

# God's Power Works Through Others

**Lesson 12a — Power for Service**

**Lesson 12b — The Man at the Beautiful Gate**

**Lesson 12c — Philip and the Eunuch**

**Lesson 12d — God Works Through Peter**

## OVERVIEW

Our final unit on the power of God deals with how God's power worked through His disciples and Apostles after Christ left this earth. The ministry of the Apostles after Christ's ascension began with the miracle of their receiving of the Holy Spirit, and the evidence of speaking in other tongues which was given as a witness to this infilling of spiritual power.

A belief in God's power is an essential element in Christianity, and thus it is an important concept to be taught to children. It is necessary that the miracles of

God be distinguished from works of magic. At the same time, we want the children to see how God's power can work in our lives today. Jesus commands us to receive it — and those who do receive and use it see God's power in action.

We suggest in the teaching of this unit that you refer to the "Holy Spirit" rather than the "Holy Ghost" whenever possible. Some children have difficulty with the thought of God as a "ghost."

## GAMES FOR REVIEW

Divide your group into teams. Give each team a letter or symbol to represent their team. Across a chalkboard write the letters P-O-W-E-R. Under each letter have space to write words. Go from team to team, giving each group an opportunity to think of a word relating to one of the unit lessons which begins with the next letter. For instance, Group 1 would try to think of a word beginning with P. (They could suggest Peter, or prayer.) If they could not think of a word, they would pass to the next team, who would then try to either think of a word beginning with P or O. When a word is suggested, write it under the correct letter on the board. Alongside put the symbol or letter of the group which suggested it. Establish a "thinking time limit" so your contest does not stall. At the end of the contest, total up the words for each team and award small prizes to the winning team.

Arrange chairs back to back in a row. Have the same number of chairs as you have players. Write questions about the unit lessons on 3"x5" cards, describing a per-

son, place or event concerning a lesson on each card. Place a card on each chair with the question side up. Start playing music. When the music stops each player sits on the chair nearest to him. Begin with the first chair. The occupant stands and read his question. When he answers the question, turn the card over to check for the answer. If he misses, he is out of the game, but do not remove his chair. Then it is the second player's turn. After each person has had a turn, start the music and continue the game.

## CONTEST IDEAS

Stage a tug-of-war classroom contest. Trace, color, and cut out one dog for each child in class (see Patterns). Make a poster and attach a piece of rope from the center, long enough to reach the sides of the poster. Divide the class into teams. Add a dog for each child each week, placing the rope in the mouth of the dog. (Cut a small slit in the dogs' mouths at the dark line.) Stickers or stars can be added to the dogs for additional points each week. The team with the most dogs at the end of the month is the winning team.

For a classroom contest for attendance, memory verse, missionary work, etc., trace, color, and cut out one missile for each child in the class (see Patterns). Make a poster of blue board. Mount missiles on string crosswise on the poster board. Mark off point lines on the poster board. Move each child's missile toward the finish line, giving points for attendance, learning the memory verse, bringing their Primary Pals sheet back, bringing new students, etc. First child to reach the end gets the prize.

## BULLETIN BOARDS

Draw dynamite, exploding firecrackers, or something showing a source of power. Caption could be **GOD GIVES US POWER TO WORK FOR HIM** (see Patterns).

A rocket ship taking off, with "Our power source is God" in the nose and other attributes in tail flames (see Patterns).

Decorate your board with five pictures representing each lesson; i.e., group of people praying (or you could use a group of praying hands), man at the beautiful gate, Philip and the eunuch, etc.

You could decorate your board with just hands. First lesson: praying hands (using the hands as an attention grabber). Second lesson: hands in position of praying for the sick (or helping lame man up). Third: hands reading the Bible. Fourth: hands praying for the sick, hands sewing, and praying hands. Fifth: hands in prayer, hand holding someone. (A set of four different hand positions, in color, can be purchased for about \$2.00 from: Janzen Specialties, 1381 S.E. Godsey Road, Dallas, OR 97228)

Design your board with a large outlet on the left side and your students' pictures on the right (see Patterns). Caption it "Plug Into God's Power."

## UNIT SONGS

"My God Is So Great!"

"Power In The Blood" (Chorus only)

"Holy Spirit, Flow Through Me"

"God Can Do Anything, But Fail"

"He's Able"

"This Little Light of Mine"

"Stop! And Let Me Tell You"

## UNIT PROJECTS

Allow class groups or individual students to design and make banners emphasizing the theme "Power." Arrange to have one bulletin board or area of wall space reserved for displaying the banners.

Make a "Power" mobile with your class (see Patterns). Cut out the word. Make a hole at the bottom of each letter and hang a length of yarn from it. Add to each strand smaller cards with words or symbols showing things that Jesus gives us power to do: for example, power to **pray**, power to **overcome**, power to **witness**.

## CHART IDEAS

Make a lamp from various colors of construction paper, including the flame. Have rays coming from the flame with a space for the memory verse from each lesson written on it or add one each week (see Patterns).

Have a circular map of the world with the words "Go ye into all the world, and preach the Gospel" on it. Around the outside have a picture of an airplane and on the jet stream behind it finish the words: ". . . to every creature" (see Patterns).

Place the words "Ways To Tell The Story" at the top of your chart. In the center have pictures or cut-outs of an airplane, car, letter, footprints, boat applied on a background of a circular map of the world (see Patterns).

Cut a cardboard telephone for each child (see Patterns). Provide a short length of black ribbon or shoe string. Have the children thread the cord through the punched hole and tie a knot to secure. Write the words "I Can Tell Others About Jesus" along the length of the telephone.

