

# LEVEL 4, QUARTER A

## Additional Activities

## Eyewitnesses

### 1. Explosion

**Acts Chart** (10-15 minutes)

*This brainstorming activity charts what students want to learn and are learning each week from the Book of Acts.* **Supplies:** poster board, markers

Take a sheet of poster board and divide it into thirds. Label the first two sections “What I Know About the Book of Acts” and “What I Want to Know About the Book of Acts.” Let the kids look through their Bibles, any picture Bibles or books about Acts. As a group, write down things the children know or want to know. When the chart is filled in, write at the top of the third section “What I Learned About the Book of Acts.” Tell the kids that each week they will be able to add something to this column. Place this poster on the wall or as part of a bulletin board display.

**Eyewitness Account** (10 minutes)

*This movement-based activity allows children to witness and event and then tell about it.*

Have children get into small groups and give each a quick scenario for the other children to witness. Examples: two kids talking while another child runs up and grabs a book from one of the children; two children playing catch with an imaginary football; three children stacking bricks; children trying to make a human pyramid; children playing tug-of-war; and so on. Allow the students that viewed the event to tell their “eyewitness accounts.” Have the kids compare details to see how many things they saw and remembered. Give each group an opportunity to act out a scene for the class.

**Which Is Best?** (10 minutes)

*This observation activity emphasizes the reliability of eyewitness accounts.*

Have three groups. One group is an eyewitness to an event (they are taken to another room and see someone oddly dressed perhaps in a wig, funny hat or on rollerblades run through the classroom; another group goes to another room and only hears about this event described to them by an adult helper. When the first two groups rejoin the class, the third group listens to the testimony of the other two groups and asks questions about the event. Which group was really the eyewitness? Which has the strongest testimony—the person who saw the event or the person who only heard about it?

Have the 3 groups rotate so that each group has a turn being eyewitnesses, listening to hearsay and judging the credibility of the other groups. Conclude by stating: **When you read your Bible, you are acting as an eyewitness to God’s Word. You are not just trusting that what you hear the teacher or other people tell you is accurate, but you are looking into scripture for yourself.**

### 2. Abandoned?

**I Just Want You to Know...** (10 minute)

*This writing exercise allows children to examine what they want others to know or remember about themselves.*

**There are many ways a person can be separated from us—death, divorce, or moving away. Sometimes the separation is for a short time and sometimes it may be for a long time or forever. Have you experienced someone leaving your life for a short or long time?** Lead the kids in a discussion tapping into the emotions they felt and how they dealt with the separation. Jesus knew that He would be separated from His followers and wanted to prepare them for that time. **In our lesson today we’ll talk about what Jesus told His followers.**

**Right now we are going to pretend that you are going away for a long time. Think about someone who will miss you. Now I want you to think about what you’d like to tell that person to help him or her through the tough times when you are gone. Write down some things that might help the person feel better or some things you want that person to know and remember about you.** Pass out paper and let the kids spend time writing a note to their best friend or a family member. If time allows, read a few in class.

**Banner** (15 minutes)

*This drawing activity illustrates key events during the last weeks of Jesus’ life on earth.* **Supplies:** butcher paper, markers or paint

Using long pieces of butcher paper and markers or paints, create a banner of Jesus’ last few weeks on earth. Begin with His crucifixion and resurrection; include several appearances after His resurrection (see below) and end with the ascension. Display the banner in your classroom or in the hallway.

## 3. Energized

### Pentecost Senses (10 minutes)

*This imagination exercise stimulates the kids to engage their senses as they imagine the scene at Pentecost.*

Talk about the five senses. Tell the kids to close their eyes and imagine they are back in time to the day of Pentecost when the Holy Spirit came. Call out one of the senses and encourage the children to tell the group what that sense experiences at Pentecost.

- Sound: a rush like a violent wind, many languages, confused people asking questions, etc.
- Sight: tongues of fire on heads, people dressed in foreign clothing, Peter and the disciples, etc.
- Taste: foods from their harvest, foods from other countries, etc.
- Touch: wind, others crowded around, etc.
- Smell: crowd of people, scents from other countries, etc.

