

LEVEL 4, QUARTER B

Additional Activities

Powerful Messengers

1. Special Gifts

Resurrection Reports (5-10 minutes)

This Bible-based activity explores other accounts of being raised from the dead. **Supplies:** Bibles

On the board write the following passages: 1 Kings 17:17-24, 2 Kings 4:32-37, Mark 5:21-24,35-43, John 11:32-44, and Acts 20:7-12. Let the students get into small groups and read about other Biblical accounts of people who were raised from the dead. Have each group report: Who was raised? Who did God use to perform the miracle? What was the result?

Gifts Acrostic (5-10 minutes)

This thinking activity encourages kids to consider their special gifts from God. **Supplies:** paper, pencils

Print this acrostic on the board:

D—oing good
O—thers
R—obes made
C—aring
A—lways helping
S—ewed clothes

Dorcas will always be remembered for her kindness. Have children make an acrostic with their names, trying to come up with words to describe things that could be their special gifts from God.

Spiritual Gift Survey (10-20 minutes)

This activity will help kids identify the spiritual gifts that God may have given to them. **Supplies:** copies of Spiritual Gift Survey and Scorecard

Download the Spiritual Gift survey and scorecard found at DiscipleLand.com/downloads (enter the keyword “message”). Follow the instructions on the survey and help your children total their scores when they are done.

2. Double Vision

Bridge Building (5-10 minutes)

This prayer activity encourages kids to actively demonstrate a love and acceptance of others. **Supplies:** pictures of children from different cultures

Let the children look through the pictures and choose one. Have kids take turns praying for the child and the child’s people group. Encourage the students to pray for Christians living with that people group to show God’s love and acceptance.

To Eat or Not to Eat (5-10 minutes)

This Bible activity helps children understand what animals are considered “clean and “unclean” by Jews. **Supplies:** Bibles

Have the children read Deuteronomy 14:4-20 to learn about clean and unclean animals. Explain that God gave this list to the Jews. Let them draw pictures or write the names of “clean” animals (animals Jews could eat). On another section of the board, have them draw pictures or write the names of “unclean” animals (animals Jews could not eat). Talk about any foods the children are not allowed to eat and why (from allergies, vegetarian diet, cavities, braces, etc.)

Catch the Vision (10-15 minutes)

This prayer activity motivates students to show God’s unprejudiced love by praying for other people groups around the world. **Supplies:** blow-up world ball, globe or world map

Bring in some kind of a world map, ball or globe. **We can show our love and acceptance of others by praying for people of other ethnic groups. Let’s pray for people around the world to learn about Jesus and to want to have a relationship with Him.** Use one of these methods for children to choose a country. The student should pray for the main people group in that country. Example: Iraq—Iraqis.

- 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—put finger on the globe, spin globe and when it stops spinning use the country under the finger

3. Gentiles for Jesus

Illustrated Newspaper (15-20 minutes)

This art activity allows children to creatively illustrate the Bible lesson. **Supplies:** paper, crayons, markers

Assign sections of today's Scriptures to children who enjoy drawing. Ask them to illustrate the passage. Staple them together as a classroom keepsake or put them on a bulletin board. Depending on the size of your class, choose from this list:

1. Peter Meets Cornelius (Acts 10:24-33)

- Peter invites Gentiles to stay with him (10:23)
- Peter goes to the home of a Gentile (10:24)
- Cornelius responds by falling at Peter's feet in reverence (10:25)
- Peter humbly admits he is not worthy of that treatment (10:26)
- Peter proclaims that God told him to break Jewish taboos (10:27-29)
- Cornelius explains his vision and why he sent for Peter (10:30-33)

2. Peter Tells About Jesus (Acts 10:34-43)

- Peter admits that he now realizes that God doesn't show favoritism (34)
- Peter explains the life and ministry of Jesus (36-43)

3. Gentiles Receive the Holy Spirit (Acts 10:44-48)

- The Holy Spirit came on all who heard (44)
- Jews were astonished that the Holy Spirit filled the Gentiles (45)
- Gentiles spoke in tongues and praised God (46)
- Peter baptized the Gentiles (47-48)
- The Gentiles ask Peter to stay with them (49)

Everyone Is Welcomed Mat (10 minutes)

This large-group activity reminds kids to welcome to everyone.