On the first Sunday, give each child an enlarged copy of the starburst pattern (see Patterns) on a sheet of typing paper. Have them draw a design within the starburst, with black crayons. Cut out the shape and fill in the design with crayons, using a variety of colors. Dip a cotton ball in vegetable oil and rub over the back of the shape. On the following week, have the students attach small colored cards bearing the names of the people in the lesson who had experienced the power of God working through their lives. Place in front of a window for a transparent effect.

# Power for Service

**TEXT** Acts 1:4,8; 2:1-6,14-18

**OBJECTIVE** The students will be able to explain what power for service is and how to receive this blessing.

**MEMORY VERSE** Ye shall receive power, after that the Holy Ghost is come upon you. — Acts 1:8

## MEMORY VERSE SONG

Ye shall receive power, after that the Holy Ghost is come upon you.

Ye shall receive power. Acts one verse eight

## MEMORY VERSE IN ACTION

YE — Point to others.

SHALL RECEIVE POWER — With right hand feel muscle of flexed left arm.

AFTER THAT THE HOLY GHOST — Raise both hands above head, palms in, looking up.

IS COME UPON YOU — Bring hands down over head and shoulders, wiggling fingers.

## MEMORY VERSE VISUALIZED

Cut into sections the praying figure, cloud, and base. (See pattern at end of lesson.) Display the verse a section at a time as your students learn each portion.

## BIBLE LESSON OUTLINE

Introduction: Show your class a circle which you have cut into three equal sections, but hold back one of the sections. Label the two portions you have displayed with the words "Salvation" and "Sanctification." Point out that it appears something is missing to make a complete circle. This is the special blessing God has provided which you will be talking about today: the Baptism of the Holy Spirit. Show the third piece, which is labeled with those words.

1. In His last meeting with His disciples on this earth, Jesus commanded them to tarry in Jerusalem until they received this special blessing.

2. The Holy Spirit would give them power to become effective witnesses for Christ in all parts of the earth.

3. On the Day of Pentecost, the disciples were gathered together and were in one accord (sanctified). Climax: They were filled with the Holy Spirit and began to speak with other tongues as a witness to this.

Conclusion: Peter confirmed to the multitude that this was a fulfillment of Joel's prophecy. This special anointing of power for service is available today for the one who is saved and sanctified.

Response: The students will be able to describe the special blessing which was received on the Day of Pentecost. They will be able to tell what the experience does for the one who receives it.

## BACKGROUND INFORMATION

Jesus Christ was crucified on the day of the Passover feast. The next great festival on the Jewish calendar was the Feast of Weeks, or Pentecost, meaning fiftieth, because it was exactly 50 days after Passover. It was a time when Israel was to gather at Jerusalem, rejoice in the Lord, and give freewill offerings in thanksgiving for the harvest (Deuteronomy 16:9-12). It was also associated with the giving of the Law to Moses which happened 50 days after the nation left Egypt.

The Lord chose this day to begin a new era in His dealings with man. In the Old Testament the Holy Spirit came upon special men in order to accomplish specific tasks. (Judges 13:25; 14:6; I Samuel 16:13; Ezekiel 3:12) Now, as God had promised (Jeremiah 31:33; Ezekiel 11:19; 36:27; Joel 2:28; Mark 1:8; and John 15:26) He was sending the Holy Spirit, the third Person

of the Trinity, to dwell within those who would believe (Acts 2:38,39). The purpose was to empower the believers not just for a limited time for a specific task, but to be witnesses of Jesus in every area of their lives (Acts 1:8). Note the dramatic changes in the lives and witnessing of the Apostles before and after Pentecost. It is said that the Holy Spirit:

- comforts us (John 16:7)
- guides into truth (John 16:13)
- directs our affairs (Acts 13:2; 16:7)
- is the Spirit of Christ (Romans 8:9)
- will raise us from the dead (Romans 8:11)
- illuminates and teaches (I Corinthians 2:11-13)
- causes our lives to be fruitful (Galatians 5:22,23)
- can be grieved (Ephesians 4:30)
- makes us holy (II Thessalonians 2:13; I Peter 1:2)

What a wonderful day it was when God baptized those 120 people on the Day of Pentecost and opened to every believer the ministry of the Holy Spirit. God chose that feast day when so many Jewish pilgrims were in Jerusalem, to manifest His power. The news of the great event must have spread throughout the whole Roman Empire in a very short time.

## IN-CLASS ACTIVITIES

Visualize the importance of the baptism by showing your class a large circle cut into three sections labeled with the names of the three experiences. The circle is not complete without all of the pieces. We want to be a complete Christian, and receive all that God has for us.

Tell the testimony of someone who was quiet and afraid to speak up for Christ until that one received the power of the Holy Spirit.

Make a list of what the Bible promises the Holy Spirit will do in our lives. (See Background Information for this lesson.) Write your list on a chalkboard, and discuss the importance of each one. Have in mind hypothetical examples to illustrate each one on the age level of your students.

Bring a little gift for each child in your class. Keep the gifts hidden in a paper sack. Ask the children if they want a gift and if they really believe there is one for them inside the sack. Then give them the gifts. The baptism of the Holy Spirit is a gift of power to use in God's service. We need to believe that God has it for each one of us.

A flashlight without batteries has no power but with batteries there is power for the light to shine. God can give us power to work for Him, as He did for Peter, John, Paul, Philip, and many others.

To explain what the Power is and how to receive it, use this new version of the oil and water example. This will make three layers, each can be a different color. Needed: glass jar, water, oil, alcohol, food coloring. The first layer is water which is salvation; it can be colored or clear. The second layer is oil (salad oil type) and this will be sanctification and is yellow, (the intensity will depend upon the oil used). The third layer is alcohol and will represent the Holy Spirit. It should be colored with food coloring, the darker it is the greater will be the contrast. As each layer is added describe what it represents and the order of God's gifts to us. **DO NOT STIR!** (This will mix the water and alcohol and the three layers will become two.)