### I'm Going to Pentecost and I'm Going to Bring...

(10-15 minutes)

*This large group memory game challenges children to think about things people might have brought to Pentecost.*

Pentecost was a festival of first fruits or the first crops from the new harvest. Some people traveled very far just to bring their gifts to offer to God at the temple in Jerusalem. Play this game by naming items that might have been brought to the day of Pentecost. The first child says the phrase "I'm going to Pentecost and I'm going to bring" and supplies a word starting with the letter a (apples, alfalfa, asparagus, etc.). The next child repeats the phrase with the a word and adds an item that starts with the letter b (bread, banana, Bible). Continue through the letter z with each child repeating all of the items previously said. Discuss the reason people brought their firstfruits to Jerusalem. **We are to bring our best to God. What can you bring to God? What things do you have or are you good at that you can offer to God?**

## 4. Happy Birthday

### Growth Chart (10 minutes)

*This art activity generates an awareness that kids can grow in their relationship with God.* **Supplies:** sample growth chart, butcher paper, markers

Show the kids a growth chart. Measure how tall they are and talk about how much they've grown during the summer or since last year. Ask the kids how tall they think they will grow.

Take the butcher paper and make a spiritual growth chart. At the bottom write "new believer" and at the top write "with Jesus." Stress that we want to continue to grow in our relationship with Jesus until the day we enter heaven. Let the children label the growth chart with ways they want to grow (use Acts 2:42-47 to initiate ideas).

### One Big Heart (10 minutes)

*This thinking and writing exercise stimulates students to understand that God's heart is for Christians to work together to accomplish the task of witnessing to everyone.*

On the chalkboard or whiteboard, draw a big heart and beside the heart write, " = people learn about Jesus."

Kids should write the ways they (the Church) can work together to show they have the same heart for witnessing to unbelievers. **What things will show others that you have a heart for others to know Jesus?** Give the kids an opportunity to write their ideas inside the heart. Lead a time of prayer asking for the Holy Spirit to empower the kids to accomplish these things.

### Service Present to Your Church (15 minutes)

*This service project enables kids to work together like the early church.*

The Church is more than just a group of people who meet weekly to worship. Acts 2:42-47 explains what helps the Church grow. Today we talked about Pentecost being the birthday of the Church, now let your students decide on a service project to be a birthday present to your local church. Brainstorm projects that might help the church and give an opportunity for the kids to practice fellowship, eating together, giving and praising God. Ask your pastor for suggestions and look for needs within your church body (prayer requests might lead you to some projects - example: someone in hospital, you could take meals to the family). Decide on a project and let the kids help plan the date, what they should bring, what they can do ahead of time, etc.

## 5. Walk!

### Email to Home (10 minutes)

*This writing exercise helps the kids identify with the lame man and imagine what he saw, heard and felt. **Supplies:** laptop or paper and pencils*

Let the kids pretend they are the lame man who just received healing. Give the kids paper and pencil or use of a laptop so they can compose an email. The email should be to the family of the lame man and can tell them about the experience of being healed, how it felt, who was there, what he heard, etc.

### Miracles of Jesus (10 minutes)

*This Bible role-play activity examines miracles that Jesus performed. **Supplies:** Bibles, paper, pencils*

**The Bible has recorded many miracles. Today we learned about a miracle performed by two of Jesus' apostles. This activity will look at some of the miracles done by Jesus.**

Print out these scenarios. Depending on the number of children in your class, give each child or small group of children a scenario to look up the Bible reference and fill in who experienced the miracle. Then let each child or group role-play a scenario for the class.