Supplies: poster board or large sheet of construction paper

It hurts to feel unaccepted or unloved. Let children discuss times when they have felt unaccepted or unloved. Talk about any actions you have observed that didn't show love or acceptance of everyone. Talk generally about behaviors that might have shown that some people acted superior or intolerant of others. Give some specific examples. **Peter realized that God didn't show favoritism and that He welcomed everyone into His family of believers. So let's make sure that everyone from now on who walks into our classroom feels welcomed and accepted. What are some things that will help make people feel welcomed?** Encourage responses. Write the suggestions on the board. Invite the children to decorate the mat and then post it where it can be seen.

What Differences? (15-20 minutes)

This interview activity exposes children to other races and cultures.

Find a person in your church who came from a different country. Allow kids to ask questions about your guest's country, laws, culture, traditions, and language (if other than English). Accentuate as many differences as possible. Then ask your guest to talk briefly about his or her faith in Jesus Christ.

Use the Power (5 minutes)

This large-group discussion portrays the importance of using the power that has been given to us. **Supplies:** unsharpened pencils

Hand each child an unsharpened, brand-new pencil. **I want to give each of you a very useful gift. What are some of the great or powerful things that have been written with a pencil?** Kids might name some historical documents or current school assignments. **A pencil can be a powerful tool when it is used. How powerful is the pencil you're holding right now?** (It can't be used because it isn't sharpened.) **What has to happen for the pencil to become powerful?** (It has to be sharpened and used.) **The Holy Spirit comes into our lives the moment when we ask Jesus to be our Savior. Sometimes we are like the unsharpened pencil. We aren't ready to be used by the Holy Spirit.** Let children sharpen their pencils and return to the group. **When the Holy Spirit fills us, it means that we being guided or directed by the Holy Spirit. We become like the sharpened pencil, powerful tools that God can use. Let's write prayers asking the Holy Spirit to fill us and help us use the power that has been given to us.** Give kids time to write prayers. Answer any questions they may have about salvation or the Holy Spirit.

4. Changes

Who Said That (10-15 minutes)

This guessing game reviews the Bible passages covered so far.

Supplies: notecards, bell or other signal

On notecards, write short quotes of various characters from Acts 10:1—11:30. At the bottom of each card, write the name of the person being quoted. Distribute the cards evenly to two or three kids who enjoy reading publicly. Divide the rest of the class into two teams, and give each team a bell or some other fun signal. Have two players at a time compete against each other, one from each team. As the reader reads a quote (encourage them to be expressive!), players if they think they know who said it. Rotate the readers and award appropriate points to teams. Try to select some short, less obvious quotes, such as Acts 10:6, 22, or 33.

Quick Changes (5-10 minutes)

This quick-response game stimulates kids to consider things that change. **Supplies:** ball or beanbag

Do you know what is one of the hardest things for people to do? Give each child an opportunity to share his or her thoughts on the question. **I think the answer is “change.”** Tell a brief personal story about a time when something changed. **Lots of things change and will continue to change as long as we live. We’re going to toss this ball around and see how many things we can name that change in one way or another. When you catch the ball, name something that changes and then quickly toss it to someone else. I’ll count and see how many things we can name.** Encourage students to be creative: leaves, food if left out for several days, a woman’s last name when she gets married, etc. **You’ve named many things that change. Did you ever think about how the Church has changed?** Encourage responses.

Christian Names (5 minutes)

This brainstorm activity challenges kids to think of other names for Christians.

Have students think of as many good names as they can that the Bible uses to refer to Christians, listing them on the board. See if they can come up with ten in one minute. Some examples: believers, disciples, followers of Christ, family of God, brothers and sisters, saints, flock, bride of Christ, the Way, etc.

