "We belong to him."
 2. "We are heirs to the kingdom."
 - 3. "We are his offspring."**
- 10.** How has God given proof that He has set a day when He will judge the world with justice? (17:31)
 - 1. By raising Jesus from the dead**
 2. By giving Paul the words to say
 3. By offering judgment on earth

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON TWELVE: ACTS 17:1-34)

- 1. In Thessalonica, what did some of the Jews do because they were jealous? (17:5)**
 1. They repented and were baptized.
 2. They beat up Paul and Silas.
 - 3. They formed a mob and started a riot in the city.**
 4. They sent their high priest to prison.

- 2. What did the Jews in Thessalonica accuse Paul and Silas of doing? (17:6-7)**
 - 1. Defying Caesar's decrees, saying that there is another king**
 2. Harboring enemies among them
 3. Visiting the homes of sinners
 4. Performing miracles on the Sabbath

- 3. How did the Berean Jews receive the message? (17:11)**
 1. With anger
 2. With extreme caution
 3. With closed-off minds
 - 4. With great eagerness**

- 4. What did Paul feel when he saw that Athens was full of idols? (17:16)**
 - 1. Distress**
 2. Joy
 3. Relief
 4. Intense anger

- 5. What did the group of philosophers in Athens think Paul was doing? (17:18)**
 1. Trying to stir up trouble
 - 2. Advocating foreign gods**
 3. Preaching the truth
 4. Teaching

- 6. What did all the Athenians and the foreigners who lived there spend their time doing? (17:21)**
 - 1. "talking about and listening to the latest ideas"**
 2. "Whatever they pleased"
 3. "Worshiping their idols"
 4. "Entertaining guests"

- 7. How did Paul know that the people of Athens were very religious? (17:22-23)**
 - 1. He "found an altar with an inscription"**
 2. "They had pictures of Jesus on the walls."
 3. "They obeyed the Law and the Prophets."
 4. He "found proof that Jesus had been there."

- 8. How does Paul describe God in Athens? (17:24)**
 1. As a jealous God
 2. As a God who is mean
 - 3. As the Lord of heaven and earth**
 4. As an angry God

- 9. Who gives everyone life, breath, and everything else? (17:25)**
 1. Paul
 - 2. God**
 3. Zeus
 4. Athena

- 10. What should we do since we are God's offspring? (17:29)**
 - 1. Not think that God is an image made by human design**
 2. Worship an unknown god
 3. Believe in any other god
 4. All of the above

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON THIRTEEN: ACTS 18:1-11, 18-28)

1. Where did Paul go after he left Athens? (18:1)

1. To Thessalonica
- 2. To Corinth**
3. To Antioch

2. Why did Paul stay with Aquila and Priscilla? (18:3)

- 1. Because he was a tentmaker like them**
2. Because they had a lot of money
3. Because they were from Italy

3. In Corinth, what did Paul do every Sabbath? (18:4)

- 1. He reasoned in the synagogue.**
2. He worked as a tentmaker.
3. He went home to Tarsus.

4. Who told Paul, "Do not be afraid; keep on speaking, do not be silent"? (18:9)

- 1. The Lord, in a vision**
2. Barnabas and Timothy
3. The believers in Corinth

5. How long did Paul stay in Corinth? (18:11)

1. For two weeks
- 2. For a year and a half**
3. Not very long

6. Why did Paul have his hair cut off at Cenchreae? (18:18)

1. "Because it had gotten too long"
2. "Because he did not want anyone to recognize him:"
- 3. "Because of a vow he had taken"**

7. What did Paul do throughout the region of Galatia and Phrygia? (18:23)

- 1. Strengthened all the disciples**
2. Hid among the Gentiles
3. Both answers are correct

8. What was the only baptism Apollos knew about? (18:25)

1. The baptism of Peter
- 2. The baptism of John**
3. The baptism of Jesus

9. What did Priscilla and Aquila do for Apollos? (18:26)

1. "Invited him to their home:"
2. "Explained to him the way of God more adequately"
- 3. Both answers are correct**

10. What did Apollos do when he arrived in Achaia? (18:27-28)

1. "He vigorously refuted his Jewish opponents in public debate."
2. He proved "from the Scriptures that Jesus was the Messiah."
- 3. Both answers are correct**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON THIRTEEN: ACTS 18:1-11, 18-28)

1. Why had Aquila and Priscilla come from Italy to Corinth? (18:1-2)

1. "Because they had friends and family there."
- 2. "Because Claudius had ordered all Jews to leave Rome"**
3. "Because they were looking for work in Corinth"
4. "Because Priscilla needed a vacation."

2. What did Paul do in the synagogue every Sabbath in Corinth? (18:4)

- 1. He reasoned and tried to persuade Jews and Greeks."**
2. He preached when the priest was not there.
3. He told of his travels.
4. He condemned the sinners.