1. I was sick, and my master asked Jesus to heal me. Jesus didn't even need to come to our house. He just said that I would get well, and I did! Who am I? Luke 7:1-10 (centurion's slave)
2. We followed Jesus one day and asked Him to have mercy on us. He did more than that! He healed us, too! Who are we? Matthew 9:27-31 (two blind men)
3. I had been dead for several days when Jesus came to my tomb. He raised me from the dead, and many people believed in Him when they saw the miracle that Jesus did in my life. Who am I? John 11:17-45 (Lazarus)
4. I was so sick that I couldn't even walk. Some of my friends took me to see Jesus, but there were so many people there that we couldn't get through the crowd. My friends found an unusual way to get me to Jesus. The Lord forgave my sins and healed me! Who am I? Luke 5:17-26 (the paralyzed man)
5. I was in a very unusual situation when Jesus forgave my sins. Jesus was my last hope, because there was absolutely nothing I could do to save myself. The result of His forgiveness was eternal life for me! Who am I? Luke 23:39-43 (thief on the cross)

**God's power touched each of these people in a special way.**

## 6. Great Boldness

### Letters from Prison (10 minutes)

*This writing activity encourages kids to think about how Peter and John responded to being thrown into jail.*

Have students pretend to be a prisoner in the Jerusalem jail where Peter and John were taken. What might Peter and John have said or done while they were in jail? Possible answers: praised God, told others about Jesus, rested, etc. What might the reactions of the other prisoners have been? Encourage children to come up with responses. Have students write letters to their families telling them about these two unusual prisoners, what they did to be thrown in jail and what they said while in jail.

### Acts 4:12 (10-15 minutes)

*This craft activity creates a reminder that Jesus and only Jesus is the way of salvation. **Supplies:** poster board, art supplies*

Write out Acts 4:12 from your favorite translation of the Bible. Allow students to each create a poster. Encourage kids to try decorative lettering as they copy the verse onto their posters. Let them decorate the posters as they see fit. Tell children the posters will remind them to always stay focused on Jesus, and will encourage them to tell others about Him.

### Early Church Boldness (10 minutes)

*This Bible activity reveals the exact ways the early believers acted in boldness. **Supplies:** Bibles, pencils*

Write the acrostic on a chalkboard or piece of paper. Let the children fill in the letters with ideas about how the early believers showed boldness. Look back at Acts 4 for help.

Some ideas to get started:

- B (believed in God)
- O (overcame fear)
- L (looked the priests in the eye)
- D (didn't feel ashamed or afraid)
- N (never stopped preaching about Jesus)
- E (everyone met together)
- S (spoke the truth)
- S (stood up with confidence)

Conclude this activity with a group chant, chanting each letter. "Give me a B, give me an O ... etc. ... What's that spell? BOLDNESS!"

## 7. Loyal Hearts

### Encourager Words (10 minutes)

*This group brainstorm provides kids with a list of encouraging words.*

We saw that Barnabas encouraged the apostles with his actions. What are some things he might have said to encourage the apostles? Let the kids share their ideas with the class. Let's make a list of some of the encouraging things we can say this week. Write the suggestions on the board or paper. You might want to make photocopies of the paper for the children to take home and practice using them.

### Always Loyal Pictures (10-15 minutes)

*This art project visualizes the things kids can do to stay loyal to Jesus during the week.* **Supplies:** poster board or bulletin board paper, markers, crayons and pencils

Set out a large, heart-shaped piece of poster board or bulletin board paper. Let the kids draw a collage of ways they can be loyal to Jesus. The children might want to draw what they wrote down for the HeartBeat section. You could put this on a bulletin board or someplace where you could check next time to see if the students were able to remain loyal.

## 8. Who Cares?

### Help Wanted (10 minutes)

*This creative writing piece demonstrates and understanding of the role of a deacon.*

Encourage your students to use their imagination to create a "help wanted" advertisement telling about the need of deacons. Pretend that this ad will be included in the next edition of the Jerusalem Times. Have children refer to 1 Timothy 3:8-16 for more information concerning the responsibilities and qualifications of a deacon. Kids should carefully consider details that will be needed in the job description (what will the person do, where should they apply for the job, when will they start working, what character qualities will they need to have, etc.). Remind the children to make their advertisement realistic to Bible times.

