

Additional Activities

1. Speak Out

Speak Out (5-10 minutes)

This brainstorm activity helps kids recognize situations where they could speak out about Jesus.

The Lord appeared to Paul in a vision to encourage him to keep speaking out. Read Acts 18:9. You may not have received a similar vision, but the words spoken to Paul are true for you, too. Let's brainstorm some places and ways you can speak out. Write the words “speak out” down the side of the board. Assign a letter from the words to each child. If your class is large, let pairs or small groups work together on a letter. Students should come up with place beginning with that letter where they could speak out for Jesus. Write down their answers, then figure out some creative ways to speak out about Jesus at that location. Examples: S—school, could say what God has done for me, P—pool, put on a play about Jesus, etc. Have each child choose a suggestion from the board, or come up with their own answer. Let the children pray and ask God to help them speak out this week.

Apostle Award (5-10 minutes)

This role-play helps review last quarter and Paul's ministry.

Supplies: Bible time clothes (for Paul)

Before class, ask a helper or other adult to play “Paul.” Have the class role-play as if they are Paul's home church in Antioch. Have “Paul” come in and announce that he is Paul, one of God's apostles, just returned home from his 2nd missions journey. Have “Paul” give a short report to the church (class) about his journey to Corinth and back. Allow “members of the church” to ask “Paul” questions about his travels. In the end, have the “elders” of the church to present “Paul” with a special certificate of recognition for outstanding bravery, obedience, and faithfulness in sharing the Gospel with those who need it.

Points for Paul to tell his Antioch Church:

- Paul and Barnabas took the first recorded missionary trip.
- Jealous Jews made him leave some areas.
- Paul and Barnabas testified to the church council about God's power among the Gentiles.
- Paul took Silas as his new missionary partner.
- Paul and Silas were in jail during an earthquake. The jailer and his family became believers.
- Paul faced persecution in many cities.

Missionaries to Modern Greece (10-15 minutes)

*This geography and cultural activity helps students think about modern missions in Greece. **Supplies:** travel books about Greece, Greek snack (feta cheese, hummus, pita chips, olives)*

Help the children figure out how to minister to the people of modern day Greece. Set out travel books from the library or print outs from websites about Greece. Let the kids share things they've learned in school or have someone you know come speak to your class about living in or visiting Greece. Look on a map and locate Corinth. Let the kids eat a Greek snack while they discuss ways they could be a “tentmaker” or teach about Jesus.

2. Riot!

Just Say “No” to Idols (10-15 minutes)

This brainstorming and craft will create a visual reminder to stay away from spiritual darkness.

Have your students identify and write on a piece of paper at least five different things that can drag people into idolatry in today's world (tarot cards, palm reading, Ouija boards, horoscopes, etc). Then create a comprehensive list of the class's ideas on the board. Give students the opportunity to make signs for one of the ideas and have them create them with a red circle and a line through it (like a “no smoking” sign). Post the signs around the room: No Palm Reading! No Horoscopes! Etc. Be careful not to allow things onto the list that are actually permitted for the pure in heart. The object is to avoid spiritual darkness, not to train your kids to be legalistic.

New Age Expert (20-30 minutes)

This opportunity to listen to an expert will help children understand the dangers of New Age philosophies and practices.

Supplies: guest speaker

Have a Christian authority on New Age come visit your class and share about the pattern of New Age thinking and its dangers. It will be more beneficial if you have your class study related Biblical passages and prepare for the visitor. Leave time for your students to ask questions.

Passages: Exodus 22:18; Leviticus 20:6; Deuteronomy 18: 10-13; 1 Samuel 28:3-8; 2 Kings 21:6; Mark 5:1-2

NOTE: Be sure of the character and quality of your speaker, and ask him or her to compare on contrast the liberation of following Jesus vs. the spiritual darkness of believing in superstitions and luck.

3. Farewell

Sayonara (10-20 minutes)

This “farewell speech” activity helps kids verbalize their thoughts and the impression they would like to leave.