## QUESTIONS

For what reason were the followers of Jesus to remain in Jerusalem? Who gave them this instruction?

What was the "promise of the Father"?

What is power for service? Service to whom?

How is this power obtained?

Do all Christians need this special power, or do only the ministers?

What was the Day of Pentecost? What happened to the disciples on that day?

What special witness does God give to those who receive the gift of His Spirit?

How do we know that this witness is a definite language that others can understand?

What was spoken in Old Testament times regarding this experience?

Do you think this is something that is still important to people today? Why or why not?

Can anyone receive the baptism?

Why do you speak in another language?

Was Peter the same man after he received the Holy Spirit? Was he bold, shy, brave, loud, bashful?

Which comes first? Put these in their proper order: sanctification, salvation, baptism of the Holy Spirit.

How old must you be to receive this power?

Explain what you should do to receive this power.

## PRE-SCHOOL SUGGESTIONS

When teaching pre-schoolers this lesson, you may wish to focus on working for Jesus. Show pictures of children helping others. Explain that Jesus can help us want to work for Him. Illustrate this thought by telling a present-day situation on their level, perhaps dramatized with dolls.

On separate sheets of paper, trace around both hands of each student. Across the top write "These Hands Work for Jesus." Let them color the hands as you talk about things little ones can do for the Lord.

Teach your children this fingerplay entitled "God's Helper."

I know that Jesus loves me (Point up)

So I try every day (Point to self)

To do the things that please Him. (Point up)

I listen, sing, and pray. (Cup ear, then fold hands in prayer)

I share my things with others. (Point around to others)

And speak with good words too. (Touch mouth)

And what my parents tell me, (Shake finger)

I'm always sure to do. (Nod head)

## REVIEW IDEAS

Put portions of the memory verse on pieces of paper and have a contest between classes as to who can put the verse into the right order first. The verses can be taped to children's fronts or hung on a clothesline or pinned on a board. This could be used at the end of the five lessons. Give each group (or five individuals) a memory verse and time them for a winner.

Bring a white glove and a Bible. When we are saved we become like a white glove but without the Holy Spirit (typified by your hand) we aren't very effective. Show that as the Holy Spirit enters a life there is power for service. The hand enters the glove and it is then able to act — it has power!

## NOTES

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Illustrate the importance of a power source by setting up a toaster in front of your group. Leave the cord obviously dangling, unplugged. Put a piece of bread in the toaster, and tell the students you are going to make a piece of toast. They may immediately tell you to plug it in — if they do not, go ahead and "make" the toast, and then inquire of them why it isn't brown. Bring out that the toaster will not work unless it is plugged into the power source. Christians also need to be plugged into a power source.

Wrap three gifts, in three graduated sizes. Have each successively larger gift also be a little more decorative or beautifully wrapped. Explain that God has three experiences for each of us. We can take just one or two, but all three are there for us if we will just seek for and accept them from Him.

Pretend with your group that you are going to write a recipe for power. Draw a large recipe card on your chalkboard. Have students suggest some ingredients that should be included, and in what amount. These may include faith, prayer, action, etc. Write out directions for combining as if you were writing a recipe.

## COORDINATING SONGS

"Come, Holy Spirit" — Hymns of Faith, page 79

"Spirit of the Living God" — Hymns of Faith, page 83

"Heavenly Father, We Appreciate You" — Hymns of Faith, page 88

## SUPPORT MATERIAL

Pentecost — Family Life Institute Tape No. 61

Stories About Peter — Pict-o-graph, Standard Publishing

The Life of Peter — Biblegram (for flannel board), Child Evangelism Fellowship

Acts, Volume 1 - Witness for Christ — Biblegram, Child Evangelism Fellowship



But ye shall  
receive power



after  
that the

Holy  
Ghost

is come upon you. Acts 1:8

# The Man at the Beautiful Gate

**TEXT** Acts 3:1-10

**OBJECTIVE** The students will be able to relate how God, through Peter and John, performed a miracle whereby a lame man was healed.

**MEMORY VERSE** In the name of Jesus Christ of Nazareth rise up and walk. — Acts 3:6

## MEMORY VERSE SONG

In the name of Je—sus Christ of Naz - a - reth; In the name of Je - sus Christ of Naz - a - reth;

In the name of Je - sus Christ of Naz - a - reth Rise up and walk.

## MEMORY VERSE IN ACTION

**IN THE NAME** — First two fingers of both hands should be tapping at right angles.

**OF JESUS CHRIST OF NAZARETH** — Let right middle finger touch left palm, left middle finger touch right palm.

**RISE UP** — Reach out with hand to lift someone up.

**AND WALK** — Walk in place.

## MEMORY VERSE VISUALIZED

Cut apart the two standing men, the seated man and the base section as indicated by the heavy lines. (See pattern at end of lesson.) Put up the arrangement of pieces in the appropriate order as your students learn each part of the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Use the In-Class Activity utilizing the drawing of a faucet and a drooping flower as an opening for this class session.

1. Peter and John were going to the Temple to pray when a lame man called to them and asked of them alms.
2. Peter told the man to look at them.
3. He did so, expecting to receive something.
4. Peter told him that they had no money, but he would give the man what they did have. Then he commanded the man to rise up and walk, in the Name of Jesus.

**Climax:** Peter took the lame man by the hand, and he stood, his feet and ankle bones immediately receiving strength.

**Conclusion:** Peter, through the power of God, was able to perform a miracle and the man, lame from birth, received healing. The man leaped and praised God, and all the people were amazed.

