

# PRIMARY PALS

## TEACHER'S GUIDE



Units 10,11,12

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*Note: At times, the lessons are taught out of sequence to coincide with holidays. See the accompanying datesheet for the current lesson schedule, which is also available online at [www.apostolicfaith.org](http://www.apostolicfaith.org).*

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## Primary Pals Teacher's Guide

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### Apostolic Faith Church

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*The Primary Pals Teacher's Guide has been written to help you—the teacher. This guide will be a source of background information, lesson outlines, discussion questions, suggestions for in-class activities, and other pieces of information that will be helpful as teaching aids.*

*This guide is for those who teach primaries, with supplemental helps for those teaching the same lessons at a beginner level. Choose the ideas that are most applicable to the age and interests of the class you teach.*

*In order to be prepared for teaching this material, it is suggested that you obtain a set of coordinating handouts for students. By familiarizing yourself with the stories and activities contained in them, you will be better able to relate the textual materials to what the students have already studied at home.*

*Each student handout includes a story related to the Bible text chosen for that lesson, activities which help the child learn what the lesson is about, a memory verse, and suggestions for the parents on something they could do with their child to help get God's Word into his/her heart.*

*This guide should be taken to your Round Table where additional notes can be entered. Use the space provided following each lesson. The information in this book is not a substitute for your own research of the lesson, but it is to enhance your study each week. May God bless you as you study this material and prepare to teach it to your students.*



# God's Power Works Through Elijah and Elisha

**Lesson 10a — Elijah Works for God**

**Lesson 10b — Fire and Rain From Heaven**

**Lesson 10c — A Double Portion**

**Lesson 10d — Elisha Works for God**

**Lesson 10e — Chariots of Fire**

## OVERVIEW

The power of God is one of the main and underlying themes of the whole Bible, and it is a subject that merits an in-depth study, even at the primary level. It is important for the children to realize the scope of God's might, and that this power was not just something limited to Biblical history. It is a vital, moving force in the world today, and especially in the lives of true Christians.

The first of our three units focuses on the power of God working through the prophets. At this period of history, the kingdom of Israel was divided because King Solomon had turned away from the Lord and led the nation deep into idol-worship. Periodically, succeeding kings

from both the north and south continued these evil ways, disobeying God.

As a result, God chose special men and women to be prophets. Some were called to perform just one simple, yet important job. Others, like Elijah, and Elisha, were called to a lifetime of service for God. These men were not out to make friends or demonstrate their power in the kingdom. Rather, they demonstrated God's power, telling God's messages to the people even at the risk of their own lives. Their faithfulness and close communion with God is evidenced by the miracles recorded — unmistakable proof of the power of God working in them and through them.

## GAMES FOR REVIEW

On flash cards write words that pertain from all the lessons. Hold up the cards one at a time and let your group tell you which story it makes them think of. For pre-schoolers, use simple line drawings.

Examples:

no rain	brook
ravens	bread and flesh
widow	meal and oil
Baal	fire
trench of water	mantle
River Jordan	double portion
chariots and horses	whirlwind
two sons	pot of oil
vessels	axe
chariots of fire	blindness

differing degrees of difficulty on flash cards, with point values ranging from 1 to 5 depending on how hard the question is. Read the first question to one team, telling them of the point value. If anyone on that team can answer it correctly they get the points. If they miss the question the other team gets a chance to answer it and receives that many points plus one. Whether the second team gets it right or wrong they get a chance at the next question.

## CONTEST IDEAS

On 3"x5" cards, write questions about places, people, and events in the lives of Elijah and Elisha. Write answers on the reverse side. Choose a caller to read the questions. The first person who thinks he knows the answer stands. If the player answers correctly, he gets the card. The player with the most cards wins.

Divide the children into two teams. Write questions with

Cut a large number of "Happy Buttons" from construc-

## BULLETIN BOARDS

Across the top of your board, put the words “God’s Power” in large letters. Along the bottom, put the words “Working Through Us.” Give each child a piece of paper to roll into a pencil-shaped cylinder. Tape each tube to hold it together. Have each child draw and cut out a picture of himself and tape this on the tube. Be sure that the “self-portraits” are of a size so the tube sticks out on top and bottom. Attach these to the center

## NOTES

[illegible]

## CHART IDEAS

Have each student make a fan representing the five lessons of the unit (see Patterns). On the first four Sundays, let them draw a picture in one of the fan sections representing the story for that day. On the fifth Sunday, let them draw their picture in the circle. Then cut out the two sections and glue them back to back, with a popsicle stick in the center to use for a handle.

## UNIT SUPPORT MATERIAL

Elijah and Elisha — Biblegram (for flannel boards),  
Child Evangelism Fellowship  
Stories About Elijah and Elisha — Pict-o-graph, Stan-  
dard Publishing  
Bible Story Cartoons — “Elisha and Elijah” — Book No.  
12, Standard Publishing

# Elijah Works for God

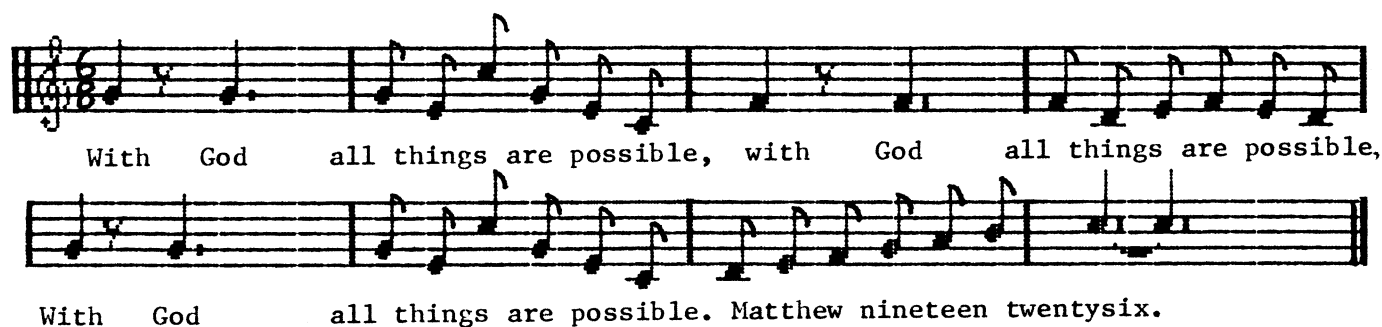
**TEXT** I Kings 17:1-16

**SUPPLEMENTAL SCRIPTURES** I Kings 17:17-24

**OBJECTIVE** The students will be able to tell how God demonstrated His power through the miracles of Elijah — power to control the elements (rain) and to provide food for Elijah, a widow, and her son during the drought.

**MEMORY VERSE** With God all things are possible. — Matthew 19:26

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

WITH GOD — Point up.

ALL THINGS — Draw a circle in air with both hands.

ARE POSSIBLE — Make fist (two), palms down, drop twice (pounding motion).

## MEMORY VERSE VISUALIZED

Cut apart the Bible, marker, and cloud. (See pattern at end of lesson.) Put up the sections, a portion at a time, as the students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Bring a loaf of warm bread to class, and open your session by sharing it with your students. Discuss how satisfying bread is when you are hungry. Ask your students if they have ever been hungry.

1. Once there was a time in Israel when many people were very hungry. It was caused by the word of Elijah, at the command of God.
2. Elijah told King Ahab that there would not be rain or dew until he commanded it.
3. God directed Elijah to go to the brook Cherith, where ravens brought him food and he drank of the brook.

