

God's Plan for Paul

Lesson 29a — Paul's Conversion

Lesson 29b — Paul and Silas in Prison

Lesson 29c — Paul's Testimony to Agrippa

Lesson 29d — God's Care of Paul / Shipwreck

Lesson 29e — Paul's Final Encouragement to Timothy

OVERVIEW

During the month of January, we will do a five-lesson unit on the life of Paul, the great Apostle to the Gentiles. Most of the texts will be taken from the Acts of the Apostles, which is the main Biblical source of information on the life of Paul. Our final lesson is taken from Paul's Epistle to Timothy, Paul's spiritual son and later fellow-traveler and official representative.

Our first lesson describes the miraculous way in which God reached the heart of Saul and led him to conversion. When the light from Heaven reached him on the Damascus Road, he surrendered instantly and completely. [Note: Saul was the Hebrew version of his name. Paul was his name as a citizen of Rome, and after he was sent forth among the Gentiles, he was referred to by this name.] Our second lesson shows him actively involved in furthering the Gospel he had once

resisted. He and his co-worker Silas were thrown into prison, but God intervened and delivered. This is a story sure to capture the imagination of your primary-age children.

The third lesson gives an overview of Paul's Christian life as testified to before King Agrippa. The students will see again Paul's burning desire to tell others about Christ. In lesson four, we see God's protecting hand over Paul as he is saved from a shipwreck. The concluding lesson summarizes Paul's final encouragement to his young helper, Timothy.

The theme woven through these five lessons will be that the secret of Paul's unique career was his fervent nature as possessed and empowered by the Living Christ.

GAMES FOR REVIEW

Using masking tape, mark a boat shape, on your floor, large enough to hold all your students. Tape five long pieces of butcher paper (one for each memory verse of the unit) leading into the boat. Mark off each strip of paper with "boards" representing the number of words in one of the verses. Invite each child to get into the boat by reciting one of the verses, word by word, while stepping on each board of the "gangplank." If the child recites the verse correctly, he may step into the boat. If not, he must go to the end of the line and try again.

Adapt the "Running the Race With Paul" contest idea (see **CONTEST IDEAS**) for a review activity for several players. Cut out and mount on a craft stick one runner for each player. Draw a set of hurdles on a large sheet of butcher paper. Make up a list of questions from the unit. As students answer each question, they may move their runner ahead over one hurdle. (If you have

too many students to make this workable with just one set of hurdles, make individual sheets for each player with a number of hurdles and allow them to advance their runner on their own sheet each time they correctly answer a question.)

CONTEST IDEAS

Review the memory verses for the unit through a contest. Divide your group into teams. Select parts of a memory verse visualized, single hand signs, or one or two words from a verse written on a large piece of paper as a "memory jogger." Hold up the clue, allowing one team to have first chance. If anyone on that team can quote the entire verse from the clue given, his team is given three points. If a mistake is made, the next team gets a chance for the points. If no team is able to quote it correctly for three points, an additional clue from the same verse is given, with the possibility of earning two points. When the verse has been said correctly, start with another team and a new set of memory joggers.

Cut the names of your students out of construction paper or posterboard, using large, connected, bubble letters so the whole name is one piece. (See Patterns for sample names.) Hang these in your classroom or post them on a bulletin board. Explain to your students that this month you will be having a sticker contest. They can earn stickers in a variety of ways: being in class, reciting the memory verse, answering questions, bringing a friend, doing special jobs, etc. Let them know that you will also be giving some stickers for unexpected reasons each Sunday, so they will want to be there so that they won't miss out. Each Sunday give out stickers for the expected reasons and at least one unexpected one, such as having a dog, eating breakfast, living in a white house, or others you can think of. Each sticker they earn should be put on their name. At the end of the month, there should be prizes for those who accumulate the most stickers.

Have a "Running the Race With Paul" contest this month, to coordinate with your study of the life of this Apostle. At the beginning of the month let each child cut out a copy of the running figure (see Patterns) and write his name on the shirt. Draw a set of hurdles on a long sheet of butcher paper. Each Sunday let the students advance their runner past hurdles for attendance, knowing memory verse, bringing Bible, etc. At the end of the month, award prizes for those who have passed the most hurdles.

Make this a missionary month. Have each class choose a country, branch church, etc. (Or this could be done as a departmental project.) The students can earn money for their choice by bringing their Bibles, learning verses, etc. At the end of the month this would be sent to the country (church, etc.) along with a letter from the class or department.

BULLETIN BOARDS

Use one or two world maps which you have cut into large circles. With a black marker pen draw lines across the maps so they look like a pie. Title your board **WE CAN BE WORKERS FOR JESUS** (see Patterns). Assign one piece of the map to each child (write their names around the edge) and help them locate any Apostolic Faith churches we have in those areas. Tell the children that one way they can be workers for Jesus is to pray daily for their area of the world.

Make a bulletin board that will remind the students that any time is the right time to work for Jesus. Title the board **TIME TO WORK FOR JESUS** (see Patterns). On the board put a calendar, paper-plate clock, old watch, etc., to indicate the days, hours, and minutes that all can work for Jesus.

Arrange a board that will show what is included in God's plan for our lives. Title your board, **WHAT DOES**

JESUS WANT US TO DO? (see Patterns). Attach two large sheets of paper to the board. Draw a face in the top left-hand corner of each sheet (a smiley face on one and a sad face on the other). Ask the children to cut pictures from magazines, draw pictures, or write about things and then attach them to each sheet. The smiley face sheet is for good deeds and the sad face for inappropriate deeds.

UNIT SONGS

"If You're Saved and You Know It"
"Isn't It Grand to Be a Christian?"
"Victory in Jesus"
"Stop, and Let Me Tell You"

CHART IDEAS

Make a **GOD'S HELPER BOOKMARK** for each child to complete (see Patterns). Each Sunday let them write in where their memory verse for that lesson is found in the Bible. When it is completed they may use it in their Bibles to remind them that God also has a plan for them.

Help the children to make juice-cap wind chimes. Wash and dry five frozen-juice caps for each child. For each wind chime glue two popsicle sticks together to form an X. Tie a piece of yarn at the center of the X and make a loop on top for hanging. Glue a length of yarn to each cap. Tie each piece of yarn to the end of a stick and one in the center, making sure that each cap can touch another cap as it swings in the breeze. On each of the five caps let the children put a sticker seal of the symbols of Paul's life (see Patterns). Copy one set of stickers for each child. (To prepare the sticker seals mix equal amounts of Elmer's or Lepage's mucilage and water in a paper cup. Apply the glue mixture to the back of each page of stickers with a paint brush. Let the page dry completely, glue side up, then cut out all the stickers — 5 per child. Supply a damp sponge for the children to use in moistening the backs of their stickers when they are ready to use them.)

SUPPORT MATERIAL

Puppet Shows That Teach, Vol. 3 — by Joyce Reynolds

Life of Paul — Pict-o-graph, Standard Publishing
God's World of Children No. 1896 — Standard Publishing (Redi-stix seals)

Children of the World No. 1748 — Standard Publishing (seals)

Children of the World No. 7-4486y — Scripture Press (seals)

Musical Notes No. 1938 — Standard Publishing (seals)
Paul — Bible Hero Stories, by Joe Maniscalco — Standard Publishing

TEXT Acts 9:1-22

OBJECTIVE The students will be able to describe the outstanding conversion of Paul. They will be able to explain that salvation for each person is just as real though possibly not as dramatic.