**Response:** Your students will be able to describe what took place at the Beautiful Gate.

## BACKGROUND INFORMATION

This is the first recorded miracle of the Apostles after the Day of Pentecost. This poor lame man was sitting at the entrance to the Temple, which was a huge brass gate approximately 80 feet high and 65 feet wide. While others were thronging into the Temple area at this 3 o'clock hour, when the daily burnt offering was offered and the incense was burned upon the golden altar, this man was left outside because of his infirmity. Acts 3:2 states that they daily laid him at the gate so he no doubt had been there a few weeks earlier when Jesus had cleansed the Temple, healed the blind, and lame, and received praise from the children (Matthew 21:13-15). His faith must have grown as he learned of these events. When Peter and John entered the Temple that day he was healed. What a tremendous testimony to the fact that Jesus was truly alive and that He had given the Holy Spirit to these men to carry on His work (Acts 3:16).

## IN-CLASS ACTIVITIES

Draw a faucet on the left side of a chalkboard, and on the right side draw a simple flower that is beginning to droop (see Patterns). Explain to the class that the flower needs water, but that the faucet is too far away. What do you need? They will likely come up with the thought of a hose. Draw the hose in, while you explain that we can be like “hoses” for Jesus. Peter and John had the power of God working through them, just like the water ran through the hose to water the flower. We can have God’s power working through us also.

For a class of older children who might enjoy something in the nature of a scientific illustration, use a battery, wire, and light bulb to illustrate how power travels from a source through something to provide illumination.

Take the series of six pictures illustrating the story and have your students arrange them in the correct, chronological order (see Patterns).

Use a cup which has dirty spots inside and out. Using a red cloth to represent the Blood of Jesus, wipe the spots from the outside of the cup, to represent salvation. Next, wipe the spots from the inside of the cup, to represent sanctification. Third, fill the cup with water or oil, to represent the infilling of the Holy Spirit. Explain that this is the power for service.

Bring a board, hammer, and nail to class. Explain that the hammer cannot pound the nail into the board by itself. You must use your hand to pick up the hammer, then use your arm to swing the hammer and powerfully hit the nail. Explain how we cannot do our best work unless we have God’s power in our lives.

Other variations on the above concept are: Bring a hand puppet or marionette to class, showing how it cannot move without your help. Bring a child’s pinwheel to class, explaining how the pinwheel cannot spin without the wind to move it. Use a flashlight and remove the batteries. The flashlight will not give light this way. It needs the power from the batteries.

## QUESTIONS

What do you know about Peter? About John? How do you suppose they obtained the power that was manifested by their ministry?

Even if you never see a lame man on the street asking for money, what are some of the ways you can help someone in need?

Why didn’t Peter and John give the man money? What did they do to help him?

What happened to the lame man? How do you know that he had a thankful heart?

Can you describe how you think you would feel had you been that man before he was healed? after he was healed?

How would you describe the actions and attitudes of those who saw this healing?

A few lessons back, when we studied the miracles of Jesus, He explained after He had healed the palsied man why He did these miracles. What was that reason?

Who healed the lame man? Did Peter and John have “power” to heal this lame man?

Why was the lame man healed?

What did Peter say that shows he gave Christ the credit for healing the blind man?

What did the bystanders think about the lame man’s healing?

## PRE-SCHOOL SUGGESTIONS

Show the children the picture of the lame man with thought balloons around him (see Patterns). Discuss what he might have thought Peter and John were going to give him: for example, money, food, new blanket, shirt, place to live. Have the main picture mounted over a second sheet on which you have drawn symbols representing each of these thoughts. Hinge the thought balloons so they can be lifted to reveal the symbols one by one.

Make three figures from pipe cleaners to represent Peter, John, and the lame man. Make the lame man’s legs crooked and bent, and lay him on a small square of cloth. When Peter and John speak to him, straighten out his legs and make him stand up.

Make a balloon person to be connected with brads (see Patterns). This person can be the lame man sitting at the Beautiful Gate when Peter and John performed the miracle. Place the lame man so he is sitting on the top of the desk. Teach the lesson and then, after Peter prays, the person can jump and leap around the desk top. If you have enough class time the students could cut, color, and/or assemble their own.

## REVIEW IDEAS

The Holy Spirit is a person. We need His help every day to work for God. Use a flashlight without batteries as an example of how we would be without His help.



Peter and John through God's power were able to tell the man, "In the name of Jesus Christ of Nazareth rise up and walk."

Bring in a large garden hose and ask the children what it is for. Compare it to how we should be channels through which the power of God can flow to others.

This would be a good story to allow your students to dramatize with costumes.

Make a mural, approximately 5' high by 10' long on freezer paper or vinyl table covering (see Patterns). Herod's Temple and the Beautiful Gate can be drawn with colored markers. Include the lame man and Peter and John. Cut out circles on the mural the size of a child's head. Put masking tape around the holes to cover the sharp edges and prevent paper cuts. Use the story for the children to role play with their faces showing through the cut-out circles.