4. When the brook dried up, God sent Elijah to a widow in Zarephath.

5. Though she had only enough food for one meal, she shared with Elijah at his request.

Climax: Because she gave to the prophet, her meal and oil did not run out.

Conclusion: God demonstrated His power to control the elements and to provide food for those who trusted Him.

Response: Your students will be able to describe the miracles that took place in this lesson, and relate them to how God's power works for and through those who trust Him today.

## BACKGROUND INFORMATION

Elijah is a unique and one of the most dramatic characters of Bible history. Nothing is known of his parentage, but according to text he was born at Tishbeh. However, he had been living in Gilead for some time when he enters the Biblical narrative in I Kings 17:1.

His story opens dramatically, with Elijah confronting King Ahab with a prophecy of drought to be stopped only by his word. What a bold statement! Undoubtedly that statement was based on a strong faith in the power of God.

The location of the brook where God directed Elijah to go hide is uncertain. Some suggest that it was a branch of the River Jabesh, but the interest is not in the precise spot, but rather in what happened there: the ravens brought food to Elijah morning and evening until the brook dried up. God commanded Elijah to go to Zarephath, a city outside Israel in Phœnician territory, where a widow would sustain him. In the fulfillment of this promise God's miraculous power was again evidenced. The widow's reward for sharing of her meager provisions with the prophet was that her supply of meal and oil was multiplied as long as Elijah was with her.

## IN-CLASS ACTIVITIES

Circle only the words that are in today's lesson:

rain  
prayer  
ravens  
cruse of oil  
Elijah  
Elisha  
eagles  
widow lady and son  
flood  
faith  
barrel of meal

Have each class member pick one of the words they circled and explain how it fits into the lesson, or shows the power of God.

A little idea to help the children remember who came first, Elijah or Elisha: Remember "J" comes before "S" in the alphabet.

Make a list of things children can do for the Lord and have the class vote on a project that they would like to get together as a group and do the following week.

Bring a container full of oil and one full of flour or cornmeal. Demonstrate to the children that in the natural the more we use, the less we have. But God performed a miracle in not allowing the oil to run out. God always provides what we need.

In all of our lives as Christians God provides for our needs. It may not always happen when we choose, but when we leave it in His hands it works best. God is no different today than He was in Elijah's time. Share a testimony with your class of how God provided in your life or have someone come to your class and give his/her testimony.

Make a raindrop puzzle (see Patterns). Tell the story as you put the puzzle together.

Bring ingredients for making bread. Also have some

bread ready to share with the children. Talk about how good it tastes. God knows just what we need!

Use two identical containers for flour and two for oil putting in just enough flour and oil in each for one meal. Use one and replace it with an identical one so when the children look again they will find the container still contains enough for another meal.

## QUESTIONS

Can God take care of us today, just as He took care of Elijah? Explain.

Who was Elijah? Who was Ahab? What circumstances brought these two men together?

Why was there to be a drought in the land of Israel? (What is a drought?) What would bring the drought to an end?

What reasons did Elijah have for going to the Brook Cherith?

What is a miracle? What miracles are recorded in today's lesson? Does God perform such miracles today?

What things do you know that God has done in your life or in someone's you know that demonstrates God's power?

## PRE-SCHOOL SUGGESTIONS

Use a picture of a raven and cut out pieces from yellow or tan construction paper to look like little cakes or pancakes. Use either a doll, Playschool figure, or flannel-graph figure as Elijah. Show raven bringing food to Elijah.

Make a little cornmeal cake to show the children what the widow made for Elijah. Also bring some cornmeal and oil in little containers so the children will see how very little the widow and her son had to eat during the famine. Show that if you took some out there would be less and less until it would be all gone. But God made the meal stay in the widow's container so she could feed Elijah, her son, and herself during the famine.

Suggestions for "food" for Elijah: Pepperidge Farm fish crackers, peanuts, raisins, berries or cherries. Let your students share Elijah's food for snack time.

Cut out paper clouds for the children to hold up. When Elijah prayed the clouds were removed — gone for three years and six months! James 5:17

Make a paper raven (see Patterns for Lesson 6b) and let the children help to bring food to feed Elijah.



## REVIEW IDEAS

Use the memory verse as a theme for your review. Make a series of illustrations on pairs (either a poster-board or prepared as an overhead) showing a seemingly impossible situation and the solution provided by God. Make the situations appropriate to the age level you are teaching. Some possibilities: a bully/a friend; a hard problem on a test/an answer; a lost book/a book found; a sick child/a well child; a sin-spotted heart/a clean heart. You may also wish to include a visual of two things directly tied to the lesson, such as: no food/food; no rain/rain.

**Puppet Show** — Show willingness of widow to share with Elijah.

“Thank You” song —  
Thank you for the world so sweet,  
Thank you for the food we eat,  
Thank you for the birds that sing,  
Thank you God for everything.  
As you sing each line show a picture page (3'x4' or

larger sheets) to illustrate what it means (see Patterns) and then elaborate on it. At the end sing the complete song again.

Dress up as Elijah and tell the story in first person. (CAUTION! This is not for Beginners.)

## COORDINATING SONGS

## “Jesus Never Fails”

## “God Is So Good”

## “Trust and Obey”

## SUPPORT MATERIAL

Friends of God — Story and Color Book, Standard Publishing

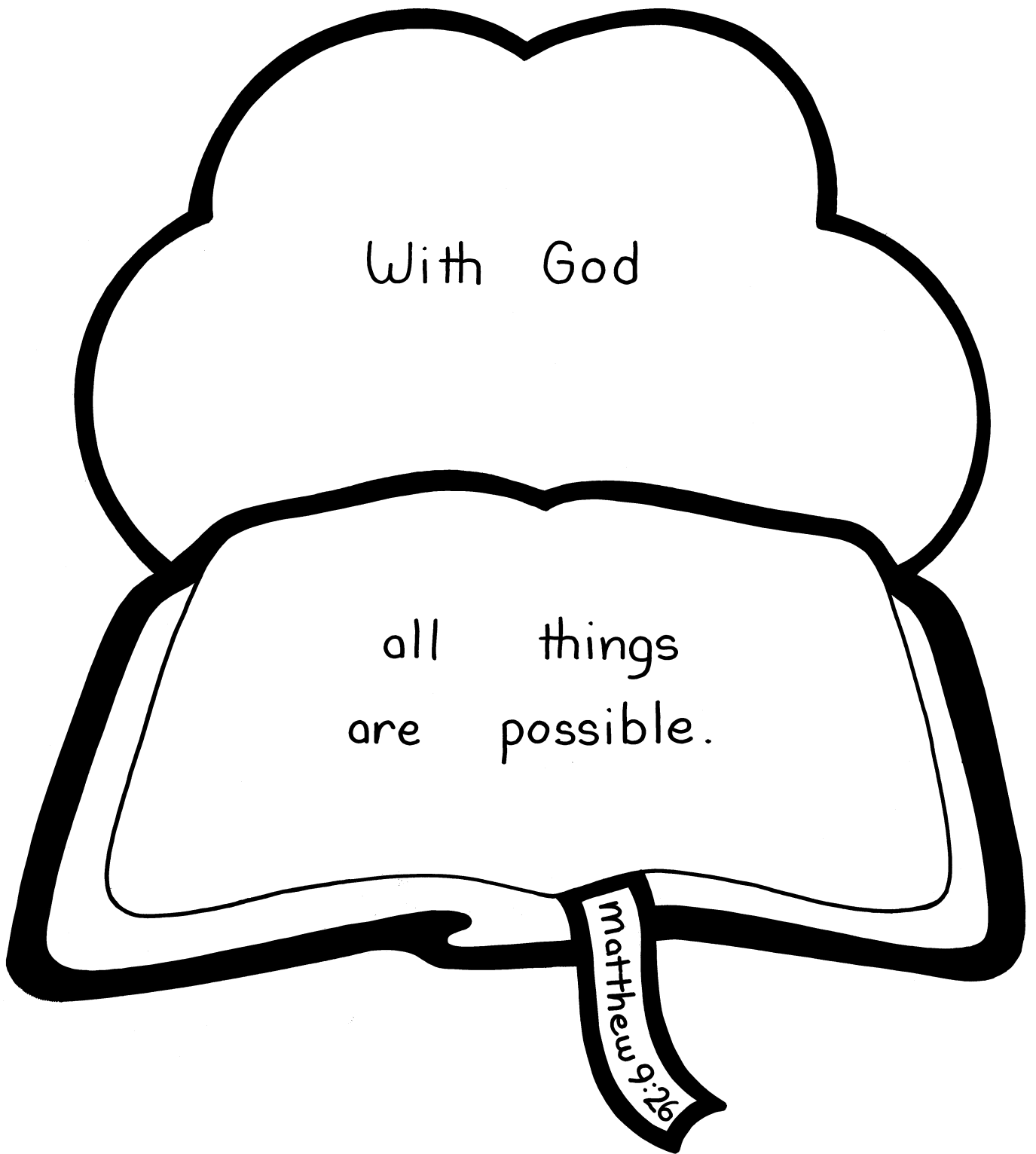
Elijah Asks for Bread — Lion Story Book, Lion Publishing