3. What Paul say when the Jews opposed him and became abusive? (18:6)

1. "Your blood be on your own heads!"
2. "I am innocent of it."
3. "From now on I will go the Gentiles."

4. All of the above

4. Why did the Lord tell Paul that no one was going to attack and harm him? (18:9-10)

- 1. Because the Lord had many people in the city**
2. Because the Lord was going to put a curse on anyone who harmed him
3. Because the Lord would send someone to protect him
4. Because the Lord would send him to another city

5. What did Paul do for a year and a half in Corinth? (18:11)

- 1. He taught them the word of God.**
2. He only made tents and did not preach.
3. He remained in hiding.
4. He worked at a stable taking care of sheep.

6. Who accompanied Paul to Syria? (18:18)

1. Barnabas and Timothy
- 2. Priscilla and Aquilla**
3. Peter and John
4. No one

7. How is Apollos described? (18:24-25)

1. "He was a learned man, with a thorough knowledge of the Scriptures."
2. "He had been instructed in the way of the Lord."
3. "He spoke with great fervor and taught about Jesus accurately."

4. All of the above

8. What did Priscilla and Aquila do when they heard Apollos? (18:26)

- 1. They "explained to him the way of God more adequately."**
2. They "condemned him and spoke out against him."
3. They "sent word to Paul asking him to return immediately."
4. They "quietly asked him to leave."

9. In Achaia, who was a great help to those who by grace had believed (18:27)

1. Paul
2. Barnabas
- 3. Apollos**
4. Peter

10. What did Apollos prove from the Scriptures in Achaia? (18:28)

1. That Paul was the Christ
2. That the creation story was true
- 3. That Jesus was the Messiah**
4. That God would judge them all

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON FOURTEEN: ACTS 19:1-12, 23-41; 20:7-12)

1. How many men were baptized and received the Holy Spirit when Paul first arrived in Ephesus? (19:5-7)

1. Several
- 2. About twelve**
3. Just a few

2. What happened after the disciples in Ephesus were baptized and Paul placed his hands on them? (19:5-6)

1. "The Holy Spirit came on them."
2. "They spoke in tongues and prophesied."

3. Both answers are correct

3. Who did extraordinary miracles in Ephesus? (19:11)

1. The disciples
- 2. God, through Paul**
3. Everyone who believed

4. What caused a great disturbance to arise in Ephesus? (19:23)

- 1. The Way**
2. Paul's past
3. Which man-made god was real

5. Who was Demetrius? (19:24)

1. A preacher in Ephesus
- 2. A silversmith who made shrines to the goddess Artemis**
3. A sorcerer

6. What did Paul say that gods made by human hands are? (19:26)

1. Foolish
2. Beautiful statues
- 3. No gods at all**

7. After Demetrius complained about Paul, who was in an uproar? (19:26-29)

- 1. The whole city of Ephesus**
2. Those worshiping in the shrines of Artemis
3. The disciples

8. In the theater in Ephesus, who did the Jews push to the front?

1. Paul
- 2. Alexander**
3. Demetrius

9. What did the city clerk in Ephesus say that Paul and his men had not done? (19:37)

1. Robbed the temples
2. Blasphemed their goddess
- 3. Both answers are correct**

10. What happened to Eutychus when he fell asleep in the window? (20:9-10)

- 1. He fell to the ground and died**
2. He fell inside onto the bed
3. Paul shook him and woke him up before he fell

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON FOURTEEN: ACTS 19:1-12, 23-41; 20:7-12)

1. What did Paul ask the disciples upon arriving in Ephesus? (19:1-2)

1. "Has Apollos been here?"
2. "How many Christians are there here?"
- 3. "Did you receive the Holy Spirit when you believed?"**
4. "Do you remember who I am?"

2. Why did Paul leave some of the people in Ephesus? (19:9)

1. They "became obstinate."
2. "They refused to believe."
3. They "publicly maligned the Way."

4. All of the above

3. Because of Paul's work in Ephesus, what did all the Jews and Greeks in Asia hear? (19:10)

- 1. The word of the Lord**
2. The news about the goddess Artemis
3. Stories about the disciples

4. All of the above

4. What happened when the handkerchiefs and aprons that had touched Paul were taken to the sick? (19:12)

1. "The sick got worse and passed away."
- 2. "Their illnesses were cured and the evil spirits left them."**
3. "The handkerchiefs and aprons magically disappeared."
4. "The Holy Spirit came upon the sick."

5. How is Demetrius described? (19:24)

1. He was a silversmith.
2. He "made silver shrines of Artemis."
3. He "brought in a lot of business for the craftsmen."

4. All of the above

6. What did Demetrius say would lose its good name or be discredited? (19:27)

1. The silversmith trade
2. The goddess Artemis
3. The temple of Artemis

4. All of the above

7. What did the craftsmen shout when they heard what Demetrius had to say about Paul? (19:28)

1. "Long live the King!"
2. "We believe in Jesus Christ!"