MEMORY VERSE Repent ye therefore, and be converted, that your sins may be blotted out. — Acts 3:19

Paul's Conversion

MEMORY VERSE IN ACTION

REPENT YE THEREFORE — Bend at waist as you fold hands to pray.

AND BE CONVERTED — Both hands in fist position, right fist palm faces forward with left fist palm facing it, twist hands around until they have reversed positions.

THAT YOUR SINS — Make fists with index fingers pointing to each other and then to self.

MAY BE BLOTTED OUT — With the right hand, pretend to paint over an imagined spot on the palm of the left hand.

MEMORY VERSE VISUALIZED

The visualization of this week's memory verse is a man kneeling at the cross. (See pattern at end of lesson.) Cut apart the pieces as indicated by the heavy black lines. Reassemble the arrangement piece by piece as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Take several different light sources to class to open your session. These could include a flashlight, lantern, candle, light bulb, camera flash, etc. Ask what these have in common. When the students have established that each is a source of light, move into your lesson. Explain that today your Bible story is about a very special light — a light from Heaven.

1. Saul received permission to go to Damascus and imprison any disciples of the Lord.
2. As he went, a light from Heaven shined upon him, and the Lord revealed Himself to Saul.
3. The light blinded Saul, and those with him led him to Damascus where he remained blind for three days.
4. The Lord instructed a disciple named Ananias to go and pray for Saul.

Climax: When he had done so, Saul received his sight and at once began to proclaim that Jesus was indeed the Christ.

Conclusion: Saul's conversion on the way to Damascus is dramatic proof of God's ability to reach the one intent on working against Him.

Response: The students should be able to relate the

unusual event which preceded Saul's conversion. They should realize that God may use unique ways to reach the one who has an honest heart.

BACKGROUND INFORMATION

The Apostle Paul was born in the city of Tarsus on the southern coast of present-day Turkey. His original name was Saul and he was born a Roman citizen although he was Jewish. The Greek culture of his city no doubt was an advantage to him in his ministry after his conversion.

Saul was the son of a Pharisee and raised very strictly in the Jewish religion. He was taught by Gamaliel, an outstanding teacher of that day, and became very zealous for the religion of the Jews. His determination was to stamp out Christianity and he set out to do so with a vengeance. He is first mentioned as one who kept the clothing of those who stoned Stephen to death.

The Gospel spread rapidly immediately after Pentecost. On the Day of Pentecost about 3000 were added to the group of believers. Shortly afterward it notes that the number of believers was 5000 men. The Jewish high priest with the scribes and elders were very angry and demanded that the Apostles quit preaching about Jesus. They began to persecute the church, causing the believers to flee to other cities.

Saul obtained permission from the high priest to go to Damascus and bring back any believers that he found and imprison them. The city of Damascus was about 175 miles northeast of Jerusalem. As Saul was on his way the Lord shined a light from Heaven around him revealing that Jesus was truly the Messiah, and Saul became a devoted follower of the very Jesus he had persecuted.

IN-CLASS ACTIVITIES

Use paper-bag puppets to help you tell the story (see Patterns). Show how God called Paul and how Ananias prayed for him.

Make 13 cards which are 2" high and as long as needed for each word of the memory verse (2" x 3", 2" x 5", etc.). Write one word on each card and scramble them, face up, on your desk. Ask the children to work together in putting the verse in order. Then talk about each section and key words of the verse (repent, converted, blotted out).

Draw a child's hands in a praying position on paper. (See patterns for 1e.) Write "Pray and Be Saved" on the hands. Use as visual aid in discussing lesson.

The children may discover, while reading the Bible text, that Paul's name was also Saul. The question may arise, "Why did he change his name?" Explain that he didn't really change his name. It was the same name but in a different language: The Hebrew people called him Saul, the Romans called him Paul. Do some research before this lesson is taught. Find out what each child in your class might be called in another language. (Kathrine/Katrina — Russian; Edward/Fuad — Lebanese; Mary/Maria — Spanish; John/Ian — Irish; etc.) The children should know that the real change was in Paul's heart.

QUESTIONS

How did Jesus call Paul to be saved?

Why do you think God caused Paul to be blinded? How did Paul get his sight back?

Name some other people in the Bible who were told by God to go somewhere.

How do you think Paul was different after Jesus saved him?

What did Paul do after he got his sight back?

How does Jesus talk to people today about being saved?

Do you know someone who is saved?
How are they different from the way they were?

Can God save you? What do you have to do to be saved?

PRESCHOOL IDEAS

Show a heart on which you have put sin spots. Tell the children that Paul had been a very naughty man. Then show a clean heart as you tell of God's calling Paul and of Paul's praying.

Use construction paper to cut out a large cloud. Cut a

hole in the center large enough to fit around the head of a flashlight. Hold the flashlight up with the cloud surrounding it and turn the light on when telling about the light from Heaven and Jesus' speaking.

Make a small story box for each child (see Patterns). Help the children to identify each picture as you tell the story of Paul's conversion.

After telling how God changed Paul's heart, use behavior pictures from patterns for Lesson 19c to illustrate how Jesus changes the way we act after He makes our hearts clean.

REVIEW IDEAS

Demonstrate things that are more useful after they've been changed. Examples:

Presweetened Koolaid must be dissolved in water before drinking.

A raw egg must be cooked before we would use it in salads, sandwiches, or for breakfast.

Cake or cookie ingredients by themselves aren't very good (salt, baking powder, butter, etc.), but when mixed together they make something delicious.

Tell the children that after God saves us He takes our feelings and thoughts and makes them Christlike.

Using a sad/happy face mask (see Patterns for 27b) act out a skit. First use the sad face and be unhappy and unhelpful. Then pray. During prayer, turn the mask over to the happy position. Salvation changes attitudes so you can be happy, kind, and helpful.

Act out the story of Paul's conversion. Have Paul and some soldiers walking to Damascus. Shine bright light on Paul (blindfold Paul at this point). Using a pretaped voice, reenact God's conversation with Paul. Then have Ananias visit Paul and pray that he will receive his sight.

COORDINATING SONGS

"Do You Know That You've Been Born Again?"

"One Door and Only One"

"A New Name in Glory"

"Oh, What He's Done for Me" (chorus)

"Rolled Away"

"All of My Burdens Went Rolling Away"

"Wordless Book Song"

"Things Are Different Now"

"Bullfrogs and Butterflies"

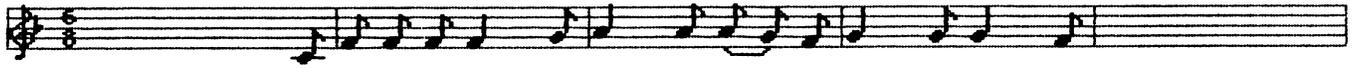
"I've Been Changed"

SUPPORT MATERIAL

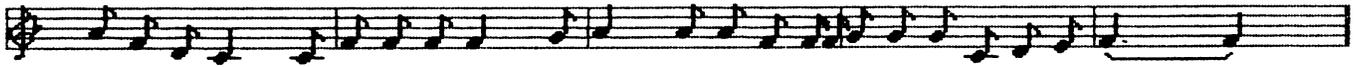
Paul Believes in Jesus — Arch Books, Concordia
Paul, Speak for God — Thomas Nelson Publishers