Practical Love (10-15 minutes)

This discussion activity inspires children about how Christians usually respond in love.

Use the Antioch Christians’ response to the famine in Acts 11:28-30 as a catalyst to discuss other catastrophes people have faced (or may face in the future). Earthquakes, hurricanes, and tornados are just a few of the calamities that affect the lives of people, including Christians, every day. Allow kids to mention some of the more recent catastrophes that they remember, and discuss possible Christian responses.

Global Change (10-15 minutes)

This prayer activity motivates children to pray for growth in the Church around the world. **Supplies:** blow-up world ball, globe or world map

Bring in some kind of a world map, ball or globe. **Not all Christians are eager to accept changes or make changes to reach others with the Gospel message. Let’s pray for Christians around the world to make changes that help more people want to enter into a personal relationship with Jesus.** 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—put finger on the globe, spin globe and when it stops spinning use the country under the finger

5. Mission Impossible

Prayer Chains (10-15 minutes)

This prayer activity reminds kids that God’s power can break any chains that imprison us. **Supplies:** paper strips, pencils, stapler

Cut several 1-inch-wide strips of construction paper. **Today we saw God’s power to break the chains that kept Peter bound in the prison. Our problems can seem like chains that keep us from enjoying our freedom in Christ.** Pass out paper strips and let the students write a problem on each strip. Staple the strips together to form a paper chain. **We don’t want to be bound like Peter was with chains in his prison cell. The Holy Spirit responds when we pray. Let’s take our problems to God in prayer.** Go around the group and let the children pray aloud or silently about their “chains.” **Now let’s show God that we believe He can do the impossible in each one of our chains. Break open each of the paper circles of the chain.**

Prayer Responses (5-10 minutes)

This craft activity reminds children that the Holy Spirit responds to our prayers. **Supplies:** notebook, pencils

Take a spiral notebook or fill a binder with sheets of notepaper. Let the kids make a decorative cover and label it “Prayer Responses.” Ask them to write in the date, what they prayed, and how God responded to their prayers. Each week remind children to reread some of God’s answers to prayer and to remember to thank Him. Seeing God’s answers, even if the answer is “no,” will encourage children to take their requests to Him.

6. Missionaries

Charting the Course [See page 95 of the Teacher Guide for the full instructions to this activity.]

Allow children to stretch the yarn from Antioch to Seleucia, and then to Salamis and Paphos (on opposite ends of the island of Cyprus), using push pins or stickers to mark each stop made. Use labels or little flags to note important events, such as Paul's showdown with Elymas or the proconsul's belief in God.

Call Me (10-15 minutes)

This brainstorming activity generates thinking about the different ways that God calls people.

Sometimes we know by the way our parents say our name if they are happy, upset, or have a job for us. Ask children to give examples. **Let's try to figure out how many different ways there are to call someone without just saying their name. When you think of an example, stand up and call someone using your method. What are some ways that God might call someone?** Possible suggestions: through the Holy Spirit, soft voice in your mind, just a feeling like He said something to you, through a Bible verse, through your pastor or Sunday school teacher, etc.

Struck By Blindness (10 minutes)

This Bible activity reveals other instances concerning someone being struck with blindness. **Supplies:** Bibles

Allow students to explore Biblical instances when God caused blindness to come upon those who opposed Him. In addition to Elymas in Acts 13:11, the list includes:

- Acts 9:8-9 (Saul is blind for three days.)
- 2 Kings 6:8-20 (Elisha strikes the Arameans with blindness.)
- Genesis 19: 10-11 (Two angels strike men of Sodom with blindness.)

Could this happen today? Why or Why not? What might people think it meant?

7. Jealous or Joyous?

Charting the Course [See page 95 of the Teacher Guide for the full instructions to this activity.]

Continue to plot the journeys of Paul. Allow children to stretch the yarn from Paphos to Perga, and then up to Pisidian Antioch, using push pins at each stop. Encourage kids to label or use little flags to note important events, such as John's leaving.