Have your children imagine that they are missionaries and God is leading them to move to different location. What types of things would you want them to tell others about the work they have already done in the region? What experiences have they had? What accomplishments can they report? What are they feeling? What advice or important information will they want to leave with others?

As a class determine what some of these things might be. Using Paul’s example, create a trustworthy report to give to the church leaders so they can continue the work you have begun in this territory.

With the outline created let a volunteer or two take the role of the missionary and give his farewell report.

Building Trust (10-15 minutes)

This follow-up activity examines concrete ways students can build trust and bring encouragement to their local church.

Ask two questions, compiling a list for each on the board: What things can Christians do that would cause the love between them to grow? What things can Christians do that would help them trust each other more?

After discussing these questions, talk specifically about your church. Paul was able to encourage and strengthen the church because he was trusted. In a different section of the board, write answers to these questions: What things can your class do to build trust with the adults or elders in your church? What ways can your class encourage your church?

As a group, choose one item from the list that the class could do or begin doing to build trust and bring encouragement to your church. You may want to copy this list and set up a schedule of one item to do each week or each month.

4. Arrested

Stop the Rumors (5-10 minutes)

This thinking activity helps children consider the consequences of rumors.

Reread Acts 21:29 to your class. Spend time talking about the hazards of allowing oneself to get carried away with misinformation. Discuss with your kids how they would feel if someone spread rumors or slanderous statements about them that were not true. Read one of these scenarios and have the children tell what possible reactions and consequences might happen because of the untrue rumor.

- Someone at school says you stole something.
- Someone on your team says you said a bad word.
- Someone in your family says you broke something.
- Someone at church says you spoke unkindly about a church leader.

Travel Memoirs (10-15 minutes)

This craft helps children review Paul’s third missionary voyage.

Supplies: Bible maps, Internet printouts of Paul’s journey

You may want to check the Internet and print out a sample of Paul’s Third Missionary Journey. Let your class work together to make a book of Paul’s travel memoirs. Kids who enjoy drawing, can draw pictures like snapshots of Paul’s journey. Children who enjoy writing, can write a travel journal. Students could review the last three lessons and reread Acts 18-21.

Police Visit (10-20 minutes)

This special guest helps kids imagine what it would be like to be arrested.

Invite a police officer to visit your class and demonstrate the proper procedure of an arrest. Then ask him or her to describe an improper arrest and why it is improper (i.e., rough handling, tight handcuffs, abusive speech, threats, etc. Ask your guest to speak about any riot training he or she has received, and how a modern situation might compare to Paul's.

5. In Defense**Before and After** (10-15 minutes)

This create a commercial activity helps students imagine some very dramatic transformations. **Supplies:** magazine ads with “before/after” photos, optional: video camera

Hold up some advertisements that show “before/after” pictures. Discuss various magazine advertisements the children have seen that depict a dramatic change. Let the kids talk about any TV or radio commercials that show before/after advertisements.

Have students work together in small groups to make their own before and after commercial. Each group can invent a product and then perform a commercial for the group that shows a dramatic before/after transformation due to using the product. If you have a video camera available, tape the commercials to play for the parents or at a wrap-up party at the end of the quarter.

Some advertisements show such incredible before/after transformations that they seem unbelievable. Paul painted an amazing portrait of a changed life through Christ and many Jews became angered by his testimony.

You've Changed! (5-10 minutes)

This visual object lesson challenges students to look for changes in a person's appearance.

Let the students find a partner. Have each partner stand face-to-face and carefully examine each other's appearance. After a minute or two, instruct the kids to turn their backs to each other and change three things about their appearance. Give a signal and have the partners face each other again and try to identify the changes.