MEMORY VERSE SONG

♩ = 100

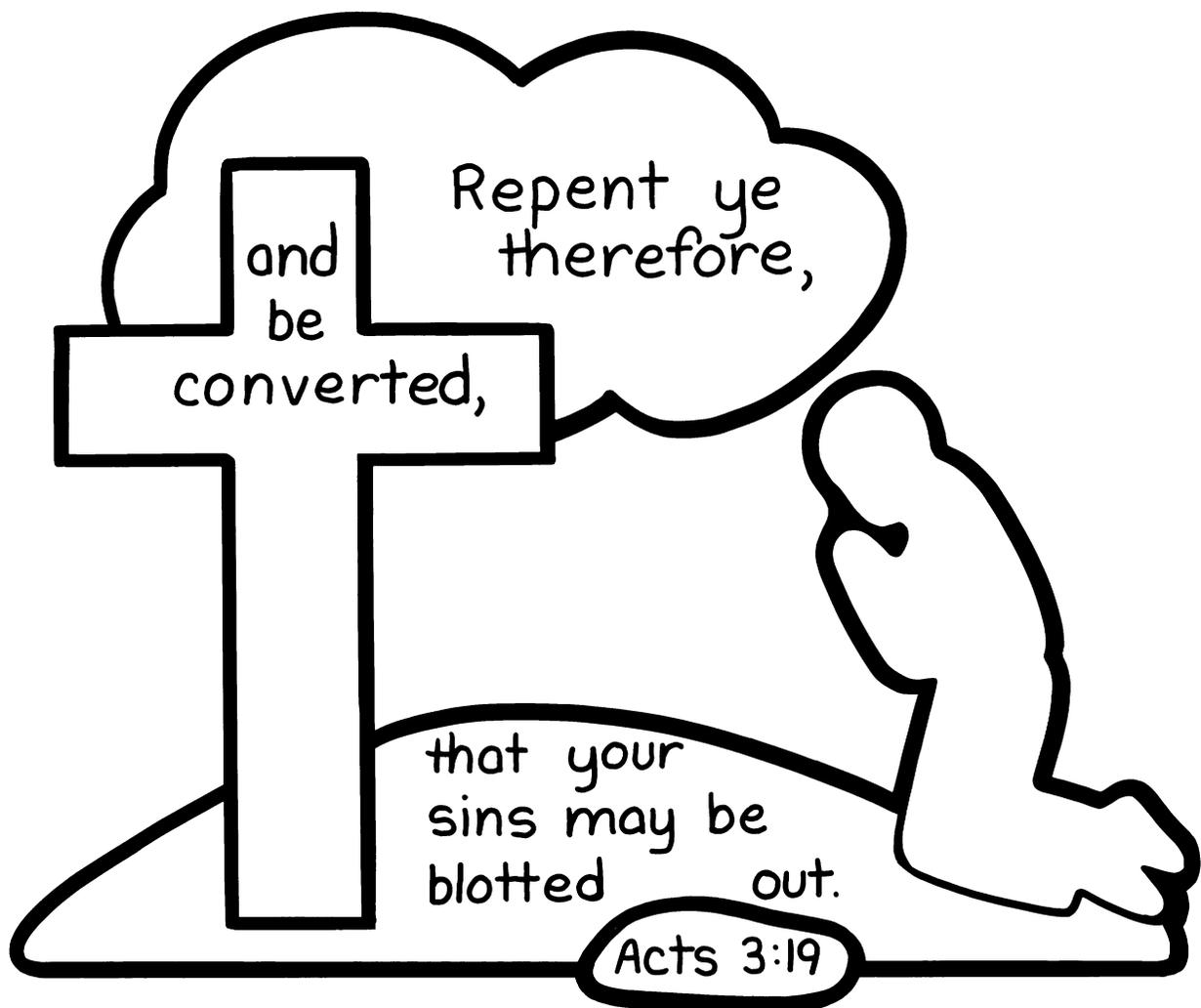


Repent ye therefore, and be con- ver - ted, that your sins may



be blotted out. Repent ye therefore, and be con- verted, that your sins may be blotted out.

MEMORY VERSE VISUALIZED



TEXT Acts 16:22-34

OBJECTIVE The students will be able to describe the events which took place while Paul and Silas were in prison. They will be able to explain that Paul and Silas were at peace because their trust was in Jesus, and that we, too, can trust God in trying situations.

MEMORY VERSE Let all those that put their trust in thee rejoice. — Psalm 5:11

Paul and Silas in Prison

MEMORY VERSE IN ACTION

LET ALL — With right hand flat, palm down, make large circle horizontal and clockwise.

THOSE THAT — Point to others.

PUT THEIR TRUST — At eye level, hold fists on top of each other as though holding to an imaginary rope.

IN THEE — Point up.

REJOICE — Palms toward body, make circles away from body with a bubbling motion.

MEMORY VERSE VISUALIZED

This week the memory verse is illustrated by a little girl jumping rope under a rainbow. (See pattern at end of lesson.) Cut apart the four sections as indicated by the heavy black lines. Put the arrangement back together a section at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a large padlock to class, or a length of chain as an alternative. Remind your class how in last Sunday's lesson, Saul was determined to put Christians into jail for their belief in Christ. But by today's story, many things had changed. Saul was now called Paul which was the Latin name for Saul. And he was the one in prison, along with Silas, another worker for the Lord.

1. Because they preached Christ, Paul and Silas were beaten and thrust into prison, and their feet made fast in stocks.
2. An earthquake miraculously opened the prison doors and released the prisoners' bonds as Paul and Silas prayed and sang at midnight.
3. Thinking that the prisoners had escaped, the jailer would have killed himself, but Paul assured him that they were all there.

Climax: The jailer asked what he must do to be saved. When Paul told him to believe on Jesus, he did so and was converted.

Conclusion: The reaction of Paul and Silas to their unjust imprisonment convinced the jailer of his need of salvation.

Response: Your students should be able to tell how Paul and Silas's trust in God brought about the conversion of the jailer. They should recognize that their reaction to trying circumstances may very well prove to someone the reality of the Gospel.

BACKGROUND INFORMATION

After Saul's conversion, he began to preach the Gospel in Damascus. He then became the persecuted instead of the persecutor.

Some of the disciples who were scattered by the persecution in Jerusalem established a church in Antioch, and Barnabas was sent to help them. He went to Tarsus for Saul and brought him to Antioch. The disciples were first called Christians at Antioch. It was from here that Saul and Barnabas went on a missionary trip, and it is mentioned that Saul's name was also Paul and from there on in the Bible he is called Paul. [The Jewish form of his name was Saul, but when he was sent to the Gentiles he became Paul, the Latin form of his name.]

On a second missionary trip, this time accompanied by Silas, Paul received his call to Macedonia. They came to Philippi, and when he had cast an evil spirit out of a girl who was a soothsayer, they were beaten and thrown into prison because she could no longer use her spirit of divination to bring gain to her masters.

The magistrates were hasty in casting Paul and Silas into prison. They did not realize that they were Roman citizens and should have had a trial. The jailer put them in stocks in the inner prison. God was with them and freed them with an earthquake, which event brought about the conversion of the jailer and his family.

IN-CLASS ACTIVITIES

Paul and Silas were able to sing and praise God in the prison because their trust was in Him. Give each of your students a copy of the Trust Poster (see Patterns). If you wish, the poster could be enlarged. Help them fill

in the various parts of the poster. If time allows, the poster can also be colored with marking pens. Make sure each child puts his name on his own poster.