### Service Project (10-15 minutes)

*This large group brainstorming allows children to find ways to serve their church or community.*

Help your class brainstorm ideas of service projects that they can do individually or as a group. Bring in a current church bulletin that lists needs of the church or church members. Talk about any needs that your students might have or know that exist among the church body. Suggestions: an elderly person needs help doing yard work, a new mother needs to have her house cleaned, a sick or lonely person could use a "sunshine box" to cheer her up, needy people in the community need food delivered to their houses, etc. Discuss who would be involved, what they would do and when the kids could serve the church by helping with these needs. Encourage your class to have face-to-face contact with someone and then to continue remembering this person in prayer. You may want to schedule a class get-together for an evening or a Saturday and combine the service project with fun activities of games and snacks. You could also check with your children's pastor or children's director who may already have a list of needs available.

## 9. Rocked to Sleep

### Martyr Stories (10-15 minutes)

*This story and testimony time generates an understanding of the lives of martyrs.* **Supplies:** martyr stories

Check on the Internet or Christian bookstore for stories of martyrs. Share the stories with your students. Talk about the courage and heroic qualities shown by the martyrs. Lead the children in a prayer time for Christians around the world to have courage to stand for Jesus even if it means death.

### Contrast Posters (10 minutes)

*This art project illustrates the contrast between Stephen and his opponents.* **Supplies:** paper, markers, pencils

Divide the group into pairs. Have each pair read Acts 6:8-15 and look for descriptions of Stephen and of those who opposed him. Then have each pair create a poster that contrasts Stephen and his opponents (physically, morally, spiritually, etc.). Share posters with the rest of the class.

## 10. Persecution

### Prayers for Persecuted Christians Around the World

(10-15 minutes)

*This prayer activity motivates students to intercede on behalf of persecuted Christians around the world.* **Supplies:** blow-up world ball, globe or world map

Bring in some kind of a world map, ball or globe. **Some Christians live in countries that do not allow people to talk about Jesus. Many of these Christians lose their friends, their job and sometimes they even lose their lives because of their commitment to Jesus. Let's pray for the persecuted Christians to have courage to boldly talk about Jesus. We can also pray that God will use persecution to spread the Good News and for more people to believe in Jesus because of the persecution.** Use one of these methods for children to choose a country. The student should pray for the Christians in that country.

- Map—close eyes and point to a country
- Ball—toss it to one of the kids and use the country under the child's right thumb
- Globe—close eyes, spin globe, and when it stops spinning, point to a country with a finger

### Persecuted Church Around the World (10-15 minutes)

*This Persecuted Church learning opportunity enables the children to understand what life is like for their brothers and sisters in Christ around the world.* **Supplies:** Internet access

Go to these websites to gain understanding about the plight of persecuted Christians and read about current persecutions. You may want to print out some of the stories to share with the children or write down names of Christians in prison so the children can pray for by name.

- Learn about the International Day of Prayer for the Persecuted Church: [www.persecutedchurch.org](http://www.persecutedchurch.org)
- Voice of the Martyrs info on Christians currently in prison (prisoner list): [www.persecution.com](http://www.persecution.com)
- Persecuted Church prayer alert and stories about the Church in China: [www.persecutedchurch.com](http://www.persecutedchurch.com)
- Read about the Persecuted Church in Africa, Asia, China and India: [www.bibleleague.org/persecuted/index.php](http://www.bibleleague.org/persecuted/index.php)
- Current news stories about persecuted Christians: [www.opendoorsusa.org](http://www.opendoorsusa.org)

## 11. Into Africa

### Origami Dove (10 minutes)

*This hands-on activity helps develop the students' ability to follow directions.* **Supplies:** origami book or Internet instructions

Get an origami book from the library or download instructions from the Internet on how to make an origami dove. Remind the kids that the Holy Spirit was present at Jesus' baptism (Luke 3:21-22) and also at the Ethiopian's baptism (Acts 8:38-39). Discuss the similarities and differences between the Holy Spirit's role in each baptism.