3. "Great is Artemis of the Ephesians!"

4. "Arrest Paul!"

8. What happened when Paul wanted to appear before the crowd in Ephesus? (19:30)

1. He was seized.
2. The disciples went with him.
3. He became ill

4. The disciples would not let him

9. Of what was the city of Ephesus the guardian? (19:35)

1. Of many gods and goddesses
- 2. Of the temple of Artemis and of her image**
3. Of the written word of God
4. Of many children

10. What happened to Eutychus while Paul was preaching? (20:9-10)

1. He argued with Paul
2. He served his friends dinner
- 3. He fell asleep and fell out the window**
4. He asked Paul if he could preach

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON FIFTEEN: ACTS 20:17-24, 32-38; 21:17-19)

1. In Ephesus, who was Paul severely tested by? (20:19)

1. The disciples

2. His Jewish opponents

3. The Gentiles

2. How did Paul teach in Ephesus? (20:20)

1. Publicly

2. From house to house

3. Both answers are correct

3. Who led Paul to go to Jerusalem? (20:22)

1. The Spirit

2. An Angel

3. Peter, John, and Barnabas

4. What did Paul consider his life worth? (20:24)

1. Everything

2. Nothing

3. Only a little

5. What did the Holy Spirit warn Paul of in every city? (20:33)

1. That there might be mean people there

2. That hardships were facing him

3. To be aware of thieves

6. What did Paul not covet? (20:33)

1. Silver or gold

2. Clothing

3. Both answers are correct

7. What had Paul's hands supplies? (20:34)

1. His own needs and the needs of his companions.

2. Materials needed to build the church in Rome

3. Food for the priests

8. What grieved the elders in Ephesus the most? (20:38)

1. That they would never see Paul again.

2. That Paul did not know how long he would be gone.

3. That they could not go with Paul.

9. What did the brothers and sisters do when Paul and his companions arrived in Jerusalem? (21:17)

1. Received them warmly

2. Seized them

3. Gave them medical attention

10. What did Paul tell James and the elders when he arrived in Jerusalem? (21:19)

1. About the problems the Jews caused

2. What God had done among the Gentiles

3. Both answers are correct

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON FIFTEEN: ACTS 20:17-24, 32-38; 21:17-19)

1. How did Paul serve the Lord while he lived in Ephesus? (20:17-19)

1. With fear and trembling
- 2. With great humility and with tears**
3. With confidence and strength
4. With uncertainty and insecurity

2. What did Paul say he had not hesitated to preach? (20:20)

- 1. "Anything that would be helpful"**
2. "Everything the people wanted to hear"
3. "Lies about Jesus"
4. "Whatever came to his mind"

3. What did Paul declare to both Jews and Greeks in Ephesus? (20:21)

1. "That the gods of Ephesus were false gods"
2. Everything that he knew
- 3. "That they must turn to God in repentance and have faith in our Lord Jesus"**
4. Only what they could handle

4. Where did the Holy Spirit warn Paul that prison and hardships were facing him? (20:23)

1. In Jerusalem
2. In Asia
- 3. In every city**
4. In the Jewish synagogues

5. What task did the Lord give Paul to complete? (20:24)

- 1. "The task of testifying to the good news of God's grace"**
2. "The task of preaching only to the Jews."
3. "The task of traveling the world"
4. "The task of building a temple"

6. Whose hands supplied Paul's needs? (20:34)

1. His companions' hands
2. The disciples' hands
3. The Gentiles' hands
- 4. His own hands**

7. Who said, "It is more blessed to give than to receive"? (20:35)

1. The elders
2. The Ephesians
3. The disciples
- 4. Jesus**

8. Who received Paul and the others warmly when they arrived in Jerusalem? (21:17)

- 1. The brothers and sisters**
2. No one
3. Everyone they saw
4. The twelve apostles

9. Who did Paul and his companions go to see in Jerusalem? (21:17-18)

1. The apostles
2. The high priests
- 3. James and all the elders**
4. All of the above

10. What did Paul report in detail in Jerusalem? (21:19)

1. "How the people of Ephesus did not believe."
2. "About the riots he had seen"
- 3. "What God had done among the Gentiles through his ministry"**
4. All of the above

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON SIXTEEN: ACTS 21:27-22:3, 17-29)