The flip-chart drawings of Paul and Silas are a fun way to tell this story (see Patterns). The pictures are numbered and should match the text following:

1. Paul and Silas loved Jesus and went about telling others how they could be happy.
2. There were some people who didn't love Jesus so they put Paul and Silas in jail.
3. But Jesus was with Paul and Silas all the time. Even in prison they could be happy.
4. At midnight there was an earthquake! The locks fell off and the doors opened!
5. The jailer was afraid everyone would run away and he would be in big trouble.
6. But Paul told him not to worry. Then the jailer told Paul he wanted to be saved.
7. He prayed like Paul told him to and Jesus came into his heart.
8. When sad things are happening all around us we can be happy. We just need to love Jesus and ask Him to care for us.

QUESTIONS

Why do you think Paul and Silas, and the other prisoners didn't run away or escape?

Why did Paul and Silas sing songs and praise God in prison?

When should we sing songs and praise God?

What was the jailer going to do when he thought everyone had escaped? Tell what he did instead.

How did Paul and Silas help the jailer?

How did the jailer help Paul and Silas?

How do you think the way we act shows others about Jesus?

Can Jesus change your enemy into your friend? How?

PRESCHOOL SUGGESTION

Make a jail out of a small cardboard box. Use small dolls to represent Paul, Silas, the jailer, and any others used in the story. Tell the story and play a portion of a tape of two men who are singing praises to God.

Make a happiness box. Cover a shoe box with wrapping paper (bottom and lid separately). Inside the box place things that make you happy: picture of Jesus, song sheet, invitation to a birthday party, seashells, happy-face sticker, crayons, etc. Discuss with your chil-

dren things that might make them sad: being sick, a friend's moving away, rain at your picnic, etc. Reach into the box and pull some things out (leave the Jesus picture until last). These are fun and sometimes make us happy but when we are really sad about something only Jesus (show them the Jesus picture) can make us happy. When we talk to Him He makes us want to smile and sing. He helps us tell others about Him.

Give each child a copy of the happy and sad faces to color (see Patterns). Have them color Paul's and Silas's happy faces yellow. The sad faces should be colored blue or some other color. This will help show what a contrast Paul and Silas were to the people who did not know Jesus.

REVIEW IDEAS

Ask the children how they feel when they're tired or sick. Using objects and pictures talk about ways we can deal with sadness and sorrow, ways Jesus helps us. Play some happy tunes (either record or piano), and remind children how music, especially Sunday school songs and such, can help to sooth our feelings. And when we feel good we can help others.

An overhead review would work well with this story (see Patterns). You might like to take the pictures apart and make overlays to create some action on the screen. 1. Start your story with the screen black, except for the two sets of "eye holes." Tell how even at midnight Paul and Silas were wide-awake. 2. They were happy. And this was surprising because they were in prison! Why? 3. They had been telling people about Jesus. 4. Some people didn't love Jesus so they had Paul and Silas put into prison. 5. Paul and Silas were happy and sang songs and praised God. The jailer couldn't figure out why. 6. Suddenly the prison started to shake and the doors opened. 7. The jailer was afraid but Paul told him not to worry. The jailer asked, "How can I be saved?" 8. He was told to pray to Jesus. And that's the answer for us today! 9. If you pray, Jesus will fill your heart with the same thing Paul and Silas had. Put the jumbled letters together and find out what that special something is. (Cut the word JOY into 6 pieces and put it together on the screen.)

COORDINATING SONGS

"I Wonder How It Felt"

"Oh! Say But I'm Glad"

"Every Promise in the Book Is Mine"

"You Can Smile"

"Hallelu, Hallelujah!"

"I'm Excited in the Lord"

"Down in My Heart" (4th verse)

"Are We Downhearted?"

"It's Bubbling!"

"He's Able"

"Jesus Loves the Little Children"
 "Why Worry When You Can Pray?"
 "Whisper a Prayer"
 "I Just Keep Trusting My Lord" — Sunday School Sing
 pg. 78 by Singpiration
 "Paul and Silas" — Sunbeam Songs No. 1, pg. 1
 "Sunlight, Sunlight" tune. Words as follows:

Young folks, old folks, folks in every town,
 White folks, black folks, yellow, red, and brown.
 Jesus wants to save them, take away their sin,
 Wants to put the sunlight of His love within.

SUPPORT MATERIAL

Saul of Tarsus — Charlotte Books (book and tape)

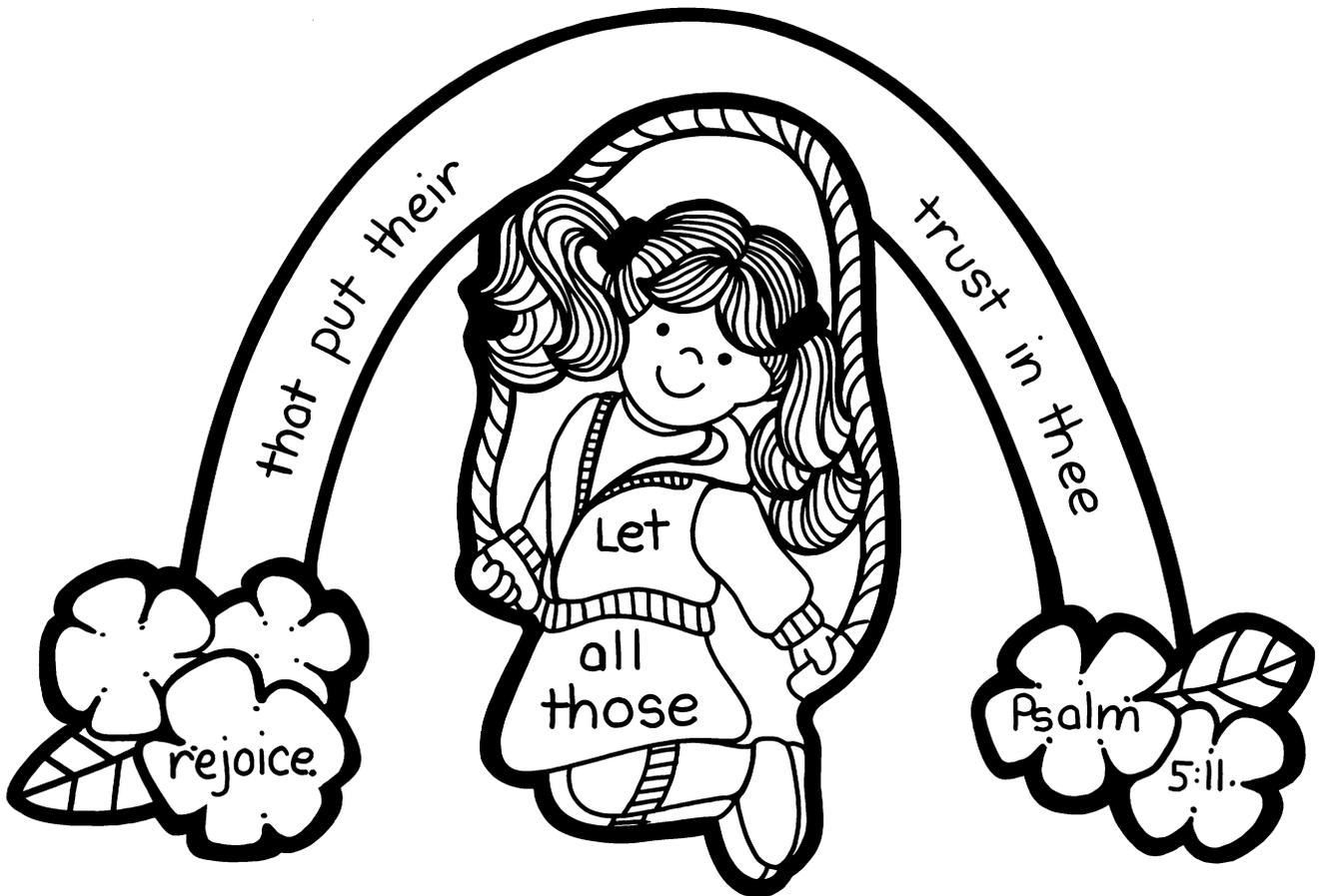
MEMORY VERSE SONG

♩ = 100

Let all those that put their trust in thee, Put their trust in thee, Put their trust in thee,