Lead the children in making an origami dove to represent the Holy Spirit. Give clear, step-by-step instructions. Encourage the kids and praise them for following the directions.

### Simon Says (10 minutes)

*This physical activity promotes listening and following directions.*

Play the game "Simon Says" with the class. You may want to go outside or in a large open area. Give a command and the children should follow the command if you say the words, "Simon says." If you don't say, "Simon says," the kids should remain still. Encourage the children to listen carefully and respond quickly. Any students that don't follow the direction are "out" and should move to the side or sit down.

After playing a quick round, ask a child to take over as "Simon" and give the directions. Let several children have a turn being the leader of the game. **Sometimes it is easier for us to hear the directions and follow them. When are some times that you find it easiest to follow directions?** Kids might suggest: at school, when mom uses a firm voice, when I'm at Sunday school, etc. **When are some times that it is really hard to follow directions?** The students might say: when I'm in a hurry, when I want to do something I want to do, when I'm tired, etc.

**Follow the Recipe** (15-30 minutes)

*This hands-on object lesson illustrates the results of following directions.* **Supplies:** recipe and the needed ingredients

Choose a recipe that includes a number of steps to follow. Consider your setting as you choose a dessert, salad or African dish (if possible an Ethiopian recipe) and bring in all of the ingredients and supplies. Print out several copies of the recipe and let the children follow the directions. You can find a recipe for “Faith Cookies” at the end of this document. Discuss how the step-by-step process, if followed exactly, results in a great dish, but it can be a disaster if the directions weren’t followed. Help kids see the parallel between the recipe and their lives. Emphasize the fact that God has a “recipe” for our lives. When we obediently follow His plan step-by-step, the result will be a useful “product” that God can bless for His glory.

**What About You?** (10 minutes)

*This discussion allows children an opportunity to be sure of their own salvation.*

Before students can witness to others, they need to be sure of their own salvation. One method of helping them to know that they are saved is to have students respond to the following questions. You may want to have them respond in writing or by having a private conversation with each of them individually.

1. **If you were to die tonight, do you know that you would go to heaven?**
2. **If God asked you, “Why should I let you into heaven?” what would you say?**

If some students are not able to answer these questions with confidence, use today’s class time to clearly present the plan of salvation and give students an opportunity to respond.

**12. Surprise Ending****Transforming Toys** (10-15 minutes)

*This hands-on approach to transformation provides time for kids to explore how things change and discuss changes that are good/bad.* **Supplies:** transforming toys, Lego toys

Ask to borrow some toys that transform from one thing to another (generally a car that transforms into a robot). You could also bring in Lego building blocks and allow the kids to create things. **What things transform or change into something really good or useful?** Students might say: kids as they learn more at school, ingredients that make a meal, car parts make a car, etc. **What things might transform or change into something bad or harmful?** Possible answers: food that spoils, kids when they hang around people in gangs, animal that is starving, etc.

**Video Testimonies** (15-20 minutes)

*This testimonial provides an opportunity for kids to practice giving their testimony.* **Supplies:** video camera

Ask someone to bring a video camera and film your class. Give each child the opportunity to record their personal testimony: when they became a Christian, how they realized they needed Jesus, who lead them to the Lord, why they chose to follow Jesus, what transformation has occurred, why do they want to tell others about Jesus, etc. Students can also refer back to page 47 of their Disciple Guides.

If your church has a website, you might consider putting the video testimonies on the site.

Note: watch for students who may struggle with this exercise. You may want to talk quietly with each one to determine if he or she has had an encounter with Jesus. Some students may need assurance of their relationship with Him. Another approach is to videotape older kids who have a testimony to share, then show those testimonies to your children.

## 13R. Review Questions

### Lesson 1

Q: What is the official name of Acts?

A: The Acts of the Apostles

Q: Where is the book of Acts found?

A: The New Testament.

Q: What is the definition of an apostle?

A: An apostle is someone sent from Jesus.

Q: Why is Acts important to the Bible?