1. What person did the Jews think Paul had brought into the temple? (21:29)

1. Peter
2. Cornelius
- 3. Trophimus**

2. What happened immediately after the Jews dragged Paul from the temple? (21:30)

1. They killed Paul.
2. Paul regained strength.
- 3. The gates were shut.**

3. In Jerusalem, what did the rioters do when they saw the commander and his soldiers? (21:32)

1. They scattered.
- 2. They stopped beating Paul.**
3. They began to defend themselves.

4. In Jerusalem, who arrested Paul and ordered him to be bound with two chains? (21:33)

- 1. The commander**
2. The rioters
3. The Jerusalem officials

5. Why did the soldiers have to carry Paul up the steps to the barracks? (21:35)

1. Paul could not walk.
2. James was trying to prevent the soldiers from taking him.
- 3. The violence of the crowd was so great.**

6. In what language did Paul speak to the crowd in Jerusalem? (21:40)

- 1. Aramaic**
2. Greek
3. Latin

7. What did the crowd do when they heard Paul speak in Aramaic? (22:2)

1. They broke into a riot.
- 2. They became very quiet.**
3. They immediately believed in Jesus Christ.

8. Where did the Lord say He would send Paul? (22:21)

1. "To the people there in Jerusalem"
2. "To an unknown location"
- 3. Both answers are correct**

9. In Jerusalem, what did the crowd shout after Paul said he was to go to the Gentles? (22:22)

1. "Rid the earth of him!"
2. "He's not fit to live!"
- 3. Both answers are correct**

10. Who was born a citizen of Rome? (22:28)

1. The commander
- 2. Paul**
3. Peter

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON SIXTEEN: ACTS 21:27-22:3, 17-29)

1. What did the Jews accuse Paul of to stir up the crowd? (21:28-29)

1. Teaching everyone everywhere against the Jews and their law
2. Bringing Greeks into the temple
3. Defining the holy place

4. All of the above

2. What did the commander order for Paul? (21:33)

1. That he be bound with two chains

2. That he be executed immediately
3. That he be given a fair trial
4. That he defend himself

3. What did the commander order that Paul be taken into the barracks? (21:34)

1. Because Paul was defiant
2. Because he did not know what to do with Paul

3. Because he could not get at the truth because of the crowd's uproar

4. All of the above

4. Who did the commander think Paul was? (21:38)

1. A false prophet
2. An escaped prisoner
3. A very dangerous person

4. An Egyptian who started a revolt

5. Who did Paul tell the commander that he was? (21:39)

1. A Jew
2. From Tarsus in Cilicia
3. A citizen of no ordinary city

4. All of the above

6. What happened to Paul when he was praying in the temple in Jerusalem? (22:17-21)

1. Paul fell into a trance
2. The Lord told Paul to leave Jerusalem
3. The Lord said He was sending Paul to the Gentiles

4. All of the above

7. How did Paul answer when the commander asked, "Are you a Roman citizen?" (22:27)

1. "No, I am not."
2. "I was born a Roman citizen, but am no longer."

3. "Yes, I am"

4. "I will not tell you."

8. Who had to pay a lot of money for his citizenship? (22:28)

1. Paul
 2. The centurion
- 3. The commander**
4. All Roman citizens

9. What happened when Paul told the commander that he was born a Roman citizen? (22:28-29)

1. Paul was arrested.
- 2. Those who were about to interrogate Paul withdrew immediately.**
3. The commander got angry.
 4. All of the above

10. In Jerusalem, why was the commander alarmed? (22:29)

1. Because Paul got sick in prison
 2. Because Paul escaped from prison
 3. Because he did not know what to do with Paul
- 4. Because he had put a Roman citizen in chains**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON SEVENTEEN: ACTS 22:30-23:24, 31-35)

- 1.** What did Ananias, the high priest, order those standing near Paul to do? (23:2)
 1. Pick up Paul
 - 2. Strike Paul on the mouth**
 3. Stone Paul
- 2.** What Paul say after the Jews accused him of insulting the high priest? (23:4-5)
 1. "I did not realize that he was the high priest."
 2. "For it is written: "Do not speak evil about the ruler of your people.""
 - 3. Both answers are correct**
- 3.** What happened after Paul said that he stood on trial because of the hope of the resurrection of the dead? (23:6-7)
 1. "Paul was released."
 - 2. "A dispute broke out between the Pharisees and the Sadducees."**
 3. "Paul was sentenced to life in prison."
- 4.** What was the commander afraid would happen to Paul because the dispute became so violent in the Sanhedrin? (23:10)
 - 1. Paul would be torn to pieces by them.**
 2. Paul would escape into the crowd.
 3. Both answers are correct
- 5.** While in Jerusalem, who stood near Paul and encouraged him? (23:11)
 1. The Sadducees
 2. The disciples
 - 3. The Lord**
- 6.** Who formed a conspiracy and bound themselves with an oath not to eat or drink until they had killed Paul? (23:12)
 1. The disciples
 - 2. Some Jews in Jerusalem**
 3. Silas and Barnabas
- 7.** When did the Jews plan to kill Paul in Jerusalem? (23:15)
 1. When he was put in prison
 - 2. On his way to the Sanhedrin**
 3. When Paul was on a ship to Rome
- 8.** Who overheard the plot to kill Paul? (23:16)
 1. Paul's sister
 2. Paul's brother-in-law
 - 3. The son of Paul's sister**
- 9.** Why did the commander order 200 soldiers, 70 horsemen, and 200 spearmen to go to Caesarea? (23:23-24)
 1. To fight the Jews
 - 2. So that Paul could be taken safely to Governor Felix**
 3. To assist the Jews in killing Paul
- 10.** Where was Paul to be kept in Caesarea? (23:35)
 1. In the prison
 - 2. In Herod's palace**
 3. Both answers are correct