Elijah and the Oil Barrel — Family Life Institute Tape  
No. 28 (no address for publisher)

**The Bottle That Stayed Full — By Sandi Veranos, A Magic Picture Book, David C. Cook**

## NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Fire and Rain From Heaven

**TEXT** I Kings 18:17-46

**OBJECTIVE** The students will understand that God used Elijah's prayers, the resulting fire sent from Heaven, and the rain to show all the people He alone was the true and living God.

**MEMORY VERSE** The God that answereth by fire, let him be God.  
— I Kings 18:24

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

THE GOD — Point up.

THAT ANSWERETH — Point to mouth, move hand away from face.

BY FIRE — With palms up, wiggle fingers like flames.

LET HIM BE GOD — Point up with both hands.

## MEMORY VERSE VISUALIZED

Cut apart the fire, the altar, and the cloud over the top. (See pattern at end of lesson.) Display the arrangement a portion at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Bring a photograph or article from a newspaper or magazine describing a famine or drought. Relate this to how dried out everything became after three years of no rain, due to Elijah's words to King Ahab.

1. When Elijah and Ahab met, the king accused Elijah of being the one who troubled Israel. Elijah responded by telling him it was because the people had forsaken God and turned to false gods that the drought had occurred.

2. Elijah arranged a meeting on Mt. Carmel with the false prophets and challenged them to make a sacrifice and call upon their gods to send fire from Heaven.

3. The false prophets tried desperately for the entire day but no fire fell.

4. Elijah made an altar and covered it with water, and then prayed.

Climax: God sent fire from Heaven and consumed the sacrifice. Then, at the further prayer of Elijah, he ended the drought by sending rain.

Conclusion: Through the prayers of Elijah and the resulting miracles of the fire from Heaven, and the rain after the drought, God proved that He alone was the true and living God.

Response: Your students will be able to describe how Elijah used God's power to prove to the people that He was the true God.

## BACKGROUND INFORMATION

Without rain the region of Palestine withers into a desert. After three years of drought, Elijah knew that it was time for the rains to come again. In a dramatic scene Elijah, the only prophet of the Lord, stood on the moun-

tain with 450 prophets of Baal and 400 prophets of the groves (sacred to the Baal worshipers) in a test designed to prove whether Baal or the Israelite God was the true God.

Elijah directed the whole proceeding: how an offering was to be made by the prophets of Baal, and later his own. It is interesting to note that, after three years of drought when water was undoubtedly a precious commodity, he ordered twelve barrels of water to be poured over the sacrifice. In striking contrast to the frantic efforts of the false prophets, Elijah prayed with simple, majestic directness — and the fire fell, burning up the sacrifice, the altar, the dust, and even licking up the water in the trench.

Immediately following, Elijah climbed to the top of Mt. Carmel to pray for rain. His power in prayer and his faith in God was evidenced as he prevailed — and after sending his servant out the seventh time, a cloud “like a man’s hand” was spotted. Elijah sent his servant to warn Ahab to hasten “that the rain stop thee not.”

## IN-CLASS ACTIVITIES

Bring pictures of dry deserts or newspaper articles telling of a famine and share with the class. This should illustrate how dried out everything was when Elijah came to see Ahab again.

Build a small altar and tell the story with dolls or figures. Dress one doll as Elijah. Pour water over the altar and explain to the children that in the natural it cannot be lit, but God was able to perform the seemingly impossible.

Tell how Elijah believed in God and had faith that He would send rain again. Hold a dry sponge in your hand as you tell how even a little cloud was enough to let Elijah know his prayer was answered. Dip the sponge into a dish of water and let it rain as Elijah and his servant run to the city.

Bring a wooden or ceramic figure to represent Baal. Ask your children if this statue can hear. Can he talk? Can he answer prayer? Explain that the Baal worshippers in Elijah’s time thought a figure like this could do so.

Use divided picture of altars (see Patterns). Have children draw the people and what happened for each side, Baal and Elijah.

Use 12 rocks to build the altar as you tell the story. Explain why that number of stones was used.

Give each of your students one or two of the finger puppets representing the prophets of Baal (see Patterns). Let them act out the prophets’ efforts to call down fire from Heaven. A tape-recorded background

might encourage their participation in this scene. Then use the finger puppet representing Elijah to portray the climax to the story. A pattern for a stand-up altar and fire are also provided for use with the finger puppets.

## QUESTIONS

Elijah was an example to the people that he believed in and served the living God. How can you be such an example at school?

What are some examples of idols today?

Why can’t idols made of stone and gold answer your prayers and heal you? Can you tell of times when God has answered your prayers or healed you or someone else?

How did King Ahab greet Elijah? What was his attitude or feelings toward Elijah?

What was the trouble Ahab referred to? Who was to blame for the trouble?

What did Elijah hope to prove on Mt. Carmel? Why was this important?

Do you think there are people today who do not know who is the true God? Explain.

We may not see fire come down from Heaven, but what are some of the things that prove to us that God is real and that He is always the same in His power and His goodness?

What happened when the people saw that fire came from Heaven and Elijah’s prayer was answered?

## PRE-SCHOOL SUGGESTIONS

Use the pattern of praying hands provided for Lesson 1e, making a copy from felt or construction paper for each student. Talk about how God answered Elijah’s prayers, and will also answer our prayers.

Make paper cone people using a half circle of paper taped to form a cone, with a round circle attached for the head. Make the Baal worshippers of one color (green) and the people who loved God of another color (blue).

Cut out white, gray, and black paper clouds for children to hold up as Elijah prays. Have paper raindrops for children to drop on Elijah as he runs to the city.