Let all those that put their trust in thee R E J O I C E (REJOICE)

MEMORY VERSE VISUALIZED



TEXT Acts 26:1-32

OBJECTIVE The students will be able to explain that though Paul was a prisoner and was taken before a king, he was not afraid. He saw the situation as yet another opportunity to tell of Jesus. They will recognize that we must be ready and willing to give our testimony at every opportunity.

MEMORY VERSE Be not thou therefore ashamed of the testimony of our Lord. — II Timothy 1:8

Paul's Testimony to Agrippa

MEMORY VERSE IN ACTION

BE NOT — Shake head “no.”

THOU THEREFORE — Point to others.

ASHAMED — Hide your face in your palms.

OF THE TESTIMONY — Place index fingers on lips, simultaneously move right hand in semicircle to right and left in a semicircle to left.

OF OUR LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.

MEMORY VERSE VISUALIZED

This week the visualization of the memory verse is of a young boy who is sitting and looking at a picture of Jesus. (See pattern at end of lesson.) Cut the sections apart on the heavy black lines and assemble the grouping piece by piece as your students recite the verse.

BIBLE LESSON OUTLINE

Introduction: Bring an “I go to the Apostolic Faith Sunday School” button for each child in your class. (Or use a button made from the pattern given for Lesson 20d which says, “I’m a Jesus Helper.”) Use this as an opener to tell your class that the main point of your story today is telling others about Jesus.

1. Paul had been imprisoned for his testimony, but King Agrippa granted permission for him to tell his story.
2. Agrippa listened as Paul told how he persecuted the followers of Jesus until he received salvation on the road to Damascus.
3. Paul let Agrippa know that since his conversion, the Jews had tried to kill him.
4. Paul's testimony moved King Agrippa, and he was almost persuaded.

Climax: Paul convinced the king that he had done nothing worthy of death or of bonds. But Agrippa felt he could not free him because Paul had appealed to Caesar.

Conclusion: Others may not always receive our tes-

timony but that should not discourage our telling the story.

Response: Your students should be able to outline the testimony that Paul gave before Agrippa.

BACKGROUND INFORMATION

The king before whom Paul gave his testimony came from a family who had ruled Palestine for many years. His great grandfather was Herod the Great who was ruler at the time of Jesus' birth and had ordered the destruction of all the babies in Bethlehem that were two years old and under. His grandfather's brother was Herod Antipas to whom Pilate sent Jesus to be judged. His father was Herod Agrippa I and was the king who had James put to death and had Peter imprisoned. Shortly after James' death this king gave an oration and the people said that it was the voice of a god. He accepted this praise and did not give God the glory and the angel of the Lord smote him and he was eaten of worms and died. His son, Herod Agrippa II was then seventeen and the Roman ruler did not make him a king immediately, but did at a later date.

For four years the young Agrippa used his influence to help the Jews and this may be the basis for Paul's statement, “I know thee to be expert in all customs and questions which are among the Jews.” At this time Herod Agrippa II was called the King of Judea and came to visit Festus who had been made procurator in the place of Felix. Caesarea was the capital of the Roman province of Judea, although Herod's palace was in Jerusalem. This king to whom Paul witnessed appears to have been a fair man and would have set Paul free had he not appealed to Caesar.

IN-CLASS ACTIVITIES

Bring an “I go to the Apostolic Faith Sunday School” pin for each child in your class. Use them as openers to talk about witnessing.

On 3" x 5" cards print the name PAUL and the names

of each of your students (one student's name per card). Using as many spring-type clothespins as you need, write one letter on each clothespin (you will need four clothespins for the name PAUL, three for the name KIM, etc.). During class time talk about who can be a witness for Jesus. Give each child the card with his name printed on it (you take the card with Paul's name). Put a bowl in the middle of the table in which you have put all the clothespins. Tell the children that the bowl contains the names of some people who can be missionaries. Have them search through the bowl to see if they can find the letters for their own name. They should clip each clothespin letter they find onto their card in the order that spells their name.

Talk to your children about details. Example: If you went on vacation and saw a spaceship launched, you probably wouldn't come home and tell your friends nothing much happened. You would tell them everything you could remember! That is how Paul felt about being a witness for Jesus. He wanted to tell everything! For each child prepare a copy of the testimony puzzle (see Patterns). Cut the puzzles apart into the five pieces. Put four of the pieces in an envelope for each child. Keep the fifth piece (the piece with Jesus on it) separate. As the children try to complete their puzzle, bring out that Paul's testimony wouldn't have been complete if he had not told the king that Jesus made the change in his life.

Let each child complete a missionary letter which you have cut to size (see Patterns). They may choose a foreign country to which they want their letters sent.

Make the helping hand testimony symbols for each child to complete and hand out to people (see Patterns).

QUESTIONS

Why was Paul in jail? Why do you think God allowed this?

What did Paul tell King Agrippa?

Why did Paul believe Jesus was alive?

What did King Agrippa tell Paul after he had listened to his story?

Why do you think Paul was not afraid to tell King Agrippa about Jesus?

Why do you suppose Paul wanted to tell the king these things?

Why did Paul tell people they should be saved?

What is the most valuable testimony (story) we can tell?

Name some of the times when we can tell others about Jesus.

Have you ever told anyone about Jesus?

How would you like to tell the President of the United States about Jesus? What would you tell him?

PRESCHOOL SUGGESTIONS

Give each child a copy of the picture of King Agrippa listening to Paul's testimony (see Patterns). Let them color their pictures as you tell the story.

Use dolls to help you tell the children how Paul witnessed to the king about Jesus. Demonstrate how we can tell others about Jesus and invite them to Sunday school.

Show the children two hearts — one clean and one with sin spots. Tell them how Paul had his heart washed clean and it didn't have any more sin spots. The king's heart had sin spots and Paul tried to tell him how he could get those sin spots out of his heart. Say that we should tell our friends too.

REVIEW IDEAS

Bring several small lights. Turn off all the overhead lights in the room and turn on the small lights. Talk about how our lights (testimonies) for Jesus will shine in a world dark with sin.