**NOTES**

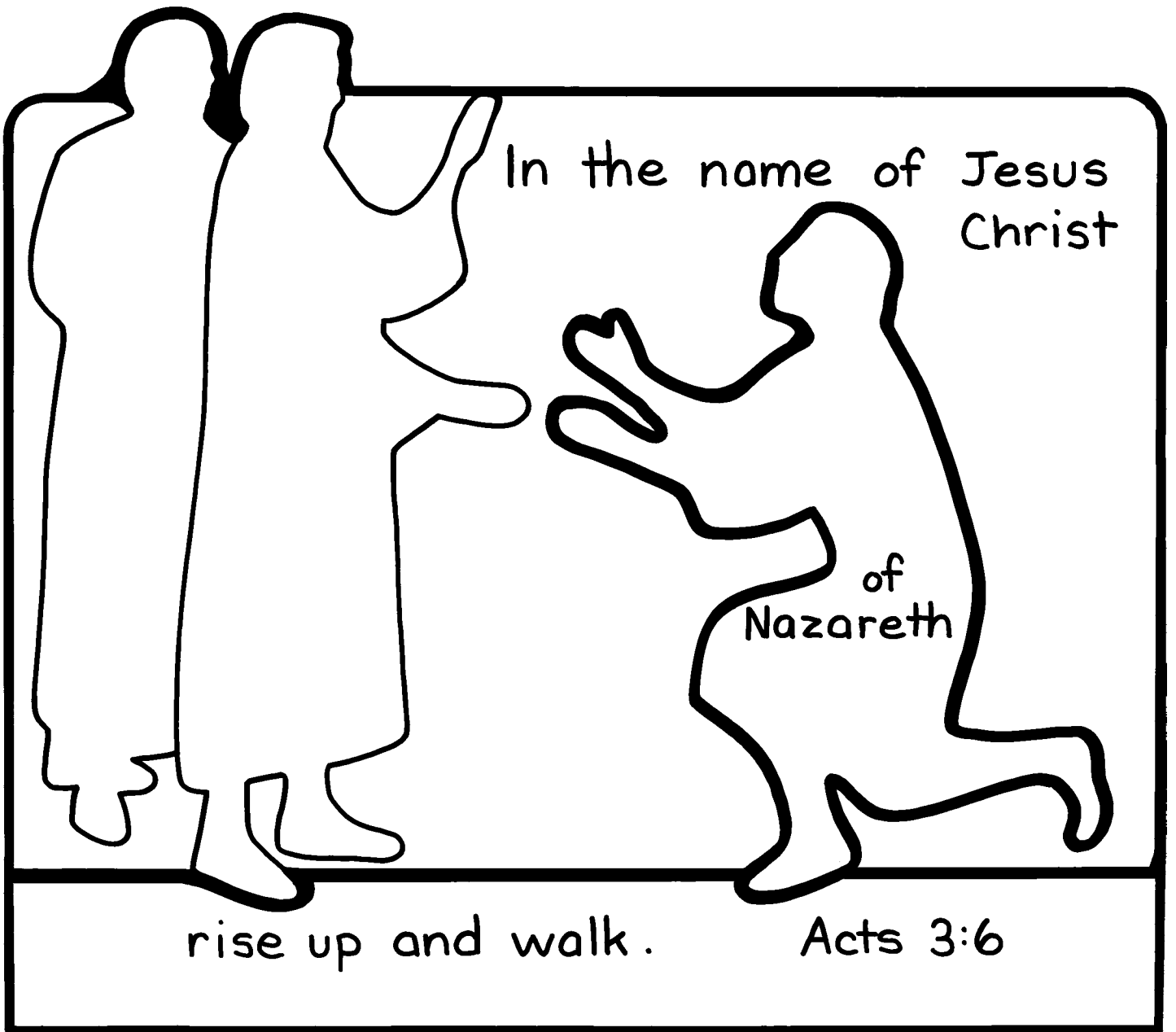
Multiple horizontal lines for note-taking.

**COORDINATING SONGS**

- "Faith is the Victory"
- "My Faith Looks Up to Thee"

**SUPPORT MATERIAL**

- Peter: The Prince of Apostles — Biblearn Series, Broadman Press
- Stories About Peter — Pict-o-graph, Standard Publishing
- A Lame Man Healed — Family Life Institute Tape No. 62
- Acts Volume 1 - Witness for Christ — Biblegram, Child Evangelism Fellowship
- Exciting Adventures — Bible Stories for Children By Doris Clore Demaree, Warner Press
- Jesus and His Friends — Flip-a-Bible-Story Book, Standard Publishing



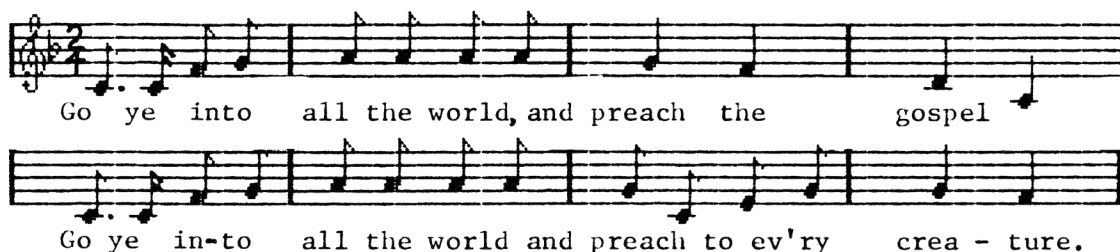
# Philip and the Eunuch

**TEXT** Acts 8:26-40

**OBJECTIVE** The students will know that Philip used God's power to witness. They will be able to explain how the Holy Spirit works through us to tell others about Jesus.

**MEMORY VERSE** Go ye into all the world, and preach the gospel to every creature. — Mark 16:15

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**GO YE** — Point to a group of people.

**INTO ALL THE WORLD** — Hold arms in circle over head.

**AND PREACH** — Point to mouth.

**THE GOSPEL** — Hold hands in front of you, to look like a book.

**TO EVERY CREATURE** — Point to everyone in the room.

## MEMORY VERSE VISUALIZED

Cut out the three parts of this verse display: the arrow, world, and Bible. (See pattern at end of lesson.) Arrange the sections on your board as indicated by the thumbnail sketch, as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a globe to class, and several pictures of dolls representing children of other nationalities, as well as one representative of a child of our culture. Explain that Jesus wants us to tell others about Him, both at home or wherever He wants us to go.

1. Philip had been preaching in the city of Samaria, and many people had been saved. Then an angel told Philip to go to a certain desert.