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON SEVENTEEN: ACTS 22:30-23:24, 31-35)

1. Why did the commander release Paul? (22:30)

- 1. He “wanted to find out exactly why Paul was being accused by the Jews.”**
- He did not think Paul had done anything wrong.
- Paul’s friends and family were able to post bond.
- Paul promised not to leave the city.

2. What did Paul call Ananias, the high priest? (23:3)

- An evil man
- 2. A whitewashed wall**
- A godly man
- A gracious person

3. What did Paul say the high priest, Ananias had done by commanding that he be struck? (23:3)

- Done what was right.
- Hurt his feelings
- 3. Violated the law**
- All of the above

4. Why did a dispute break out between the Pharisees and the Sadducees? (23:7-8)

- The Sadducees say that there is no resurrection.
- The Sadducees say that there are neither angels nor spirits.
- The Pharisees believe in the resurrection, angles, and spirits.
- 4. All of the above**

5. In a vision, while in Jerusalem, where did the Lord say that Paul would go to testify? (23:11)

- 1. In Rome**
- In Samaria
- In Judea
- In Asia

6. What were more than 40 Jews involved in? (23:12-13)

- A riot
- The Roman commander’s death
- 3. A plot to kill Paul**
- All of the above

7. What did the son of Paul’s sister do when he heard of the plot to kill Paul? (23:16)

- He kept it a secret.
- He formed an army to fight the Jews.
- 3. “He went into the barracks and told Paul.”**
- “He prayed for God’s protection.”

8. Who said to Paul’s nephew, “Don’t tell anyone that you have reported this to me.”? (23:22)

- Paul
- Paul’s sister
- 3. The commander**
- The centurion

9. Who was Paul handed over to in Caesarea? (23:33)

- The captain of the temple
- 2. The governor**
- The high priest
- The commander

10. Where was Paul to be kept under guard in Caesarea? (23:35)

- In the home of the governor
- In prison
- 3. In Herod’s palace**
- On the streets

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON EIGHTEEN: ACTS 25:23-26:32)

1. Who came with great pomp and entered the audience room? (25:23)

1. Agrippa
2. Bernice

3. Both answers are correct

2. What had Festus found Paul had done deserving of death? (25:25)

1. Nothing
2. Many things
3. Breaking the law

3. Why did Paul consider himself fortunate to stand before King Agrippa? (26:2-3)

1. Because Agrippa was not a Jew
2. **Because Agrippa was acquainted with the Jewish customs**
3. Because Agrippa was rich and powerful

4. What did Paul beg King Agrippa to do? (26:3)

1. To set him free
2. To punish the Jews

3. To listen to him patiently

5. Who did Paul say he had put in prison in Jerusalem? (26:10)

1. Those who did not pay taxes
2. **Many of the Lord's people**
3. The governor of Jerusalem

6. In what language did the voice speak to Paul on the road to Damascus? (26:12, 14)

1. **Aramaic**
2. Spanish
3. Greek

7. Who did the Lord say He would rescue Paul from? (26:17)

1. From his own people
2. From the Gentiles

3. Both answers are correct

8. Who said Paul was out of his mind? (26:24)

1. Agrippa
2. **Festus**
3. Bernice

9. How did Paul describe what he was saying to Festus? (26:25)

1. True
2. Reasonable

3. Both answers are correct

10. Why could Paul speak freely to King Agrippa? (26:25-26)

1. It was not a formal trial.
2. King Agrippa was kind.
3. **The king was familiar with the things Paul was saying.**

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON EIGHTEEN: ACTS 25:23-26:32)