Use a page of real estate ads from the paper as the basis for your object lesson. Explain to your group that these ads are designed to make people want what they are describing. They tell all the best things about the house that is for sale. Read a few of them that are especially descriptive. Ask which ones they think they would like to own, and why. Then tell them that all Christians are like a real estate ad. They are advertising a Person, the Lord Jesus. Other people look at them to find out what Jesus is like. The ads are very small; we may think we are small or unimportant, but we are noticed. The ad lists all the advantages of the property; we want to be sure people can see in our lives the advantages of being a Christian. The ads list a price; there is a price to pay for being a Christian. What are some of the prices Paul paid? We may not all pay the same price, but it will be there. Paul was a wonderful "advertisement" for the Lord Jesus when he stood before Agrippa. What kind of advertisement is the witness we are giving?

This story would work well as a puppet show. You

could dramatize Paul's testimony or just have the whole scene in the king's throne room.

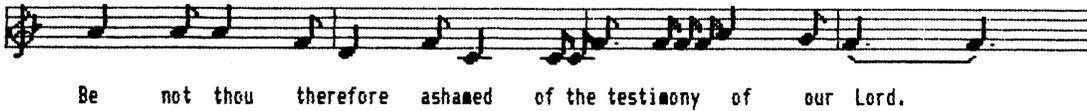
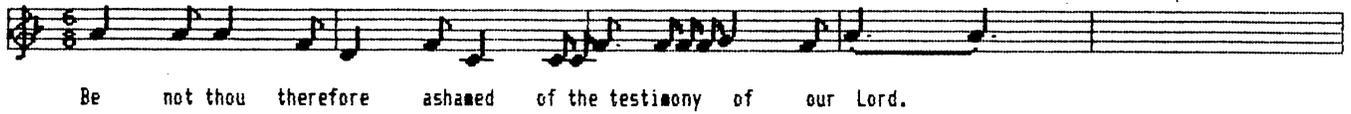
"O, How I Love Jesus" (verses 1 and 2)
"Tis Simple As Can Be" (Salvation Songs No. 1)
"For God So Loved the World"
"We've a Story to Tell to the Nations" — the Maranatha! Kids

COORDINATING SONGS

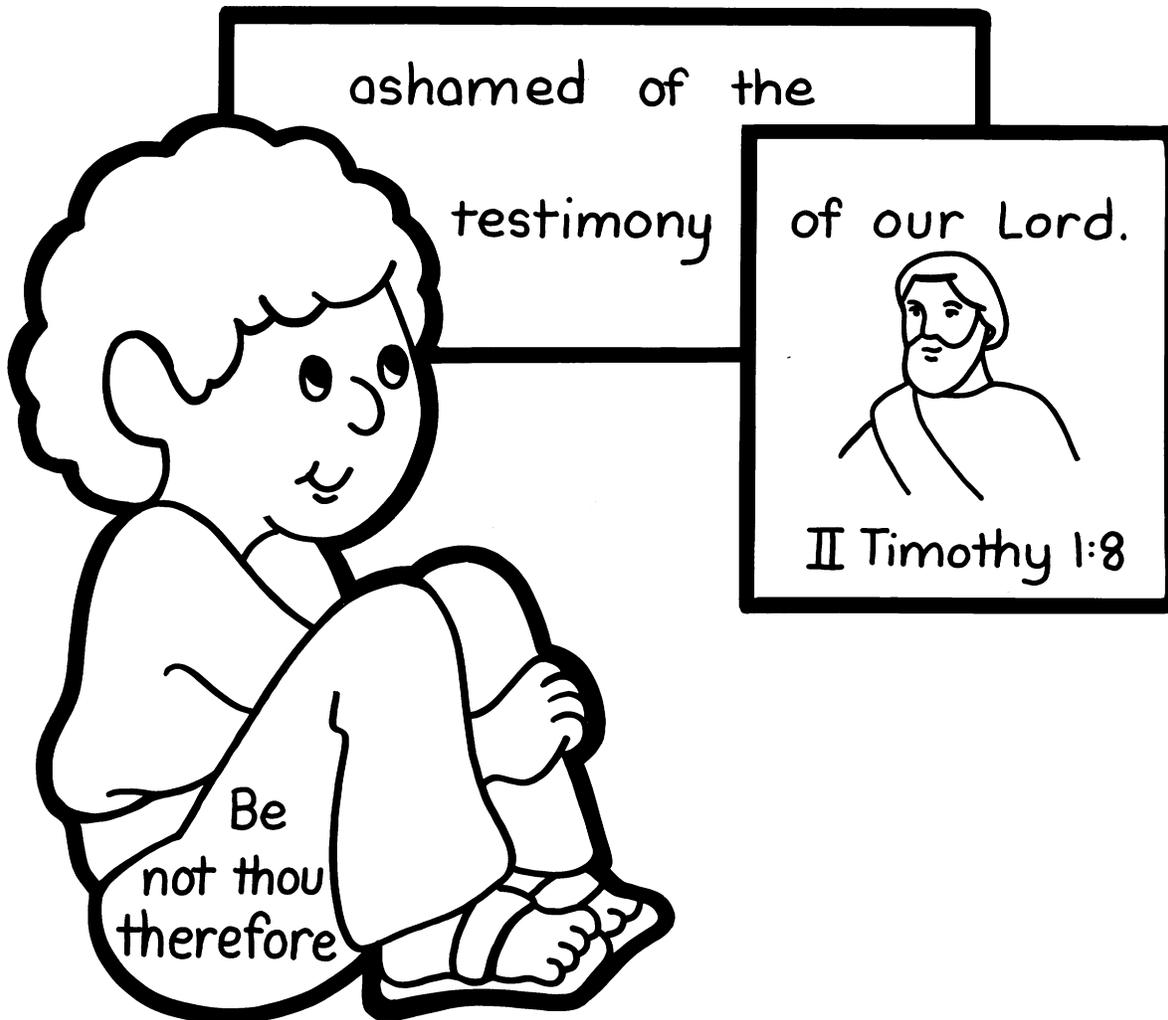
"Everybody Ought to Know"

MEMORY VERSE SONG

♩ = 100



MEMORY VERSE VISUALIZED



TEXT Acts 27:1-44

OBJECTIVE The students will be able to describe Paul's perilous journey and shipwreck when he was being taken to Rome. They will be able to explain that God comforted him with the promise that no lives would be lost, and will recognize that God still protects His own.

MEMORY VERSE Casting all your care upon him; for he careth for you.
— 1 Peter 5:7

God's Care of Paul / Shipwreck

MEMORY VERSE IN ACTION

CASTING ALL — As though carrying a heavy object with both hands, toss it in front of you.

YOUR CARE — Fan your face with both hands.

UPON HIM — Point up.

FOR HE — Drop hand to waist and point up again.

CARETH — Fan your face with both hands.

FOR YOU — Point to others.

MEMORY VERSE VISUALIZED

Cut apart the sections of the ship riding on the waves, as indicated by the heavy black lines. (See pattern at end of lesson.) As your students learn each portion of the verse, put up the corresponding pieces one at a time.

BIBLE LESSON OUTLINE

Introduction: For your class opener this Sunday, use a simple circle face with large scared eyes looking out of it. Ask your students to describe briefly a time in their life when something really scared them. When each one has had a turn, say that we have all been afraid. But a good thing to remember is that if we love God, He has promised to take care of us.

1. Paul and other prisoners were put on a ship headed for Rome.
2. They transferred to a ship whose destination was Italy. After many delays, Paul advised them to wait for better weather.
3. The captain did not heed Paul's warning and they sailed into a severe tempest.
4. When all hope failed, an angel appeared to Paul and said he would go before Caesar and no one would die.