## REVIEW IDEAS

Have a skit about a family situation where God answered prayer. Having faith in God is believing that He will answer your prayers. An example would be when Mom and Dad promise you something and you believe they will do it.



Review the fact that God used supernatural means to prove to the people that He was the true God — the fire from Heaven, and rain after a long drought. Then show pictures of some of the phenomena of nature that have taken place in our day — volcanoes, earthquakes, etc. God's power is revealed in this also.

## “Send the Fire”

**"Would God That More People Would Pray"**

God's Special People — A Giraffe Book, Scripture Union

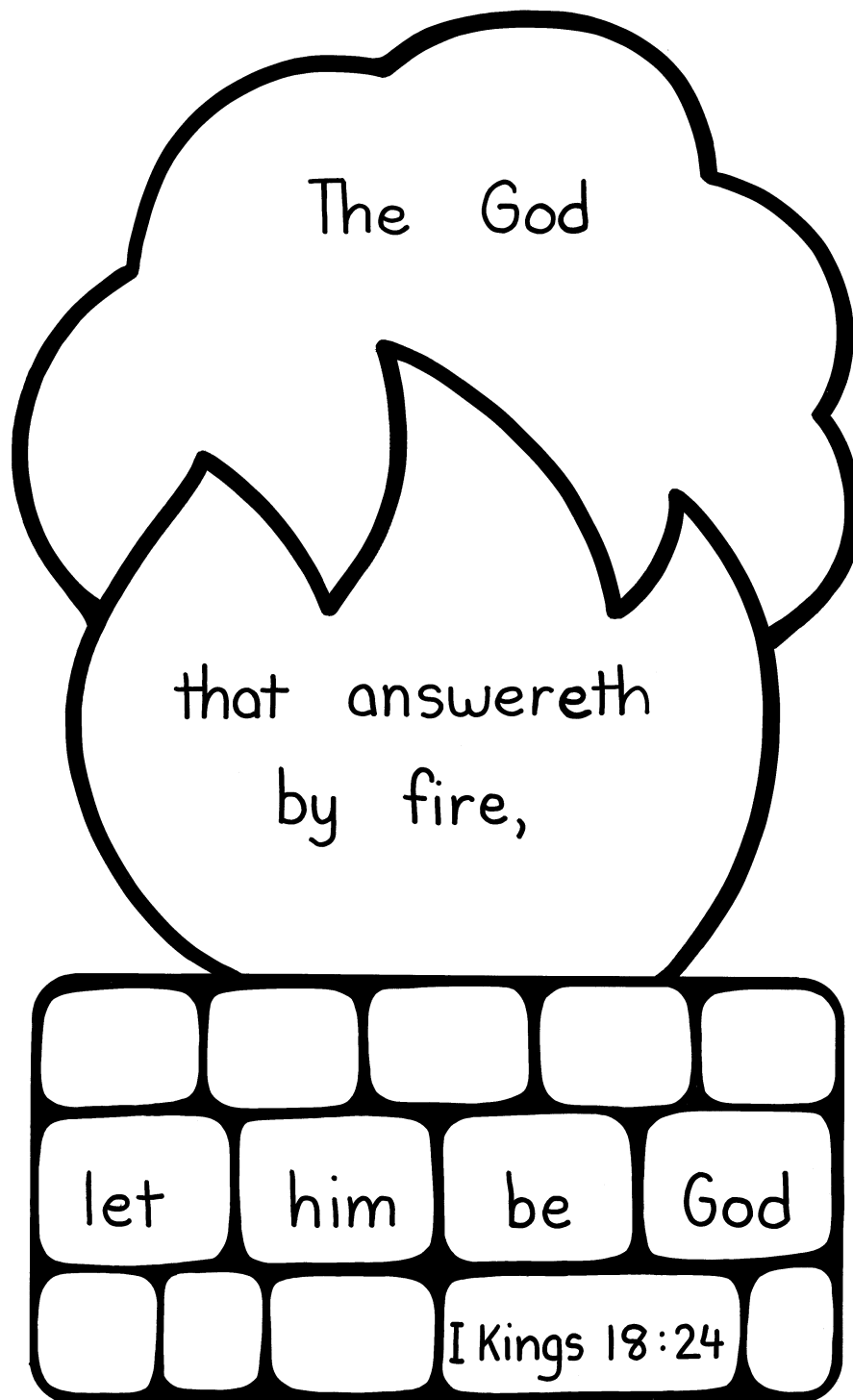
Fire From Heaven — Family Life Institute Tape No. 28  
(no address)

Exciting Adventures - Bible Stories for Children — By  
Doris Clore Demaree, Warner Press

**The Water That Caught on Fire — Arch Book, Concordia**

The Day God Made It Rain — Arch Book, Concordia

## This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, providing a template for handwriting practice or general note-taking. The background is a solid off-white color.



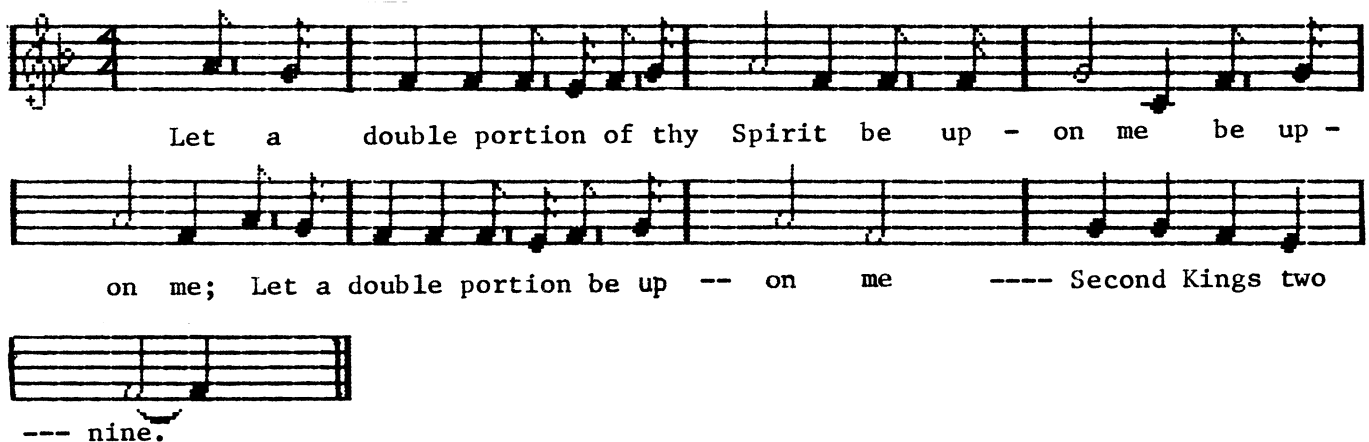
# A Double Portion

**TEXT** I Kings 19:19-21; II Kings 2:1-15

**OBJECTIVE** The students will be able to describe how God's power took Elijah to Heaven and also answered Elisha's request for a double portion of Elijah's spirit.

**MEMORY VERSE** Let a double portion of thy spirit be upon me.  
— II Kings 2:9

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**LET A DOUBLE PORTION** — Hold up two fingers.  
**OF THY SPIRIT** — First put palms together, then move apart up and down with waving motion.  
**BE UPON ME** — Place both hands on right shoulder.

## MEMORY VERSE VISUALIZED

Cut apart the praying figure and the descending rays on which portions of the verse have been written. (See pattern at end of lesson.) Put each section in the appropriate order as the verse is learned.