2. Philip obeyed, and the Spirit told him to join a man who was riding in a chariot. This man was an Ethiopian, and he was reading the Book of Isaiah, while traveling along.

3. When Philip saw what the Ethiopian was reading, he asked him if he understood it.

4. The man said he needed someone to teach him, and he invited Philip to come up into the chariot. Philip explained the Scriptures to him, and told him about Jesus.

**Climax:** The Ethiopian believed on Jesus and was baptized in water.

**Conclusion:** Jesus cared so much about the Ethiopian that he sent Philip a long way to teach him about being saved. He wants us to care about people's salvation, too, and to always be willing to tell people about Jesus. **Response:** Your students will be able to explain that the Holy Spirit guided Philip and worked through him to help the Ethiopian learn about Jesus. They will be able to tell how God can work through us in the same way.

## BACKGROUND INFORMATION

Philip, not to be confused with the Apostle Philip (Matthew 10:3), was one of the seven deacons chosen by the Apostles to serve tables (Acts 6:1-5). We have the accounts of two of these deacons, Stephen and Philip, whom God used in a much greater capacity than their original calling. God used Philip to preach the Word in Samaria (Acts 8:4-8), lead the Ethiopian to Christ (Acts 8:26-39), preach in various cities until he reached Cæsarea (Acts 8:40), influence his four daughters for Christ (Acts 21:9), and give hospitality to Paul (Acts 21:8).

The Ethiopian, interested in knowing the true God, had

been on a pilgrimage to Jerusalem, but being a eunuch, he was barred from becoming a member of the congregation of Israel (Deuteronomy 23:1). The Lord, however, was breaking down the barriers that had once hindered people from entering the household of faith (Ephesians 2:14,15).

Scripture does not say what became of the Ethiopian but tradition tells us he became a missionary to his people. Perhaps as a result of Philip's letting the Holy Spirit lead him and because of his knowledge of the Word, the Gospel began reaching into Africa.

Teachers should be prepared to answer the question: "What is a eunuch?" According to Zondervan's Bible Dictionary, the term came to mean "an officer" or "custodian."

## IN-CLASS ACTIVITIES

Use the principle of siphoning to show the effect of God's power working through people. Bring to class a bowl of water, short rubber tube or flexible straw, and two glasses half full of water. Hold each end of the tube and place both ends underwater in the bowl of water. The tube will fill with water. Pinch ends to hold water. Then put ends underwater in the separate glasses. Release ends of tube. Gently, holding the tube, lift one glass higher than the other. The water will flow from the higher into the lower glass. Explain that we are like the tube, maybe label it with children's names on it. God's power flows through us and out to others as we witness and tell about Jesus, Sunday school, and His love for them. God is in Heaven, therefore, He is higher than we are here on earth and His power flows down to us, and through us.

Start a paper chain with a strip of paper. Tell a child, "Jesus loves you." Let that child add a paper strip to yours. Then that child tells about Jesus to the next child, etc. Each time another link is added to the paper chain. When the children come back the following Sunday they can add to the paper chain if they had told someone about Jesus.

Using 13 flash cards, write a different word of the memory verse on each card. Pass them out to the class and have the students arrange them in the correct order. For variety, cut the flash cards in the shape of footprints, shoes, or small children.

To illustrate the work of the Holy Spirit, use a pair of glasses. Tell your group, "I need my glasses to see clearly." The Holy Spirit will help us to understand what to say and how to tell others about Jesus.

Give each child a piece of paper with several simple figures drawn on it. Talk to them about the children they

see each day — the one they sit next to in school, see on the school bus, eat lunch with, etc. Help them write the names of these people beside each of the figures. On the top of the paper, help them copy the words, "I Want To Be a Witness to. . . ."

## QUESTIONS

Who sent Philip to the desert of Gaza? For what reason was he sent?

What nationality was Philip? The man he met? How do we know that Jesus loves everybody — people of all nationalities?

What was the Ethiopian man doing as he rode along? In what way might this be a good example for us?

What did Philip ask the man, and what was the man's reply?

How do we know that the man listened eagerly to the preaching of Philip and believed what was taught him?

What was it in Philip's life that made him an effective witness and preacher of the Word?

Do you think the Holy Spirit helped Philip to preach to the eunuch?

Is this why the Holy Spirit is important for us to receive?

Is the baptism of the Holy Spirit the same as the eunuch's baptism? Explain.

What does *rejoicing* mean — happy, sad, joyful, glad, exult, sing, pray, mournful, depressed, dejected?

What made it easy for Philip to talk to a stranger about God?

Why couldn't the man understand what he was reading?

## PRE-SCHOOL SUGGESTIONS

Use stick puppets (see Patterns) of a boy and girl to dramatize ways children can invite their friends to Sunday school or tell them about Jesus. A shoe box with one side removed and set up on the edge of your table will make a good stage.

Cut out an assortment of children's pictures from magazines. Make a collage of these pictures in class. As you paste each figure into the collage, make up a little imaginary story about the figure, giving it a name and stressing that this child needs to know about Jesus. In the center, write the words, "I'll Tell Them About Jesus!"

Give each child a construction-paper heart with a sticker of Jesus in the center to give to someone.

If you have new students in your Sunday school on this Sunday, use their “welcome time” as an opportunity to talk about what it means to be a witness.

Let each child cut out and assemble the chariot and figures representing Philip and the Eunuch (see Patterns) to help tell the story.

### **REVIEW IDEAS**

Give a number of students or teachers in your group a balloon mounted on a stick, to hold. Have a questioning face drawn on each balloon. Give the person holding the balloon a question which might open the door for an opportunity to witness. You hold a balloon with a smiling face on it. Stroll around the room. When you come near someone holding a balloon, have them stand up and read their question. You answer it in a manner that shows how to witness to others. Example: “Tommy, you always seem so happy. Why?” “I have Jesus in my heart.” Or they might ask, “Want to go to a ball game on Sunday?” “Oh no, I go to Sunday school. Would you like to come with me?”