Climax: The ship ran aground and broke up, but all passengers and crew made shore as the angel had promised.

Conclusion: God had a plan for Paul and it took place in spite of Satan's oppositions.

Response: The students should be able to describe how God protected Paul and saved his life in spite of the shipwreck.

BACKGROUND INFORMATION

Since Paul was a Roman citizen, he was given the right to appeal to Caesar. Had he not been a citizen of Rome, his case would have been settled by local authorities who were appointed by the Roman senate or the emperor. Having requested his case to be tried before Caesar, it was up to the Roman officials to see that he arrived there. Paul was a prisoner in Caesarea and it was about 1400 miles from there to Rome.

Paul was put in the custody of a centurion and they took a ship of Adramyttium which was a seaport town of Mysia in Asia Minor. Since this ship was not going to Italy, the centurion transferred them to a cargo ship of Alexandria that was going to Italy.

Apparently Paul was more familiar with the weather than the captain of the ship or may have had a revelation from the Lord. His advice not to sail went unheeded and they were hit by a fierce wind storm called Euroclydon. This tempest from the northeast caused high waves and was frequent enough to have been given a name. The storm caused them to be shipwrecked on the island of Melita which is now Malta. It has some excellent harbors and has always been important in both commerce and war.

After three months they were able to get passage on another grain ship from Alexandria and went on to terminate their sea voyage at Puteoli, a great landing place of travelers to Italy from the eastern Mediterranean. Ships usually discharged their cargo at that location as there was no commodious harbor nearer Rome.

IN-CLASS ACTIVITIES

Line up the chairs in your classroom two by two in a line, to represent a ship. Have the children be the passengers. Make some gray paper clouds to hold over the ship. Reenact how the angel came to Paul to tell him not to be afraid, that God was watching over him and He promised that everyone who was on the ship would be safe. A snack could be served at the point where the people ate some food. Tell the children that God still watches over us today.

Give each child the angel, boat, and Paul patterns (see Patterns). Let them help you tell the story.

Cut ten 3" squares of paper (more if needed) and draw a circle in the middle of each one. On five of the circles draw a happy face and on the other five draw a sad face. Fold all of them in half and put them into a paper bag. When you come to the stormy part of the story, have each child draw a slip of paper from the bag. Everyone that gets a sad face is to complain about the storm, show fear, etc. The ones who pick happy faces should express the feelings that everything will be all right, Jesus promised to take care, etc. Impress upon the children that God is the same today as He was in Paul's time.

QUESTIONS

Why was Paul going to Rome?

Have you ever been afraid in a storm? What did you do?

Why do you think Paul was not afraid?

Why do you think the men finally did what Paul told them to do?

How did Paul know that none of the men would drown?

Paul told the men to "be of good cheer," in other words, "Cheer up." Do you think that was easy to do or hard? Why?

When things are going bad for us, how can we be cheerful?

How do we know God is with us?

PRESCHOOL SUGGESTIONS

Give each child a copy of the dot-to-dot sailboat (see Patterns). Let them finish drawing the sail and then color their picture.

Have your students complete their own scribble storm picture (see Patterns). When you tell the part in the

story about the storm let the children choose a coloring crayon and make their own storm.

Show the children the flip chart of Paul's perilous journey (see Patterns). It is simply drawn and will help them to visualize what happened. They are numbered for easy telling. 1. Paul was a prisoner being sent to Rome. 2. While they were on the sea a terrible storm arose. 3. Everyone was afraid. 4. God sent an angel to Paul to tell him not to be afraid because everyone would be safe. 5. They were still afraid and threw almost everything into the water. 6. Soon they all jumped into the water and started swimming to shore. 7. Everyone made it safely to land. 8. Do you think Paul said "Thank You," to Jesus?

REVIEW IDEAS

Enlarge the flip chart from Preschool Suggestions and use as a review of the story. You might wish to elaborate a bit more on the story and perhaps use sound effects.

Talk about different things that might happen in a person's life that would cause him to worry. At the same time show a visual depiction of whatever your subject is. (A good source of pictures for this would be Moods and Emotions, teaching pictures — David C. Cook Publishing Co. They are a Preschool-Elementary Education set by Sylvia Tester.) After each subject and at the end of your review impress upon the children that they may not receive a message from an angel but they still have God's promise, "I will never leave thee, nor forsake thee," and also, as the memory verse states, "He careth for you."

Write the ten questions below on small cards and put them into a paper bag. Prepare the journey board (see Patterns) with posterboard and construction paper. Make the invisible pockets behind the waves so the cards can be inserted when the question is answered correctly. Pick one card from the bag, ask the question, and when it is answered put it into the correct pocket. The first letter of the one-word answer will match one of the letters on the pockets. (Let the children use their Bibles for the challenge question. The answer is found in Acts 27:1.)

A — Whom did God send to tell Paul that everyone would be safe? (angel)

F — What was the first thing the angel told Paul? (fear not)

G — Who sent the angel to speak to Paul? (God)

J — What was the name of the centurion in charge of the prisoners? (Julius) CHALLENGE QUESTION

L — Where was everyone when they were through swimming and all safe? (land)

P — Who was the most important prisoner on the ship? (Paul)

R — Where was Paul being sent? (Rome)
 S — What was the weather like during the journey?
 (stormy)
 S — How did all the men get to land? (swam)
 W — What was it that blew so mightily that the ship fell
 to pieces? (wind)

“Wide, Wide As the Ocean”
 “God Is So Good”
 “God Is Watching Over You”
 “He’s Got the Whole World in His Hands”
 “Jesus Is Caring for You”
 “Jesus Loves the Little Ones Like Me”
 “Jesus Loves the Little Children”
 “With Christ in the Vessel”

COORDINATING SONGS

“Safe Am I”

MEMORY VERSE SONG

♩ = 100

Casting all - - your care upon - - him; for he car - eth for

you. Casting all - - your care upon him; for he car - eth for

you.

MEMORY VERSE VISUALIZED



TEXT I Timothy 4:12-16; II Timothy 3:14-17; 4:2-8,17,18

OBJECTIVE The students will be able to tell that even as Paul was nearing the end of his life he encouraged the young man, Timothy, to work for the Lord. They will see that the call of the Gospel to each one is to work for the Lord.

MEMORY VERSE Be ye doers of the word, and not hearers only.
— James 1:22

Paul's Final Encouragement to Timothy

MEMORY VERSE IN ACTION

BE YE — Point to others.

DOERS — Nod head “yes.”

OF THE WORD — Hold left side of extended right index finger in front of lips and rotate in small circle away from body.

AND NOT — Shake head “no.”

HEARERS ONLY — Point to ear.

MEMORY VERSE VISUALIZED

This week the visualization of the memory verse is portrayed by three children engaged in “doing” and “hearing” the Word of God. (See pattern at end of lesson.) Cut apart the sections as indicated by heavy black lines, and reassemble the grouping with your students as they learn the verse a portion at a time.

BIBLE LESSON OUTLINE

Introduction: Bring to class a number of illustrations showing different types of occupations — doctor, bus driver, teacher, etc. Ask your students what their parents' professions are. Mention that work is an important part of life, but no matter what type of job we do, we can still work for God. As you bring out this thought, lay a transparency, on which you have drawn a cross, over each illustration.

1. Paul exhorted his young fellowworker Timothy to be an example of the believers.
2. He admonished Timothy to continue in what he had learned in the Scriptures, as God inspired all Scripture.
3. Paul tells him to preach the Word, reprove, rebuke, exhort, etc. Discuss the meaning and importance of each.