1. How did Agrippa and Bernice enter the audience room? (25:23)

1. With great pomp
2. With the high-ranking military officers
3. With the prominent men of the city

4. All of the above

2. Why did Festus decide to send Paul to Rome? (25:25)

1. Because Paul had done things deserving of death

2. Because Paul had made his appeal to the Emperor

3. Because Felix told him to send him there
4. Because Paul had offended Festus

3. Who gave Paul permission to speak for himself? (26:1)

1. Festus
2. The commander

3. Agrippa

4. Bernice

4. According to Paul, who was hoping to see the promise of God fulfilled? (26:7)

1. Because he had put Christians in prison

2. Because of his hope in what God had promised their ancestors

3. Because he had healed someone
4. Because Festus could not make a ruling

5. What did Paul see on the road to Damascus? (26:13)

1. An image of Peter
2. Heaven
3. Many Gentile travelers

4. A light from heaven

6. Why had the Lord appeared to Paul on the road to Damascus? (26:16)

1. To show him exactly who to persecute
2. To kill him

3. To appoint him as a servant and as a witness of what he had seen and would see of Jesus

4. To punish him

7. What message did Paul preach in Damascus, Jerusalem, and all Judea? (26:19-20)

1. "That they should repent"
2. That they should turn to God
3. That they should "demonstrate their repentance by their deeds"

4. All of the above

8. Who had helped Paul to that very day, the day he testified before Agrippa? (26:22)

1. The government

2. God

3. Felix
4. His family

9. What did Festus say was driving Paul insane? (26:24)

1. His great learning

2. His unbelievable teachings
3. His prison sentence
4. His unshakable faith

10. According to Agrippa, how Paul have been set free? (26:32)

1. Had he not appealed to Caesar

2. Had he not preached to the Gentiles
3. Had he not broken the law
4. Had he not escaped from prison

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON NINETEEN: ACTS 27:1-2, 9-26, 33-44)

1. When did Pauls' ship begin sailing? (27:9)

1. After Pentecost

2. After the Day of Atonement

3. In December

2. Who warned that the voyage would be disastrous and bring great loss? (27:9-10)

1. Julius

2. The pilot and the owner of the ship

3. Paul

3. What swept down from the land of Crete? (27:14)

1. A wind of hurricane force

2. A Northeaster

3. Both answers are correct

4. What did the sailors do "because they were afraid they would run aground on the sandbars of Syrtis"? (27:17)

1. Lowered the sea anchor

2. Let the ship be driven along

3. Both answers are correct

5. What did the sailors do to protect the ship? (27:17-19)

1. They used ropes to hold it together.

2. They tried to avoid the waves

3. They sent all the people to the right side of the ship

6. What did Paul urge the men to do after they lost hope of being saved? (27:20, 22)

1. Keep up their courage

2. Turn around and sail home

3. Send out a call for help

7. On the ship, what did Paul have faith in? (27:25)

1. That everyone on board would die, but him

2. That they would be attacked by the islanders

3. In, God that everything would happen just as he told him

8. After they had eaten as much as they wanted, how did they lighten the ship? (27:38)

1. By throwing the grain into the sea

2. By throwing the prisoners overboard

3. By cutting loose the anchors

9. Whose life did the centurion want to spare? (27:43)

1. All of the sailors' lives

2. His own life

3. Paul's life

10. Who reached land safely? (27:44)

1. Only the soldiers

2. Only the prisoners

3. Everyone

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON NINETEEN: ACTS 27:1-2, 9-26, 33-44)

1. Who was Julius? (27:1)

1. The man that Paul and some other prisoners were handed over to
2. A centurion
3. A member of the Imperial Regiment

4. All of the above

2. What did Paul warn the sailors? (27:9-10)

1. That God was against this voyage
2. That they would be sorry for taking on so many prisoners

3. That the voyage would be disastrous

4. That they would all die

3. Whose advice did the centurion follow? (27:11)

1. The advice of the pilot and the owner of the ship

2. The advice of the centurion's wife
3. The advice of Paul
4. His own advice

4. What did the sailors do with the boat when it was caught in a storm? (27:17-19)

1. They passed ropes under the ship to hold it together.
2. "They lowered the sea anchor and let the ship be driven along."
3. They threw the cargo and tackle overboard.

4. All of the above

5. What did the angel of God tell Paul on the ship? (27:23-24)

1. "Do not be afraid"

2. "You should jump ship."
3. "Tell the sailors they are all going to drown."
4. "You should have listened to me earlier."

6. Why did Paul urge everyone on the ship up their courage? (27:22-25)

1. Because the storm was very mild
- 2. Because an angel told him everyone on board would be saved**

3. He wanted them to like him.

4. Because he was secretly afraid

7. On the ship, what did Paul do with the bread? (27:35)

1. He hid it in case they were hungry later in the day

2. He threw it overboard

3. He told the sailors there was not enough for them

4. He gave thanks to God in front of everyone

8. When did the sailors throw the grain overboard? (27:38)

1. On the first day of the journey

2. On the third day

3. After they had eaten as much as they wanted

4. Right before they landed in Rome

9. Why did the soldiers plan to kill the prisoners? (27:42)

1. "To keep them from rioting"

2. "To prevent any of them from swimming away and escaping"

3. "To lighten the load of the ship"