## BIBLE LESSON OUTLINE

Introduction: Open your class session by distributing "double" treats to each of your students: two cookies, two stickers, two balloons, etc. Discuss what a double portion is.

1. By throwing his mantle over Elisha's shoulders as he plowed in the field, Elijah indicated that Elisha would be his successor as prophet in Israel. Elisha immediately followed Elijah and became his helper.
2. Elisha persisted in staying at Elijah's side, knowing that he would soon be taken from him.

3. Elijah smote the waters of Jordan with his mantle, and the waters parted.

4. Elisha asked for a double portion of Elijah's spirit, and Elijah said this would be granted if he saw him when he departed.

5. The chariot and horses of fire parted Elijah and Elisha, and a whirlwind took Elijah to Heaven. Elisha saw him go, and took up the mantle of Elijah when it fell to the ground.

Climax: Elisha smote the waters of Jordan with Elijah's mantle, and again the waters parted.

Conclusion: God granted Elisha's request for a double portion of Elijah's spirit. He performed many more miracles than Elijah according to scriptural records.

Response: Your students will be able to tell what Elisha requested of Elijah, and recount the events that took place when Elijah was taken to Heaven.

## BACKGROUND INFORMATION

The fact that Elisha was plowing with 12 yoke of oxen when Elijah threw his mantle over him gives indication that he came from a wealthy family. Nevertheless, he immediately left it all to follow the man of God.

Elijah and Elisha were two of the greatest prophets Israel had ever known. But the two men were quite different in many ways. Elijah liked to live outdoors in the wilderness; Elisha lived in homes and liked the city. Elijah was rugged and forcefully impetuous in speech; Elisha tended to be more diplomatic. Elijah dressed in a cloak of camel's hair, but Elisha usually dressed like others of his day. Elijah spent his life in a struggle against the evils of his time, and went through a period of great depression. Elisha lived a more triumphant life as he mingled with his fellowmen. We have no record that he ever complained of his lot, fled from his enemies, or lost his courage.

There were, however, many parallels in the lives of the two men. Both smote the waters of the River Jordan and passed over on dry ground, both brought waters in time of drought, both increased a widow's store of food, raised boys from the dead, pronounced sentences upon kings, and called down vengeance on unbelievers.

Elisha's reception of the cloak of Elijah, both when it was first cast over his shoulders at his initial call, and again when it fell from the whirlwind, is symbolic. Throwing a cloak over another's shoulders represented a transfer of power, of position, or a call to leadership.

## IN-CLASS ACTIVITIES

Use a chalkboard or paper to draw a field where Elijah found Elisha. Dolls can be dressed as the men. Then show a road and Elisha following Elijah around to the towns and then to the Jordan. Another scene would have Elijah's mantle striking the water and their crossing. After that have a flannelgraph figure of a chariot above them. Then Elisha strikes the water again with Elijah's mantle.

Provide each student with a blank sheet of paper with a piece of carbon over it. Give them a sheet of paper with the starburst shape (see Patterns) printed on it. Have them trace over the starburst pattern so the design will appear on the left side of the sheet underneath. As they trace, describe how Elisha wanted the power Elijah had. Have them write the words, "God's Power" in the center. Then tell how Elisha wanted even more, so he asked for a "double portion." Have them move the top paper over and trace the shape again, leaving the carbon in position over the sheet of paper underneath. When the carbon is lifted, the student should see two complete shapes. Write "Elisha Prayed for a Double Portion" across the top. If time permits, allow your students to color the starburst shapes.

Use a divided sheet of paper for Elijah's and Elisha's works. List some of the things that Elijah did and then list the things that Elisha did. Elisha's list will be longer.

Bring examples of how two are better than one: i.e., bicycle vs. unicycle; two feet vs. one foot; etc.

## QUESTIONS

What is the meaning of the lesson title — "A Double Portion"?

Why did Elijah "cast his mantle" upon Elisha? What is a *mantle*? Do you think Elisha knew why Elijah did this? Why or why not?

How does God call people today to serve Him?

Was Elisha's call from Elijah or from God? Explain.

What are some of the characteristics or qualities in Elisha that made him a good choice as Elijah's successor? What is the meaning of *successor*?

What qualities is God looking for in the people He chooses to work for Him today?

When Elisha desired to follow Elijah (no doubt he felt that God had called him to do so) why do you suppose Elijah said several times, "Tarry here"?

What is the meaning of *consecration*? Do you suppose God tests people today regarding their consecrations? Explain.

What did Elisha desire of Elijah and did he obtain his wish? How do you know?

## PRE-SCHOOL SUGGESTIONS

To show how "two are better," bring double treats for your children; two sticks of gum, two balloons, two pennies, two baggies of fish crackers.

Show pictures (or use dolls) to illustrate a child's doing good deeds (sharing, obeying, being kind, etc.), but do each thing **twice**. For example: "Teddy shared his apple with Susie; he also gave some to Jamie." Elisha wanted to be able to do **lots** of good things for God.

Color fire on picture of chariot (see Patterns).

## REVIEW IDEAS

Make a list, or show simple sketches representing the miracles Elijah did. Describe how Elisha prayed for a double portion of Elijah's spirit, then make a list or show sketches illustrating the miracles of Elisha. This list will be approximately twice as long. God answered his prayer!

If you have any twins in your group or the church congregation, enlist their help in presenting your review.



wanted a “double portion” so he could do even more for God.

See Unit Support Material

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# Elisha Works for God

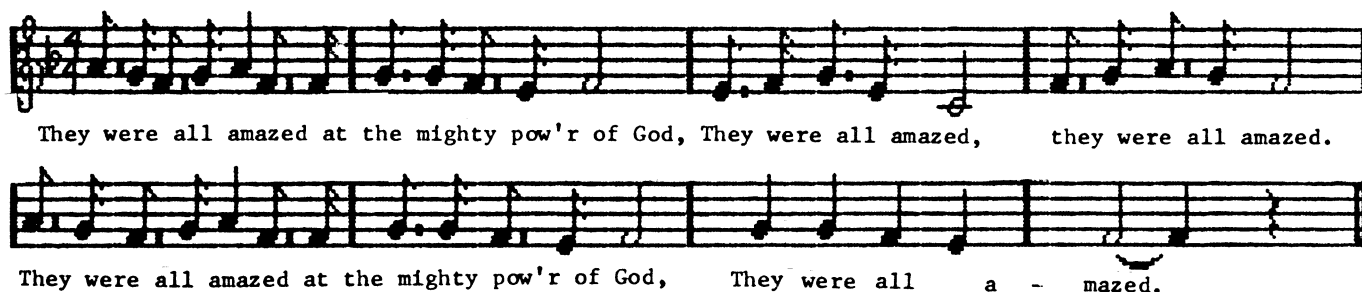
**TEXT** II Kings 4:1-7; 6:1-7

**SUPPLEMENTAL SCRIPTURES** II Kings 2:19-22; 4:32-41

**OBJECTIVE** The students will be able to relate how God demonstrated His power through the miracles of Elisha.

**MEMORY VERSE** They were all amazed at the mighty power of God.  
— Luke 9:43

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**THEY WERE ALL AMAZED** — Hold hands out to side, surprised look on face.

**AT THE MIGHTY POWER** — With right hand feel muscle of left arm flexed.

**OF GOD** — Point up.

## MEMORY VERSE VISUALIZED

Cut apart the standing figures, cloud and base as indicated by the heavy lines. (See pattern at end of lesson.) Display each section in the appropriate order as the verse is learned.