Message to the Messengers (10 minutes)

This writing activity provides encouragement to messengers of the Gospel. **Supplies:** stationary

Have children write a short letter of encouragement to someone who shares the Gospel, but then experiences rejection. Two ideas are: 1) a promise of prayer for a missionary who is in an especially difficult area; 2) a letter of thanks to a person who made a difference in their own decision to receive Jesus. These letters will give a real boost to the faith of God's powerful messengers.

Good News Reminders (10-15 minutes)

This paper-pencil activity visually reminds kids to pray for others. **Supplies:** poster board, hole puncher, pencils

Have students trace their stocking feet onto a piece of poster board and cut it out. Using a hand paper punch, punch holes around the edge about one inch apart. Thread colored yarn in and out of the holes all the way around the foot. On one side of the foot, write the heading "I Am Praying For," leaving room for names or pictures of unsaved friends or relatives under the heading. Children may select a verse to write on the other side of the foot, such as Romans 1:16 or Acts 1:8. Encourage them to keep their "feet" in places where they will see them and be reminded to pray regularly for those people.

Jealous or Joyful? (10 minutes)

This object lesson allows kids to feel jealous or joyous. **Supplies:** cookies or desirable snack

Bring in a large bag of cookies, cake, or some other desirable snack. Start the conversation singling out several children and profusely complimenting them about how well they write their names or some other unexpected reason. Tell this group how special they are and that you want to reward them. Take your cookies or snack and start to divide it among your special group (put it on plates or napkins but don't let the children take it yet). When rest of the kids protest, announce that you've just had a revelation—all the kids are special and deserve the treat. Divide the snack among all of the children. Let the kids eat while you ask questions. Ask the special group, **How did you feel when you were told that you were special?** Ask the other group, **How did you feel, at that time, knowing you weren't part of the special group? How did you feel when you lost the extra snack? How did you feel when you gained the snack?** Let the children respond.

8. Unstoppable

Charting the Course [See page 95 of the Teacher Guide for the full instructions to this activity.]

Continue to plot the journeys of Paul. Allow children to stretch the yarn from Pisidian Antioch to Iconium, Lystra, and Derbe, using push pins or stickers to mark each stop made. Then retrace their route back through Lystra, Iconium, Pisidian Antioch, Perga, Attalia, and end at Antioch where their journey began, using push pins at each stop. Use labels or little flags to note important events, such as Paul's stoning at Lystra.

"Be Bold" Bulletin Board (10-15 minutes)

This craft activity gives children a way to encourage others to share Jesus' message. **Supplies:** various materials

Provide materials for children to decorate a bulletin board in a public place (or make posters) that will encourage those who pass by to be courageous about sharing the Gospel.

Heroes Of Faith (10 minutes)

This discussion activity highlights the amazing power God gives to those who serve Him.

Ask children to help compile a short list of "heroes" that the world recognizes. They may be living, historical, or fiction. After every one, write a word or short phrase that describes his or her power. (Examples: Superman: muscles of steel or Tiger Woods: amazing golf skill) Now compile a short list of God's "heroes of faith," beginning with Paul and Barnabas. You might include current Christian leaders. Ask kids to describe their power. Help them to see God's grace as the power source for His people.

Altered Altar (10 minutes)

This craft activity reminds children that they should worship only God. **Supplies:** stones

Bring enough stones to class to form a small altar. Build the altar on a blanket or paper. Ask the children to recall the crowd's desire to burn sacrifices to Paul and Barnabas. Re-create the scene by repeating together, "The gods have come down to us in human form" (Acts 14:11). Describe how Paul and Barnabas ran through the crowd and tore their clothes, trying to stop them.