4. "To protect themselves from harm"

10. Who kept the soldiers from carrying out their plan to kill the prisoners on board? (27:42-43)

1. Paul

2. The owner of the ship

3. The island people

4. The centurion

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR RED LEVEL REVIEW (LESSON TWENTY: ACTS 28:1-31)

1. What happened when Paul put a pile of brushwood on the fire? (28:3-5)

1. A viper fastened itself on his hand.
2. "Paul shook the snake off into the fire and suffered no ill effects."

3. Both answers are correct

2. Who welcomed Paul and his companions to his home and showed them hospitality for three days on the island of Malta? (28:7)

1. The king of Malta

2. The chief official of the island, Publius

3. Several of the Maltese widows

3. Who came to Paul after he healed Publius's father? (28:9)

1. The rest of the sick on the island

2. All of Publius's family
3. The chief officials of Malta

4. What did the islanders of Malta do for Paul and the crew? (28:10)

1. Honored them in many ways
2. Furnished them with the supplies they needed

3. Both answers are correct

5. What happened when Paul saw the brothers and sisters who traveled to meet him? (28:15)

1. "Paul thanked God and was encouraged."

2. He "was angry at them because they had been put in prison."
3. He "asked them why they didn't come see him in Jerusalem."

6. Why did the Jewish leaders in Rome want to hear Paul's views? (28:22)

1. Because people everywhere were talking against Christianity

2. Because they had heard reports about Paul
3. Because they had received a letter from Judea concerning Paul

7. When did the Jewish leaders in Rome begin to leave Paul? (28:25)

1. After Paul had made his final statement from a passage in Isaiah

2. Around noon
3. Immediately when Paul began teaching about Jesus Christ

8. Who did Paul say that God's salvation had been sent to? (28:28)

1. To only the Jews

2. To the Gentiles

3. To only the Jewish leaders

9. What did Paul say the Gentiles would do with the message of God's salvation? (28:28)

1. they would toss it aside
2. they would not listen to it.

3. They would listen to it.

10. How long did Paul stay in Rome? (28:30)

1. Two years

2. Two months
3. Two weeks

REVIEW QUESTIONS FOR BIBLE QUIZZING

QUESTIONS FOR BLUE LEVEL REVIEW (LESSON TWENTY: ACTS 28:1-31)

1. What did the islanders of Malta do for Paul and his companions? (28:1-3)

1. Showed unusual kindness
2. Built a fire for them
3. Welcomed them

4. All of the above

2. How was the father of Publius healed? (28:8)

1. He had medicine
- 2. Paul prayed, placed his hands on him and healed him.**
3. He got better all on his own.
4. He traveled to Rome

3. What did the people of Malta do when Paul and his companions were ready to sail? (28:10)

1. they cried and begged them not to leave.
2. They threw them a farewell party.
- 3. They furnished them with the supplies they needed.**
4. They put them in prison to keep them from leaving.

4. Where did the ship stop on the way from Malta to Rome? (28:12-13)

1. Syracuse
2. Rhegium
3. Puteoli

4. All of the above

5. What did Paul do when some believers met him in the Forum of Appius and the Three Taverns? (28:14-15)

- 1. He “thanked God and was encouraged.”**
2. He “hugged them and cried.”
3. “He turned his face from them because he was ashamed.”
4. “He gave them orders to find him food and a place to stay.”

6. What reason did Paul give to Roman Jewish leaders that he was bound with a chain? (28:20)

1. Because he had committed a crime deserving death
- 2. Because of the hope of Israel**
3. Because he had charges against his own people
4. Because he had done things against the customs of his ancestors

7. How did Paul try to persuade those in Rome about Jesus (28:23)

1. Through miraculous signs
- 2. From the Law of Moses and from the Prophets**
3. Through stories of his travels
4. By telling them he loved them

8. How did the Jews in Rome respond to what Paul said about Jesus? (28:24-25)

1. Some were convinced.
2. Some would not believe.
3. They disagreed among themselves.
- 4. All of the above**

9. What did Paul say had been sent to the Gentiles? (28:28)

1. Money to build new churches
- 2. God's salvation**
3. Pain and suffering
4. Persecution

10. What did Paul do for two years while in Rome? (28:30-31)

1. Stayed in his own rented house
2. Proclaimed about the kingdom of God with all boldness and without hindrance
3. Taught about the Lord Jesus Christ
- 4. All of the above**