Gather the children back into a group. **What were some of the changes that you noticed on your partner?** Let the children respond. **The changes you found were minor compared with the changes Jesus Christ can make in a person's life.**

6. Conspiracy**Protector Poem** (5-10 minutes)

This writing exercise provides the opportunity to creatively retell the Bible lesson. **Supplies:** paper and pencil

Review how God delivered Paul from the conspiracy in this lesson and have your students write a two-stanza poem about deliverance from trouble. Some students may want to work alone and others may desire to work as part of a small group. The first stanza should tell the story of Paul's delivery and the second should capture the trust we can have in God to deliver us from trouble. Use one of David's psalms as a model. For example, consider portions of Psalm 18 & 27. If possible, post these on a bulletin board or in the hallway so parents and others can read them.

Conspiracies in History (15-20 minutes)

This discussion activity connects Paul's situation to other historical conspiracies.

Revisit one or more conspiracies from history (e.g., Watergate, Absalom's attempt to overthrow David, Satan's conspiracy against God, etc.). Dissect the components to a conspiracy. **What were the conspirators trying to do? Were they in anyway justified? What was the result of their conspiracy?** Compare it to the conspiracy against Paul.

Crazy Conspiracy Plots (10-15 minutes)

This fun creative time allows children to imagine conspiracy plots and then describe ways God could offer protection.

Divide the class into two groups. One group will come up with a conspiracy plot (can have a Biblical theme or modern-day). The other group thinks of a way God could intervene and protect the person/people. Then let the two groups switch and come up with a new conspiracy theory and solution.

7. Clear Conscience**What Matters?** (10-15 minutes)

This group discussion helps children to evaluate role models.

Have the students name characteristics that matter to them about a person (examples: physical traits, clothing, mannerisms, intelligence, age, etc.). Write the list of ideas on the board. Ask for the name of a role model known to the class (from church, community, or TV). Let the students rate the person on each item on the list. You could use a 1-10 scale. Compare a few more role models and see who rates the highest. Generate a discussion about role models and integrity.

The Truth Will Set You Free! (10-15 minutes)

This role-playing activity illustrates the bondage that a guilty conscience creates. **Supplies:** paper, jar or hat

Before class, write situations that would create a “guilty conscience” before God or before people. Put the situations in a jar labeled “Guilty Conscience.” One at a time, let kids draw from the jar. After reading the situation, the child is put “in jail.” Explain that when someone is caught in this situation, sin has consequences that really trap a person in wrong attitudes and actions. He or she can’t enjoy the kind of peace and joy that a person with a clear conscience has. Once in jail, the student must give an example of a negative consequence that fits this particular situation. Then the child must think of a specific way(s) to be “set free” by clearing his or her conscience in a way that fits this particular situation. Reward the solution by setting the child free. Ask for more volunteers to go through the same sequence of steps until all situations are drawn from the jar.

Integrity Inventory (10-15 minutes)

This group discussion highlights ways children can see if they are showing integrity. **Supplies:** paper and pencils

Have your students create an “Integrity Inventory” that helps them assess how they are doing in keeping their consciences clear with integrity. Make a group list and write it on the board. Have children copy the list and put it in their Bibles to refer to during the week. Children can choose how they want to rank or rate each question.

Possible inventory questions: **Do I follow through with what I say I will do? Am I honest with my friends? Am I truthful with my parents? Do I act Christ-like when I’m away from church or home? Do I obey my authorities? Am I honest in all circumstances regardless of the consequences?** Etc.

8. To Caesar!**Appeal Letter** (5-10 minutes)

This writing exercise enables students to truthfully and respectfully present a defense for Paul. **Supplies:** paper and pencil

Although he had done nothing wrong, Paul had to defend himself over and over again. Pretend you are Paul. Write a letter to the new governor. Explain why the charges are unfair and ask for a fair trial before Caesar, the highest judge in the empire. Remember to be truthful and respectful.

Children could begin their letters: To the Honorable Governor Festus. After finishing, kids might want to lightly color over the paper and crinkle it a bit to look like it was written on parchment paper.

Patience Bookmark (10-15 minutes)

This craft reminds children to wait patiently for the Lord. **Supplies:** construction paper, hole punch, yarn, markers, glitter glue OR needlepoint grids, blunt needles, yarn

Set out the art supplies. Let the students design a bookmark to remind them to wait patiently for the Lord. Kids could copy Psalm 37:7 and decorate the bookmark.