Act out some “mini-situations” where children of the age you are teaching might have an opportunity to wit-

ness to others. It might be interesting to portray the situation two ways: one where the child is afraid or just neglects to take an opportunity to witness, and another where the child does tell someone about Jesus or invites him/her to Sunday school.

Use puppets to act out some situations as described in the previous activity.

Have your class help you compose a letter on a chalkboard telling about your Sunday school and issuing an invitation to attend. Be sure to include time and address. Promise your students that you will type and run off copies of the letter for them to receive next Sunday. They can give them to a friend and thus have an opportunity to tell others about Jesus.

### **COORDINATING SONGS**

- “Kum Bah Ya”
- “I Will Make You Fishers of Men”
- “Bring Them In”
- “I’ll Tell the World”

### **SUPPORT MATERIAL**

- Jesus and His Friends — Flip-a-Bible-Story Book, Standard Publishing
- The Strange Young Man in the Desert — Arch Book, Concordia

### **NOTES**

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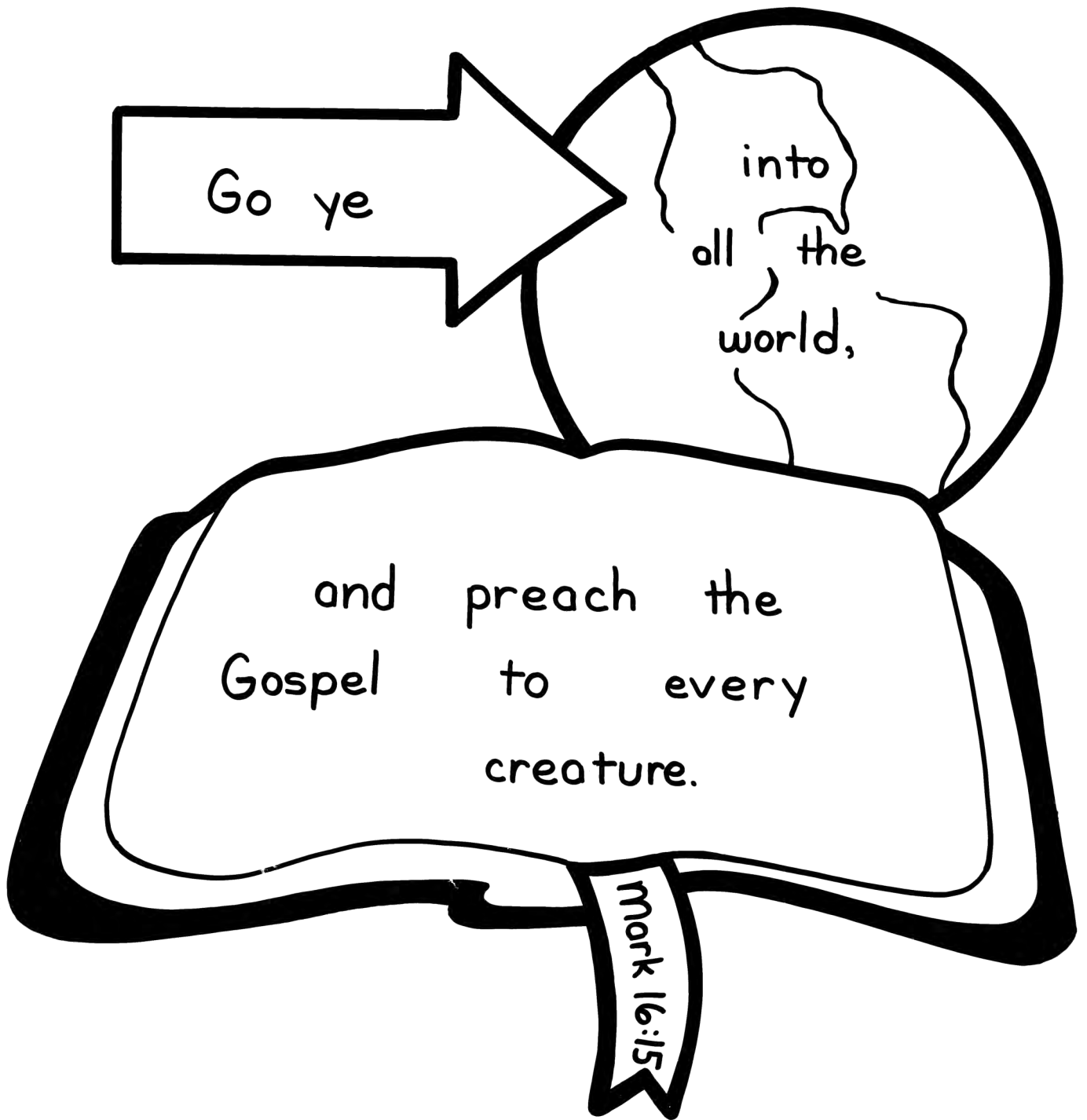
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# God Works Through Peter

**TEXT** Acts 9:32-42

**OBJECTIVE** The students will be able to describe the miracles that God performed through Peter.

**MEMORY VERSE** Jesus Christ maketh thee whole. — Acts 9:34

## MEMORY VERSE SONG

Jesus Christ maketh thee whole; Jesus Christ maketh thee whole;

Jesus Christ maketh thee whole. Acts 9 thirty - four

## MEMORY VERSE IN ACTION

**JESUS CHRIST** — With right middle finger touch left palm, with left middle finger touch right palm.

**MAKETH THEE** — Point to others in group.

**WHOLE** — With hands at chest level, palms down, move hands out and apart in a circular motion and bring together again with palms up.