| | Memory Verse | | | Memory Verse |
|----|---|--|----|---|
| 1 | Acts 5:32 We are witnesses of these things, and so is the Holy Spirit, whom God has given to those who obey him. | | 11 | Acts 2:38 Peter replied, "Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins. And you will receive the gift of the Holy Spirit." |
| 2 | Acts 4:12 Salvation is found in no one else, for there is no other name under heaven given to mankind by which we must be saved. | | 12 | Acts 22:15 You will be his witness to all people of what you have seen and heard. |
| 3 | Hebrews 13:16 And do not forget to do good and to share with others, for with such sacrifices God is pleased. | | 13 | Romans 8:31 What, then, shall we say in response to these things? If God is for us, who can be against us? |
| 4 | James 1:12 Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised to those who love him. | | 14 | Acts 1:8 But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth. |
| 5 | Psalms 119:130 The unfolding of your words gives light; it gives understanding to the simple. | | 15 | Acts 20:24 However, I consider my life worth nothing to me; my only aim is to finish the race and complete the task the Lord Jesus has given me—the task of testifying to the good news of God's grace. |
| 6 | 2 Corinthians 5:17 Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here! | | 16 | Exodus 4:12 Now go; I will help you speak and will teach you what to say. |
| 7 | Romans 12:2 Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will. | | 17 | 2 Corinthians 1:10 On him we have set our hope that he will continue to deliver us. |
| 8 | Acts 10:34-35 Then Peter began to speak: "I now realize how true it is that God does not show favoritism but accepts from every nation the one who fears him and does what is right." | | 18 | Acts 4:20 As for us, we cannot help speaking about what we have seen and heard. |
| 9 | James 5:16 The prayer of a righteous person is powerful and effective. | | 19 | Hebrews 10:23 Let us hold unwaveringly to the hope we profess, for he who promised is faithful. |
| 10 | Ephesians 4:2-3 Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace. | | 20 | Acts 20:28 Keep watch over yourselves and all the flock of which the Holy Spirit has made you overseers. Be shepherds of the church of God, which he bought with his own blood. |



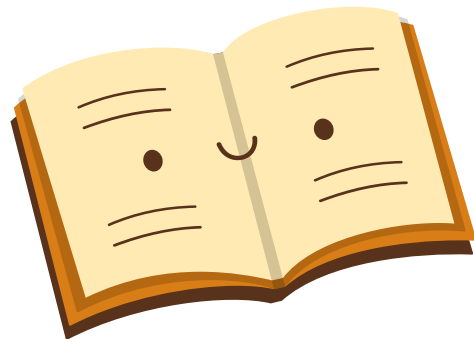
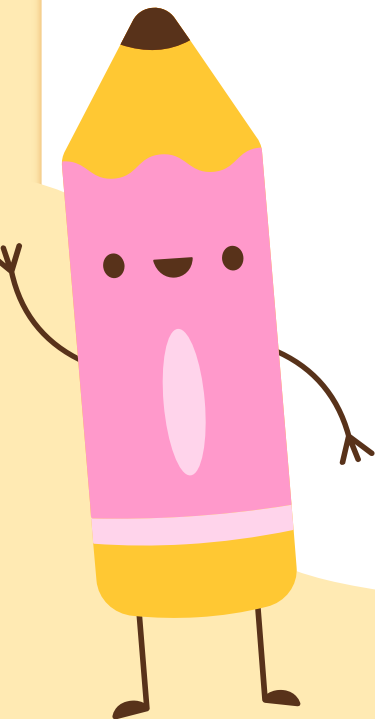
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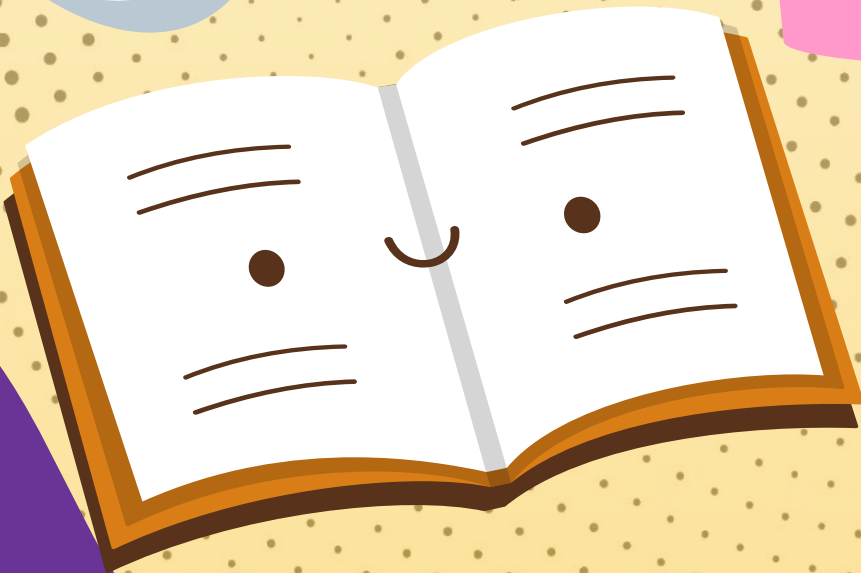
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