Alternately, cut plastic needlepoint grids into the shape of a cross and use blunt needles to weave embroidery thread through to create an attractive pattern. Explain that needlecraft takes patience and it is something we can do during times of waiting.

9. Get Agrippa

1 Peter 3:15 (5-10 minutes)

This group discussion will generate a vocabulary of gentle and respectful comments. **Supplies:** strips of colored cardstock

Have the kids find 1 Peter 3:15 and mark it in their Bibles (highlight it). Ask them to recite the verse for you. On the board write, “Gentle and Respectful Comments.” Let the children brainstorm ideas and write them on the board. Give each child cardstock to write down some gentle and respectful comments from the board. This card can be a bookmark for 1 Peter 3:15.

Guest Speaker (10-20 minutes)

Invite a missionary or a Christian from another land to speak to your class. Have this person answer these questions: What is the religious/spiritual background of the people from your country? How do you tell someone about Jesus who has never heard about God as revealed in the Bible?

Attitudes Count (10-15 minutes)

This physical activity allows students to consider how Paul’s attitude affected his presentation of his defense.

Have you ever had to do something over & over again, or repeat yourself until you are ready to give up? Been there, done that. Paul has already had two trials with the same charges. Now, after two years, he has to present his defense once again. How would you feel if you were Paul? Give each child an opportunity to respond. **What have you repeatedly been asked to do or say?** Let kids explain their answers. **How do you feel when you have to do or say the same thing over and over?** Take time for responses.

Have all of the children bring their chairs and arrange them in a large circle. Take out one chair and have one child stand in the center of the circle. **Let’s play a game to remind everyone that attitudes matter. I’ll whisper to each of you an attitude that Paul seemed to have going into this trial. When I say your attitude, you’ll try to find a different seat by trading with someone else.** Attitudes to randomly whisper to the students: respect, gentleness, eagerness to witness, and truthfulness.

Start calling out attitudes and students should only get up when they hear their attitudes named. The child in the center tries to grab an empty seat before someone else sits in it. The child without a chair stands in the center as you continue to name attitudes. Name other attitudes in between the four attitudes you gave to the kids such as: unhappy, bored, angry, bitter, etc.

10. Shipwreck!

Storm Time (5-10 minutes)

This discussion helps the students understand the dangers that Paul encountered. **Supplies:** encyclopedia or book about shipwrecks

What’s the biggest storm you’ve heard about on the news or from history? Let the children respond. **What’s the biggest storm you’ve been in?** Give kids an opportunity to share their experiences. Discuss any famous shipwrecks the students have learned about from school or television shows. If possible, bring in an encyclopedia or book that details famous shipwrecks.

Today we will take a sea voyage with Paul that could be dangerous. Be prepared for a big storm and a possible shipwreck!

Shipwreck Art (5-15 minutes)

This art project allows students to create a visual reminder of how God delivered Paul from the shipwreck. **Supplies:** paper, pencils, markers, water colors

Let the students draw or plan their version of Paul’s shipwreck. Remind them that no one died and that everyone made it safely to shore. You might trigger their creativity with selected pictures from books with pictures of storms and shipwrecks.

Sea Storm (10-15 minutes)

This Bible activity examines another sea storm and what God did in that situation. **Supplies:** Bibles

Have the students read Matthew 8:23-27. **How did this story differ from Paul’s? Make a list on the board. What parts of this story might have comforted Paul during the big storm and shipwreck?** Let the children explain their answers.

Any storm you go through with Jesus, will have an ending that He can use for His glory. Write a story about a sea storm and how God proved Himself more powerful than the storm. Share your stories with the class.

11. Home in Rome

Cartoon Continuations (10-15 minutes)

This creative cartoon allows children to summarize the lesson in a fun way. **Supplies:** paper

Have the children add onto the cartoon from their Disciple Guides page 41. Students can add scenes from Acts 28:7-10, 28:11-13, and 28:30-31. You could provide the children with strips of paper (sheets cut in half lengthwise). These cartoons could be put on a bulletin board or used to decorate the hallway.