A: Acts tells how the Good News spread.

Q: How can your witness be a bridge between Jesus and your friends and family?

A: Answers will vary.

Q: Recite the KeyVerse, Acts 1:8.

### Lesson 2

Q: Where was the last place Jesus was seen on earth?

A: Jesus was last seen on the Mount of Olives.

Q: How did Jesus return to heaven?

A: A cloud came and took Him to heaven.

Q: How did the angels say Jesus would return one day?

A: In the same way He left—from the sky.

Q: What did the apostles do after Jesus went up to heaven?

A: They prayed and selected a twelfth apostle.

Q: Recite the KeyVerse, Acts 1:9.

### Lesson 3

Q: What amazing thing rested on the apostles' heads?

A: Tongues of fire were above their heads.

Q: Recite the KeyVerse, John 14:26.

### Lesson 4

Q: Who was the main witness about Jesus in Acts chapter two?

A: Peter was the main witness.

Q: What are two things you can do to help you grow in Christ?

A: Answers will vary.

Q: What Old Testament Bible hero did Peter say believed in the coming Christ?

A: Peter spoke of King David.

Q: Recite the KeyVerse, Acts 2:42.

### Lesson 5

Q: What handicap did the man at the Temple gate have?

A: He was crippled or lame.

Q: Why didn't Peter and John give money to the beggar man?

A: They didn't have any money and they wanted to give him something that would help him more than money.

Q: Recite the KeyVerse, Acts 3:6.

### Lesson 6

Q: Why were the Sadducees upset with the miracle?

A: They were upset that it was done in the name of Jesus.

Q: What did Peter, John, and the other believers pray for?

A: They prayed for boldness to speak about Jesus.

Q: What amazing thing happened after they prayed?

A: The Holy Spirit and an earthquake came.

### Lesson 7

Q: What happened to the apostles after they were jailed a second time?

A: They were beaten and told not to teach in Jesus' name.

Q: How can you remain loyal to God at all cost?

A: Keep my heart focused on God. Answers will vary.

Q: Recite the KeyVerse, Acts 5:42.

### Lesson 8

Q: Who began complaining to the apostles about a problem among the believers?

A: The Greek Jews complained.

Q: Recite the KeyVerse, Galatians 6:10.

### Lesson 9

Q: Was Stephen guilty of the charges brought by the Sanhedrin?

A: No, false witnesses brought the charges.

Q: Who was the first Christian martyr?

A: Stephen.

Q: Recite the KeyVerse, 1 Corinthians 16:13.

### Lesson 10

Q: What blessings come to those who are persecuted?

A: God will be with them; people may come to Christ because of their witness; they will receive a reward in heaven, etc. Answers will vary.



Q: Where did Philip go to witness?

A: He went to Samaria.

Q: Recite the KeyVerse, Matthew 5:10.

## **Lesson 11**

Q: How did Philip find the Ethiopian official?

A: He followed the directions of the angel and the Holy Spirit.

Q: What unusual thing happened after the baptism of the Ethiopian man?

A: The Holy Spirit took Philip away to another town.

Q: Recite the KeyVerse, Romans 10:14.

## **Lesson 12**

Q: Where was Saul headed to arrest Christians?

A: He was on his way to Damascus.

Q: How did Jesus appear to Saul?

A: He appeared in a bright light and spoke to Saul.

Q: Recite your favorite KeyVerse from the quarter.

A: Answers will vary.



## FAITH COOKIES

### Ingredients:

1/2 cup melted butter or margarine  
1 cup crushed graham crackers  
1 cup flaked coconut  
1 package (12 oz.) chocolate chips  
1 cup chopped nuts  
1 can sweetened condensed milk  
1 pound of trust

### Directions:

1. Layer ingredients, *in order*, in a 9" x 12" pan.
2. Do not stir (have some faith!).
3. Bake at 325 degrees for 25 minutes or until brown.
4. Let cool and cut into cookie bars.
5. Enjoy! (Makes 4 dozen cookies.)