Explain how a troublemaker accused Paul and Barnabas of saying things to upset the crowd. Ask kids to imagine the change of heart that came over this crowd. Pick up a stone from the altar. **The crowd was now using the same stones meant for worship as weapons to hurt Paul and Barnabas.**

With people, you can be a hero one minute and an enemy the next. Remind children that those who serve Jesus have the guarantee that He will never turn against them no matter what people may do. God should be the only One we worship. Read Exodus 20:3 and remind students that this is the first of the Ten Commandments. Let them each decorate a rock and take it home to remind them how God is the only one worthy of worship.

9. Welcome!

Who am I?/Where am I? (10-15 minutes)

This guessing game reviews key characters and places from the last three lessons. **Supplies:** notecards

Review chapters thirteen through fifteen with this familiar game. Write the names of people or places on notecards and tape one to the back of each student. They are to guess the person or place on their backs by mingling and asking each other "yes/no" questions. Suggest that their first question be either "Am I a person?" or "Am I a place?" Let children use their Bibles to help them guess and/or give clues.

Grace Understanding (10-15 minutes)

This brainstorming activity helps kids consider grace and freedom.

Form teams of three or four kids. Have them come up with as many examples of grace as they can. First, give them five or ten minutes to write down examples of grace shown to Bible characters.

Next, allow them another five or ten minutes to write down modern-day demonstrations of grace. These may be from God to people, or from person to person. Allow groups to share their lists.

A variation of this could be to write down things that are free. Warn children that some things may appear free, but under closer inspection they prove to have a catch to them. As the lists are read, let the rest of the class decide if they think the items mentioned are really free or not.

10. Branching Out

Charting the Course [See page 95 of the Teacher Guide for the full instructions to this activity.]

Choose a different color of yarn for this second journey than you used to show Paul's first missionary journey. Allow children to stretch the yarn from Antioch through Cilicia to Derbe, Lystra, Iconium, Pisidian Antioch, head northwest toward Bithynia along the northern coast of Mysia until reaching Troas in western Mysia. Place push pins in each location and label important events such as the Macedonian vision in Troas.

Guidance Testimonies (10-15 minutes)

This testimonial time allows kids to hear how Christians were directed by God. **Supplies:** Christian adults

Invite several Christian adults to share how God gave them direction at a time when they had to make a big decision, such as choosing a career, college, home, or partner (business, marriage, etc.). Pre-select testimonies that you know will reinforce the importance of the Bible, prayer, wise Christian counsel, and open/closed doors in decision making. Allow time for your children to ask questions.

Holy Spirit Says (5-10 minutes)

This physical activity reminds children to listen for and to follow the Holy Spirit.

Play the game "Simon Says" but substitute "Holy Spirit Says." Choose a child to be "Simon" and call out simple instructions for the class to follow. Examples: touch your toes, shake your arms, spin around two times, etc. Instead of saying "Simon says..." the child calls out "Holy Spirit says..." The kids need to do the action if they hear "Holy Spirit says." If they follow a direction that wasn't preceded by "Holy Spirit says" they need to sit down. Continue until one child remains and this child becomes the new "Simon."

God trusts us with a great degree of freedom to make godly choices. We are not robots whose every action is dictated. Instead, God holds us responsible to make good choices which will bring Him glory.

11. Earthquake

Charting the Course [See page 95 of the Teacher Guide for the full instructions to this activity.]

Have children extend yarn from Troas to the island of Samothrace, then over to Neapolis and Philippi. Provide a label or flag to note Paul's imprisonment and earthquake in Philippi.

Prayer for Persecuted Believers (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. **Just as Paul and Silas were thrown into jail for believing in God, many people around the world are beaten and jailed for being Christians. Many of these Christians lose their friends, their jobs, and sometimes they even lose their lives because of their commitment to Jesus. Let's pray for persecuted Christians, that they will give the glory and praise to God, and that they will bring more people to know Jesus through their persecution. Praise God that He can make good out of such evil.** 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—put finger on the globe, spin globe and when it stops spinning use the country under the finger

Top Ten Praise List (10 minutes)

This brainstorming time reinforces the idea of singing praises to God during tough times. **Supplies:** CD player, fun praise music the kids know

Ask your children to make a "Top Ten List" of their favorite Christian praise songs. Write the list on a paper and encourage them to add to the list each week as they find new praise songs. Ask kids to bring their favorite praise albums—play a song or two before and after class in the future.