## BIBLE LESSON OUTLINE

**Introduction:** Take an empty pot or jar, and an ax or ax head to class. Ask your students if they can fill the pot without having anything to put in it, or if they can make the ax float. Help them conclude that only the power of God could make these things happen.

1. A widow told Elisha that a creditor was demanding the payment of a debt she owed or else her sons would be taken into servitude.

2. He instructed her to borrow vessels from her neighbors, shut the door of her house, and fill the vessels with the little oil she had.

3. The oil miraculously filled all the pots, and she was able to sell the oil and pay the debt.

4. A borrowed ax head fell into the water, and the person using it cried out to Elisha.

**Climax:** Elisha threw a stick into the water, and the ax head floated to the surface.

**Conclusion:** God used Elisha to demonstrate His miraculous power.

**Response:** Your students will be able to tell some of the miracles Elisha performed through the power of God upon his life.

## BACKGROUND INFORMATION

Elisha's reception of a double portion of the Spirit is demonstrated by the fact that he performed a greater number of miracles than any other prophet except Moses.

The oil miraculously provided for the widow in today's text was a valuable commodity. It was an essential ingredient for cooking in every home. It also provided fuel for the wick lamps used in that day, it was used to promote healing of cuts and scrapes, women used it to condition their skin in the hot dry climate, kings were anointed with it, and offerings were made of it. The widow would have no trouble selling the oil which filled the borrowed vessels.

Elisha's story is told with vigor and vivid detail, making him stand out above many of the Old Testament characters.

acters. The miracles he performed through the power of God are not all told in chronological order, but they bear the marks of historical truth in the simplicity of their narration.

## IN-CLASS ACTIVITIES

Use a toy juice pitcher. When you tip it over it looks like the juice disappears but it fills up again when you hold it upright.

Use the divided picture with empty faces (see Patterns). Have the children draw in the people's "before and after" faces for each incident.

Let each child use people and objects made from construction paper to go with both incidents (see Patterns). Have the children help you tell the story using this material.

Give each child a doll that represents a person in the story. Have each child use his/her doll to play the role of the person.

Make an ax head of styrofoam or Ivory soap to illustrate the ax head that floated. Drop something heavy into some water so they can see that a real ax head could never float without God's power.

Bring as many small and different pots as you can to illustrate the story.

## QUESTIONS

Do miracles still happen today? Give an example.

Could Elisha have done these miracles without the help of God? Why or why not?

What was it about Elisha that drew the poor widow to him with her problem?

How important is it to live so that others know we are in touch with God?

What was the widow's need and what did Elisha suggest to her? What did the widow do?

The woman had only one pot of oil. Where did the extra oil come from that filled all the borrowed vessels?

What did the sons of the prophets ask of Elisha? Did he agree to their wishes?

The men were doing a good work, but something distressing happened. What was that? Even though you might be doing something God led you to do, working for Him, it is possible that setbacks will come. What purpose can there be in this?

## PRE-SCHOOL SUGGESTIONS

Use Fisher-Price figures in a sandbox or on the table to show the widow and her sons and Elisha. Show little play pans and jars and the sons getting them from the neighbors. Pretend to pour out the oil. Make little cardboard houses for the widow and her neighbors.

If using a flannelgraph, let the children hold the figures until you need them in the story. They really learn when they have a part in the story.

On the child's level, emphasize the thought of being a helper for Jesus. There are pre-school books available on the subject. Talk about things a child can do, such as helping to keep God's house clean, inviting a friend to Sunday school, singing and behaving nicely in church.

## REVIEW IDEAS

Role-play the lesson:

Before the review give some pots to a few of the students. During the review have two boys (sons) go to the students to borrow the pots and bring them one at a time to you to fill. Have somebody hidden who will keep your "oil" supply full.

Stage a mock interview with one of the widow's sons, or with someone who observed the miracle of the ax head. Pretend you are a reporter for the "Jerusalem Gazette" and are looking for an eye-witness account. Use their answers to bring out the objective.

Use an overhead review using overlays to add action.

1. One time a widow came to Elisha for help. (Show widow.)
2. She said, "I have two sons (Overlay sons.) and lots of bills to pay. (Draw in \$ signs.) A bill collector wants to take my sons (Remove sons.) because I cannot pay him."
3. Elisha asked her what she had at her house. (Overlay pot of oil.)
4. She sent her two sons to borrow empty pots. (Remove widow and overlay houses one at a time.)
5. Boys brought the vessels. (Remove houses. Overlay vessels.) She started to pour her little bit of oil. (Overlay cut-outs of yellow transparencies to fill the pots.) Remove entire scene.
6. Elisha used God's power to help a man who had lost an ax head. (Lay in an ax head on a loose piece of acetate, below a wave line, or piece of blue transparency to represent water.)
7. The man was upset because the ax head was borrowed. (Use overlay of a sad face.)
8. Elisha tossed a stick on the water, and the ax head floated. (Move ax head above wave or water line.)



9. The man was very happy that he could return what he had borrowed. (Overlay happy face.)  
Conclude by relating to the students that God's miracles are very real today.

## “God Can Do Anything”

## COORDINATING SONGS

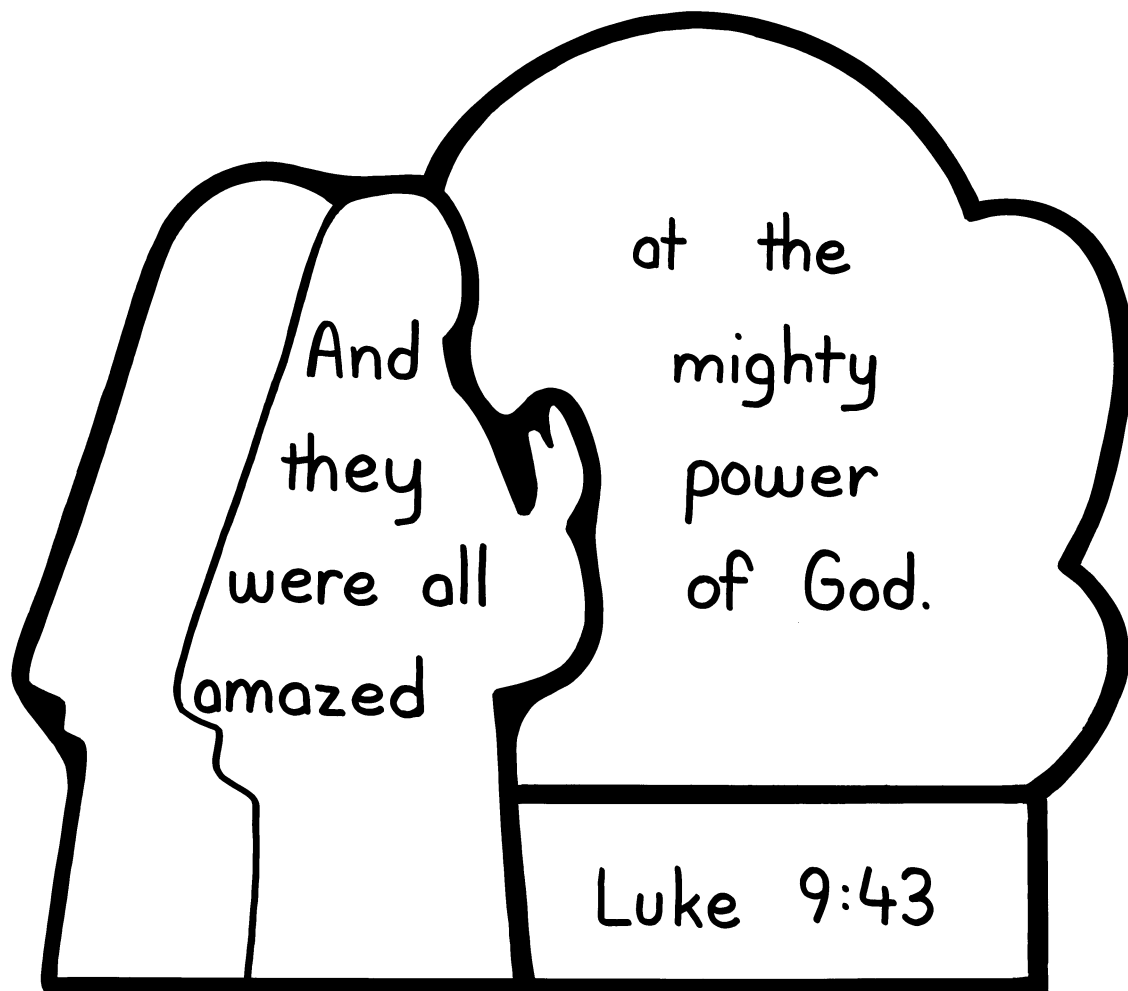
## “I Believe in Miracles”