Paul's Guard (10-15 minutes)

This drama motivates students to imagine how Paul's guard might have reacted to Paul. **Supplies:** play sword and soldiers costume

Encourage students to take turns reenacting what they think Paul's guard was like, how he acted, how he listened, what he said to Paul, and how he reacted to the message of Christ (hard or soft hearted).

Robinson Crusoe (15 minutes)

This story activity emphasizes role faith played in the fictional account of a shipwreck survivor.

Read the following excerpt from Robinson Crusoe by Daniel Defoe (public domain). Note that the language can be archaic and difficult for children. Certain phrases may need explanation.

“In the interval of this operation, I took up the Bible, and began to read, but my head was too much disturbed with the tobacco to bear reading, at least that time; only having opened the book casually, the first words that occurred to me were these, “Call on Me in the day of trouble, and I will deliver, and thou shalt glorify Me.” The words were very apt to my case, and made some impression upon my thoughts at the time of reading them, though not so much as they did afterwards; for as for being delivered, the word had no sound, as I may say, to me, the thing was so remote, so impossible in my apprehension of things, that I began to say, as the children of Israel did when they were promised flesh to eat, “Can God spread a table in the wilderness?” so I began to say, Can God Himself deliver me from this place? And as it was not for many years that any hope appeared, this prevailed very often upon my thoughts.

“But, however, the words made a great impression upon me, and I mused upon them very often. It grew now late, and the tobacco had, as I said, dozed my head so much, that I inclined to sleep; so I left my lamp burning in the cave, lest I should want anything in the night, and went to bed. But before I lay down, I did what I never had done in all my life: I kneeled down and prayed to God to fulfill the promise to me, that if I called upon Him in the day of trouble, He would deliver me.”

“While I was thus gathering strength, my thoughts ran exceedingly upon this Scripture, “I will deliver thee;” and the impossibility of my deliverance lay much upon my mind, in bar of my ever expecting it. But as I was discouraging myself with such thoughts, it occurred to my mind that I pored so much upon my deliverance from the main affliction, that I disregarded the deliverance I had received; and I was, as it were, made to ask myself such questions as these, viz., Have I not been delivered, and wonderfully too, from sickness? from the most distressed condition that could be, and that was so frightful to me? and what notice I had taken of it? Had I done my part? God had delivered me, but I had not glorified Him; that is to say, I had not owned and been thankful for that as a deliverance; and how could I expect

greater deliverance? This touched my heart very much; and immediately I kneeled down, and gave God thanks aloud for my recovery from my sickness.

“July 4. - In the morning I took the Bible; and beginning at the new Testament, I began seriously to read it, and imposed upon myself to read awhile every morning and every night, not tying myself to the number of chapters, but as long as my thoughts should engage me. It was not long after I set seriously to this work, but I found my heart more deeply and sincerely affected with the wickedness of my past life. The impression of my dream revived, and the words, “All these things have not brought thee to repentance,” ran seriously in my thought. I was earnestly begging of God to give me repentance, when it happened providentially, the very day, that, reading the I came to these words, “He is exalted a Prince and a Saviour, to give repentance, and to give remission.” I threw down the book; and with my heart as well as my hands lifted up to heaven, in a kind of ecstasy of joy, I cried out aloud, “Jesus, Thou son of David! Jesus, Thou exalted Prince and Saviour, give me repentance!”