Too Bad...But Praise the Lord! (10-15 minutes)

This word game helps children see the good that can come from bad situations.

Go around the room, taking turns playing “Good News/Bad News” about the events in Acts chapter sixteen. There are two unique twists. First, the children are to begin their news with the words “Too bad” or “But, Praise the Lord!” The second difference is that you will start with the bad and counter it with the good.

For example, the first child could start by saying, “Too bad there wasn’t a synagogue in Philippi.” The next child could respond, “But, praise the Lord, He led us to a beautiful river where we could pray!” (Keep everything in the first person: “I,” “we,” etc.) Remind kids that no matter what goes wrong, there is always something to praise the Lord about. Make sure you end on a victorious note.

12. An Unknown God

Charting the Course [See page 95 of the Teacher Guide for the full instructions to this activity.]

Have children extend yarn from Philippi to Thessalonica, then on to Berea and Athens, using push pins at each stop. Have kids label or make little flags to note the events and reaction to the Gospel of each city.

City Charades (10-15 minutes)

This acting game encourages kids to review events from cities Paul visited.

Play the game of charades with this twist—children try to guess the names of cities Paul visited on his missionary journeys. Provide the first actor with the name of a city, such as Iconium. The player must give clues by acting out the events that took place in Iconium. Allow the kid to have their Bibles open, including the one acting out the event. This can be tricky, but it will challenge the children and refresh their memories.

Pass It On (10-15 minutes)

This listening game emphasizes passing along a message correctly.

Have the students sit in a circle. Play the telephone game by sending a whispered message from person-to-person around the circle. Use quotes from Paul’s sermon in Athens (Acts 17:24, 28). Keep the length of the quotes manageable, but not too simple. Let the last person say the quote aloud. Correct it, if necessary, before asking for a volunteer to explain its meaning.

13R. Additional Review Questions

Lesson 1

Q: How can you use your special gifts to serve God?

A: Answers may vary.

Q: Recite the KeyVerse, 1 Peter 4:10.

Lesson 2

Q: In his vision, whom was Cornelius to send for?

A: He was to send for Peter.

Q: What did God want Peter to do after the vision?

A: Peter was told to go with the men.

Q: Recite the KeyVerse, Acts 10:34-35.

Lesson 3

Q: Recite the KeyVerse, Romans 1:16.

Lesson 4

Q: Recite the KeyVerse, Acts 11:18.

Lesson 5

Q: What happened to King Herod when he was called a god?

A: God struck him dead.

Q: Recite the KeyVerse, Matthew 19:26.

Lesson 6

Q: Who accompanied Paul and Barnabas on their first missionary trip?

A: John Mark.

Lesson 7

Q: Name one of the things the Pisidian Jews did because of their jealousy.

A: They spoke abusively against the message, they incited other Jews to persecute them, and they expelled them from the city.

Q: Recite the KeyVerse, Acts 13:47.

Lesson 8

Q: What did Paul and Barnabas do when they returned to Antioch from their first journey?

A: They gave a report to the Church of Antioch.

Q: Recite the KeyVerse, Acts 14:27.

Lesson 9

Q: What is the difference between following rules and a living relationship with God?

A: Answers will vary.

Q: Recite the KeyVerse, Ephesians 2:8-9.

Lesson 10

Q: After leaving Paul, whom did Barnabas take to Cyprus?

A: He took John Mark.

Q: Recite the KeyVerse, Proverbs 16:9.

Lesson 11

Q: In Philippi, what unusual thing could a certain slave girl do?

A: She could predict the future.

Q: Recite the KeyVerse, Psalm 44:7.

Lesson 12

Q: What is the best way to respond to a new message?

A: Check it against Scripture to see if it is true!