Climax: Paul knew that because he had fought a good fight and kept the faith, there was a crown of righteousness waiting for him.

Conclusion: If we are faithful and true in our work for God, we, too, will receive an eternal reward.

Response: The students will be able to summarize Paul's final advice to Timothy.

BACKGROUND INFORMATION

We first hear of Timothy when Paul was on his second missionary trip. Paul and Silas had left Antioch with the purpose of visiting the churches where Paul had preached on his first missionary journey. They had gone through Syria and Cilicia and had come to Derbe and Lystra. On Paul's first missionary trip he had caused quite a stir in Lystra when he healed a man who had been lame from birth. The people thought that the gods were come down to visit them and the priest of Jupiter brought a sacrifice to offer to the missionaries. Paul restrained them and told them that they should turn to the living God. However, Jews came from Antioch and Iconium and persuaded the people to stone Paul, and they carried him out of the city supposing he was dead. The Lord raised him up and he went on his way. Undoubtedly, the whole city knew of this, and it may have been at this time Timothy and his mother and grandmother accepted the Christian faith.

Timothy's father was a Greek, but his mother and grandmother were both Jewish. Since we hear no more about his father it is thought that he may have died or disappeared during his son's infancy. Timothy was taught the holy Scriptures from the time he was a child and was called a disciple when we first read about him, and was well reported of by the brethren (Acts 16:1,2). Paul chose him to go with him, and he is mentioned being with Paul on his third missionary journey. Paul speaks very highly of Timothy in Philippians 2:19-23. In addressing him in the epistles he calls him “my own son in the faith” and “my dearly beloved son,” indicating his love for Timothy.

Tradition tells us that Timothy was the first bishop of

the church at Ephesus and that he died a martyr's death under Domitian or Nerva, Roman rulers.

IN-CLASS ACTIVITIES

For each student, make a heart with Jesus on the front and children inside (see Patterns). Give to children and point out that every child in the world can have Jesus in his heart. We need to pray for them and ask Jesus to help us do our part.

Cut out a set of Doing God's Word coupons for each child (see Patterns). Read through them together in class and talk about what each one means. Tell the children to put these in different places around their home so they will see them each day. Each time they see them they will be reminded to DO God's Word.

Talk to the children about different ways to do God's Word: obeying at home, learning Bible verses, helping others, telling friends about Jesus, etc. While Paul was in prison the only way he could encourage Timothy was to write letters. Give each of your children a sheet of missionary stationery on which to write a friend (see Patterns). Help them tell about the good news of Jesus.

Cut paper-chain boys and girls for each student. Explain to them that as they tell others about Jesus and do kind things for people they are, one by one, witnessing to people for Jesus. As you tell this have the children open their chain of people one by one.

Let your class play the WORK FOR JESUS memory game (see Patterns). Copy two sets of the pattern page for each game (total 16 faces and 16 messages). Cut out the 16 happy faces and WORK FOR JESUS messages. Glue one message to the back of each face. To play, mix the messages and place them on a table with the happy faces showing. The first player chooses two faces. If the messages match, he reads the message aloud and keeps the pieces. If they don't match, he returns them to their original places on the table. Whether they match or not it is the next player's turn. You may either play the game so each child wins one set of faces or let the children see who can win the most faces. In either case the messages read aloud is the most important part of the game. As an extra treat you might want to make a set for each child in your class to take home and keep.

QUESTIONS

Paul didn't want young people to waste their lives. What did he mean?

What are some things children can do to help them live for Jesus?

Sometimes we may need correction if we do not follow God's Word. Why do you think this is true?

How can we earn a crown for Heaven?

How can we help spread the Word of God?

If we are telling the world about Jesus, why is it important that we be living for Him?

If we are not living for Jesus, why will people not listen to what we say?

PRESCHOOL SUGGESTIONS

Make a church from a box and also a jail from a box. Use dolls to represent Timothy and Paul. Tell how Paul had to write letters to Timothy because he couldn't visit him any more. When the letter is delivered to Timothy open it and tell, simply, how Paul encouraged Timothy and how Paul felt about his own life.

Make a set of stand-up figures for each child (see Patterns). Color them all ahead of time or let the children color their own. Tell the children that Jesus loves all the children of the world and has something special for all of them to do. Help them think of things He might want each of them to do for Him.

Tell the children that when they do things for others it is like doing them for God. Here is a fingerplay that will help the children know they can be happy as they work and do things for others.

Little fingers,
Busy as can be. (Hold hands up and wiggle fingers.)
We can _____,

As quick as one, two, three. (Act out helping activity.)
The children may choose any activity that their fingers can do and fill in the blank. For example, dust the furniture, pick up toys, wash the dishes, dry the dishes, fold the towels.

REVIEW IDEAS

Bring a small glider that is unassembled. Read the instructions to the group. Have someone come up and put the wings on backward so it can't fly. Bring out the point that if we follow the instructions in the Bible and have Jesus in our heart, we are preparing for Heaven just as Paul was.

Have a brief skit showing a mother teaching a child how to do something, such as washing dishes. The child then washes the dishes but decides they don't need to be rinsed and just shakes the suds off. This leaves a lot of suds on each piece and when they dry they look awful. Each piece must be redone and rinsed so food won't taste like soap. This child listened but didn't do what he was told. We must do what we are taught, not just listen.

Using several key words from the text, make a scrambled word review. Write each letter of the words on a 3" x 5" card and glue or tape a piece of felt to the back so

they can be placed on a felt board. Put all the scrambled words on a large felt board (be sure each word is on its own line so the children won't be confused: i.e., DORW - WORD). Help the children unscramble each word and bring out the main point of each one. Some suggested words: Timothy, Paul, Jesus, Read, Word, Hear, Work, Faith, Finish.

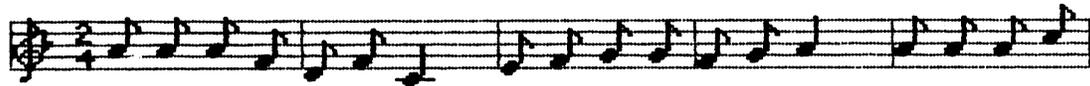
COORDINATING SONGS

"Jesus Wants Me for a Sunbeam"

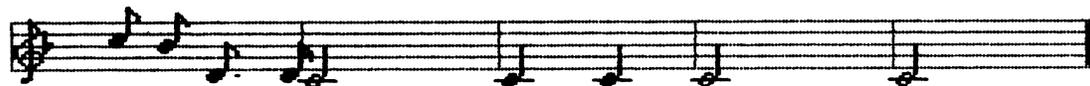
- "I'm in the Lord's Army"
- "This Little Light of Mine"
- "Everybody Ought to Know"
- "I'm Gonna Work" — Singspiration, Vol. 1 and 3, Action Books, pg. 32
- "Head and Shoulders, Knees and Toes" (All for Jesus)
- "Bring Them In" — (Bring them to Sunday school)
- "A Missionary Prayer" — Salvation Songs No. 3, pg. 57
- "Be a Missionary" — Salvation Songs No. 1, pg. 9

MEMORY VERSE SONG

♩ = 100



Be ye do-ers of the word, be ye do-ers of the word, be ye do-ers



of the word, and not hear - ers on - - ly.

MEMORY VERSE VISUALIZED