“This was the first time that I could say, in the true sense of the words, that I prayed in all my life; for now I prayed with a sense of my condition, and with a true Scripture view of hope founded on the encouragement of the Word of God; and from this time, I may say, I began to have hope that God would hear me. Now I began to construe the words mentioned above, “Call on Me, and I will deliver you,” in a different sense from what I had ever done before; for then I had no notion of anything being called deliverance but my being delivered from the captivity I was in; for though I was indeed at large in the place, yet the island was certainly a prison to me, and that in the worst sense in the world. But now I learned to take it in another sense; now I looked back upon my past life with such horror, and my sins appeared so dreadful, that my soul sought nothing of God but deliverance from the load of guilt that bore down all my comfort. As for my solitary life, it was nothing; I did not so much as pray to be delivered from it, or think of it; it was all of no consideration, in comparison to this.

“And I add this part here, to hint to whoever shall read it, that whenever they come to a true sense of things, they will find deliverance from a sin a much greater blessing than deliverance from affliction. But leaving this part, I return to my journal. My condition began now to be, though not less miserable as to my way of living, yet much easier to my mind; and my thoughts being directed, by a constant reading the Scripture, and praying to God, to things of a higher nature, I had a great deal of comfort within, which, till now, I knew nothing of.”

12. Well Done!

Acts Biographies (10-20 minutes)

This writing exercise reveals the important lessons learned from the main characters in the Book of Acts. **Supplies:** Bibles, paper, and pencils

List some of the main characters in the Book of Acts, such as Peter, Paul, Barnabas, Silas, and Stephen. Let the children choose one character and write a biography of that person. Kids should use their Bibles to find facts and write information in the form of a biography. Give time at the end for each child to read what he or she wrote.

Nero (5-10 minutes)

This research project helps children understand the man who had Paul put to death. **Supplies:** encyclopedia, library biographies or historical reference books about Rome, 66 A.D. and Nero, Internet research (print out the pages)

Bring in a variety of sources for students to research and learn more about the Roman Emperor Nero. Have the children research why Nero hated Christians and blamed them for the fire in Rome. Let the kids share with the class what they discover about Nero.

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 was imprisoned and beheaded for believing in Christ, many people around the world are beaten and jailed for being a Christian. 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 the persecuted Christians to praise God and for many to come to know Jesus through 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
- Globe 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

LEVEL 4, QUARTER C

Valiant Voyagers

Additional Review Questions

Lesson 1

Q: Who traveled with Paul to Ephesus?

A: Priscilla and Aquila traveled with Paul.

Q: Recite the KeyVerse, Acts 18:9.

Lesson 2

Q: Why didn't the seven sons of Sceva have the same power over demons that Paul had?

A: They were just copying Paul without really knowing Jesus or having the power of the Holy Spirit.

Q: Recite the KeyVerse, Galatians 5:1.

Lesson 3

Q: What statement from Paul's farewell speech saddened his friends?

A: They were sad because Paul said they would never see him again.

Q: Recite the KeyVerse, Acts 20:24.

Lesson 4

Q: Recite the KeyVerse, Psalm 31:3.

Lesson 5

Q: What immediate action did Paul take to show that his life was changed?

A: Paul was baptized.

Q: How did Paul become a Roman citizen?

A: He was born a Roman citizen.

Q: Recite the KeyVerse, Acts 22:15.

Lesson 6

Q: What law did the high priest break when questioning Paul?

A: The high priest illegally ordered Paul to be struck on the mouth.

Lesson 7

Q: Recite the KeyVerse, Acts 24:16.

Lesson 8

Q: Recite the KeyVerse, Psalm 37:7.

Lesson 9

Q: Recite the KeyVerse, 1 Peter 3:15.

Lesson 10

Q: Why didn't the centurion allow the soldiers to kill the prisoners to keep them from escaping?

A: The centurion wanted to spare Paul's life.

Q: Recite the KeyVerse, Psalm 22:8.

Lesson 11

Q: Why did the people on Malta suddenly think Paul was a god?

A: Paul wasn't harmed by the snake.

Q: How did Christians greeting him in Rome affect Paul?

A: He thanked God and was encouraged.

Q: How long was Paul in Rome?

A: Paul was in Rome for two years.

Q: Recite the KeyVerse, Philemon 1:6.

Lesson 12

Q: What will you remember most about Paul's life?

A: Answers will vary.