## SUPPORT MATERIAL

The Life of Elisha — Coloring book, Bethany Fellowship

## NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



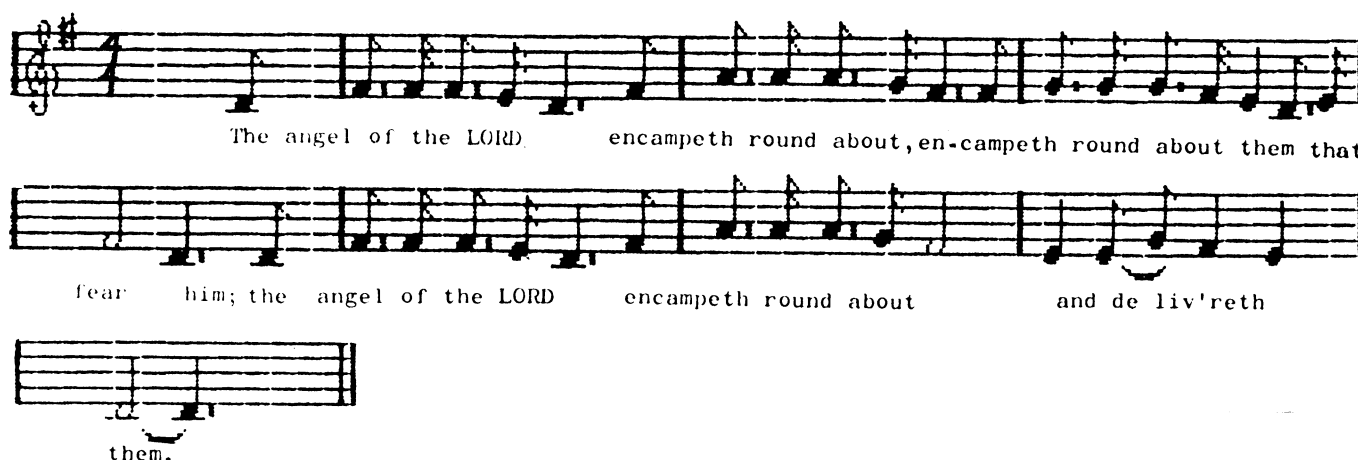
# Chariots of Fire

**TEXT** II Kings 6:8-23

**OBJECTIVE** The students will be able to substantiate the truth that God will use His supernatural power to protect those who serve Him, using the story of God's protection of Elisha and his servant by the chariots of fire.

**MEMORY VERSE** The angel of the LORD encampeth round about them that fear him, and delivereth them. — Psalm 34:7

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**THE ANGEL** — With hands at shoulder height pointing out, flutter like wings.

**OF THE LORD** — Point up.

**ENCAMPETH ROUND ABOUT THEM** — Draw large circle pointing toward ground.

**THAT FEAR HIM** — Praying hands (*fear* does not mean "afraid of," rather it means "those that pray to, honor, etc.>").

**AND DELIVERETH THEM** — Brush off the back of left hand with side of right hand.

## MEMORY VERSE VISUALIZED

Cut apart the angel, encircling banner and center piece on the heavy black lines. (See pattern at end of lesson.) Put up the angel and then the succeeding pieces as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Take a paper shield to class. Show your students the shield, saying how we know that shields are used for protection. Then tell them that today they

are going to hear how God provided a special kind of protection for one of His helpers.

1. The king of Syria made plans against Israel, but his plans were found out repeatedly. He was angry and demanded to know who the traitor was.

2. One servant told him that it was Elisha who was revealing the secret plans.

3. The king learned that Elisha was in Dothan, and sent out his chariots and horses to surround the city and capture the prophet.

4. Elisha's servant was frightened when he saw the host surrounding them.

**Climax:** When Elisha prayed that the servant's eyes would be opened, he saw horses and chariots of fire sent by God to protect them. The enemy was smitten with blindness and delivered into Israel's hand. They were treated kindly and returned to Syria.

**Conclusion:** God will never fail to take care of the person whose trust is in Him.

**Response:** The students will be able to tell how God protected Elisha, and will be able to describe how His power will protect the believer today.

## BACKGROUND INFORMATION

During the time of Elisha's ministry in Israel, the Syrians went to war against the Israelites. (The Syrians lived to the north of Israel and should not be confused with the Assyrians, another powerful nation.) God often revealed to Elisha the whereabouts of the Syrian army, and this angered the king of Syria, who purposed to capture the prophet by surrounding the city of Dothan where he was staying.

Artists often depict angels as gentle and docile creatures, wearing long white robes and playing sweet music on their golden harps. But many times the Lord calls His angels to be agents of His protection. While Scripture does not say angels accompanied the chariots and horses of fire, it is possible that heavenly beings guided those instruments of God's protection.

This story suggests that all around us, supernatural events are happening which are invisible to the human eye. At times, God "opens" the eyes of certain people and lets them witness these remarkable incidents.

## IN-CLASS ACTIVITIES

Have each child put his hands over his eyes to experience what it would feel like if he were blind. If you have room, lead them around the class or room showing how Elisha led the Syrian army to the Israelite army.

Give each child a copy of the picture of Dothan with the stapled-on portion of the city covering the chariots of fire (see Patterns). Have them fold up the top at the appropriate time in the telling of the story.

Make a paper chain of angels (see Patterns) for each student. Let them use this to encircle a doll or cut-out figure, to show how the angels encamp around those that serve the Lord.

## QUESTIONS

What two countries were at war? Are those countries on our maps today?

How did Elisha help the king of Israel? Where did he obtain his knowledge?

Do you know who in the Bible said, "There is a God in heaven that revealeth secrets"? Daniel 2:28

When things went against the king of Syria, who did he think was to blame?

What did his servants tell him? How do you suppose they knew more than their king?

The king of Syria sent an army to capture one man — Elisha. Were they successful? Why or why not?

What did Elisha mean when he told his servant, "They that be with us are more than they that be with them"?

What happened to the men who came to capture Elisha? What did the king of Israel want to do to these men once they were in his power?