## MEMORY VERSE VISUALIZED

Cut apart the puzzle on which portions of today's verse have been written. (See pattern at end of lesson.) Put the puzzle together piece by piece as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Draw a simple outline of a person on your chalkboard. Within the outline draw several spots or marks to represent sores. Explain to your class that it is a simple thing for you to make this "person," whom you have created, well — you simply erase the marks. Then tell them that in the same way, God has the power to take away the sicknesses or diseases that come upon one's body.

1. Peter came to visit the saints at Lydda, and there he met a man named Aeneas, who had been sick in bed for eight years with palsy.
2. Peter told him that Jesus made him whole, and commanded him to arise and make his bed.
3. Aeneas was healed, and many people turned to the Lord because of this miracle.
4. A good woman named Dorcas, who had done many kind deeds for others, took sick and died in the city of Joppa. Word was sent to Peter in nearby Lydda.

5. When Peter arrived, the friends of Dorcas were weeping. Peter put them out of the room and prayed. Climax: Peter commanded Dorcas to arise, and she opened her eyes and sat up.

**Conclusion:** God's power worked through Peter to do wonderful miracles of healing and raising the dead. He will also work through those in our day who are willing to be used of God.

**Response:** Your students will be able to describe some of the miracles that God performed through Peter.

## BACKGROUND INFORMATION

Acts 9:31 is the first mention in Scripture of churches outside of Jerusalem. It seems the Lord was beginning to establish His people apart from traditional Judaism. Led by the Spirit, Peter decided to visit these various churches where Philip had recently been sowing the seed of the Word. (Acts 8:40; 9:32)

The hearts of the people had been prepared, and when the Lord worked these miracles through Peter, many believed (Acts 9:35,42). There is a similarity between these two miracles and the ones performed by Jesus recorded in Mark 2:3,11 and Mark 5:40,41.

Seeing these similar situations, Peter no doubt remembered His Lord's actions and responded in the same way.

## IN-CLASS ACTIVITIES

Use an 11"x18" (or larger) sheet of green construction paper to represent grass and a 6" wide (or more) strip of blue for a river. From tan paper cut 10 or more

shapes to represent stepping stones (depending on how many questions you wish to ask). Draw circles on the blue river where the stepping stones should be placed. Prepare a list of review questions. Write the answers on the stepping stones and pass them out to your students. As you ask the questions let the students with the correct answer place the stepping stone in the next place on the river. When you are done the class will have crossed the river safely.

Enlarge the illustration given for the story in the Primary Pals handout. Mount the enlargement on construction paper and/or cover with clear adhesive plastic. Cut the picture into a puzzle and allow your students to assemble it as you talk about the lesson.

Bring a stopwatch to class. To review the lesson, tell your class they are each going to have an opportunity to tell part of the story. Set the watch for five seconds. Tell the first student he should start at the beginning of the story and talk until the time is gone. He then passes the watch to the next student who resumes the narration for five seconds; and so on, through your group.

## QUESTIONS

How sick was Dorcas?

What was the first thing Peter did when he saw Dorcas? What happened to Dorcas after Peter prayed?

Has a minister ever prayed for you when you were sick? How did you feel?

Has God ever healed you?

Something happened in Peter's life that gave him special power, even to performing miracles. What was that?

How do we know there is power in the Name of Jesus? Who did Peter say made Aeneas well?

What other good thing happened after Aeneas was healed?

What does the Bible tell us about the woman Dorcas? What are ways that people can help those in need today? What can Sunday school children do?

What other story in the Bible tells of someone who was brought back from the dead?

What miracles does God perform in answer to prayer today?

## PRE-SCHOOL SUGGESTIONS

Make a face to represent Dorcas' face (see Patterns).

Cut out and glue the top half of another eye onto the face so that the eyes appear to be shut when folded down; open when folded back. Use this to demonstrate what took place when Peter came to Dorcas' bedside.

Give each child a copy of the bed (see Patterns) with a slit at the top of the covers. Paste the two faces of Dorcas, one with eyes shut and one with eyes open, back to back. Insert the tab into the slit in the bed so that Dorcas appears to be sleeping. Remove Dorcas and reinsert with eyes open to show what happened when Peter came.

Make a big batch of playdough. Give each child two lumps and help him make Peter and the palsied man. Then let them act out the story as you tell it, using the figures they have made.

## REVIEW IDEAS

Help your group pretend that you have a talking robot who is programmed to answer questions. Make one from a large cardboard furniture box, and decorate with dials and knobs. Have another teacher inside the box to answer questions. Allow students to come up one at a time, ask a question, and press a button to receive an answer. At the close, help the teacher out of the box. Have him/her holding a Bible, and explain that the answers to the questions about our Bible stories are not found in a robot, but in the Bible.

On the floor mark with masking tape an outline of a soccer field. Divide the oblong in half and mark a goal at each end. Across the top mark sections, making as many as you have questions concerning the lesson. Divide your group into two teams. On the center line put a stack of cut-out circles marked like soccer balls (see Patterns). On the back of each ball write a question. Have members from each team come up, take a ball, and attempt to answer the question. If they answer it correctly, they place the ball one move closer to the goal. The first team to reach the goal is the winner.

Using an overhead presentation, dramatize the way Peter worked for God.

Discuss with your group what might have happened if Peter had come to Dorcas' bedside and said, "Too bad she died. I should have been here sooner," and then walked away. Or what if he had said to the man with palsy, "My, you have had this disease a long time. I doubt if anything can be done for you." You might wish to act this out, and then portray what actually did happen because Peter was willing to let God work through him.

## COORDINATING SONGS

"I Have Decided to Follow Jesus"