What did Elisha tell him to do? Compare the attitude of the king of Israel to that of Elisha? What does this tell you about a get-even spirit?

## PRE-SCHOOL SUGGESTIONS

Use cone angels made from a half circle of paper, with a circle face and wings attached, for guardian angels.

Show pictures of a mommy or daddy with a child. They want to protect their child. In the same way, Jesus wants to protect us too.

Show the children the well-known picture of a guardian angel watching two children as they cross a broken bridge. There are also a number of pre-school books about how Jesus cares for us.

## REVIEW IDEAS

This lesson would adapt well to an overhead story. Use overlays and darkness as you review the story with the children.

Use examples of things that help to protect us, i.e., crash helmet, seat belts, gloves, steel-toed boots, umbrella, etc.

Visualize some instances when God protected you or someone of your acquaintance for your review. In the center of a large flannel board, put a figure to represent yourself or the person you have selected. As you tell of times you were protected, write a brief statement on a paper angel-shape and mount these in a circle around the center figure.

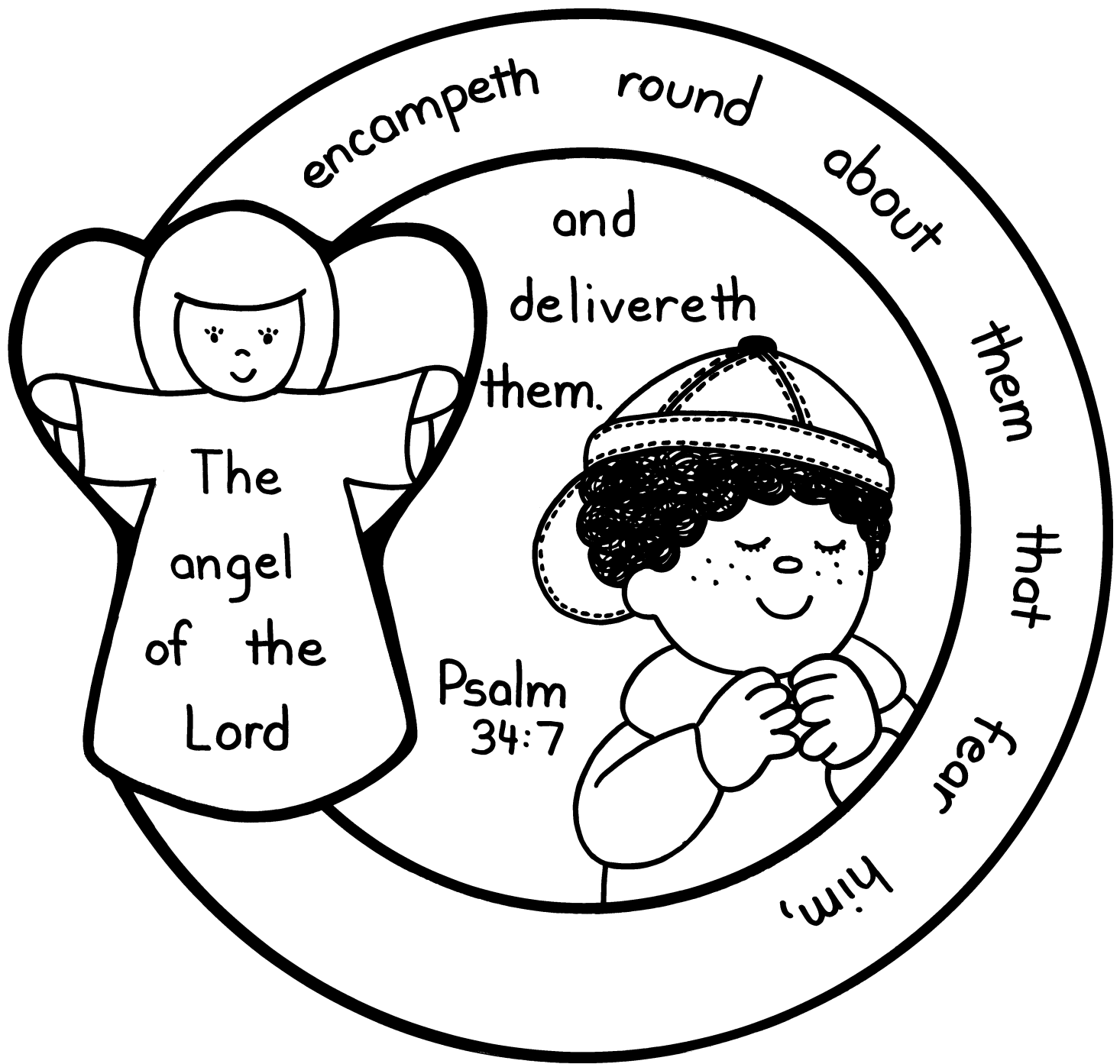
## COORDINATING SONGS

"Why Worry When You Can Pray?" — Happy Time, vol. 2, page 2

"My Lord Knows the Way" — Beginners Sing, page 10

## SUPPORT MATERIAL

Use Unit 10 Support material



# God's Power Works Through Jesus

**Lesson 11a — Zacchæus**

**Lesson 11b — Jesus Stills the Tempest**

**Lesson 11c — The Palsied Man Healed**

**Lesson 11d — The Demoniac Healed**

## OVERVIEW

The time that Christ walked on earth was the greatest epoch of miracles in all recorded history. It was a period when the people were at a low ebb spiritually. After the time of the Exodus, His people were filled with complaint. At the time of Elijah and Elisha, they had turned to false gods. But at the time of Christ the religious leaders were so steeped in self-righteousness and hypocrisy that they crucified the Lord of Glory.

It was to this world that God sent His Son, Jesus. The miracles He worked while on earth were part of God's chosen method to reveal His power and His great sal-

vation to the sin-hardened world. Nearly 40 miracles wrought by Christ are recorded in the Gospels, but there were many more miracles performed than these (John 20:30).

Christ's miracles were evidence of the genuineness of His message (John 5:36) and the fact that the power of God was working through Him. In this unit, we will study His power to release man from the bondage of sin, His power to control the elements, His power to heal the sick, and His power to defeat Satan.

## GAMES FOR REVIEW

Use a large four-sided box. Call it a "miracle module" or "miracle machine." On each side illustrate one of the four lessons. Have a child spin the module and tell you the story of the picture shown. Keep spinning till all lessons are covered. Inside the box you can pull out examples of a modern-day miracle you might ask Jesus to perform.

Cut out a large number of footprints from construction paper. On each one, write the reference for one of the key verses, and the complete verse on the opposite side. Place the footprints at different places on the floor. Divide your group into teams. Taking turns, one-by-one have members of each team stand by a footprint, and try to say the verse. If they say it correctly, their team gets to keep that footprint. The verses may be repeated — try to have enough cut out so each child has a chance to say at least one verse.

Divide your group into two teams. Choose a word or phrase from one of the lessons, and on a chalkboard

draw a blank line for each of the letters in the word or words. Make a scoring column for each team at the side of the chalkboard. Let the teams take turns suggesting letters. If the letter does appear in a word, fill in the proper blank and give that team a point. When the proper word or phrase is guessed, award five points to the team who gave the correct answer. Then discuss the meaning of the word in relation to your lessons. This can be repeated several times with the winning team being the one with the highest total score.

Make a sequence of questions concerning the unit lessons. Glue them around the edge of a posterboard circle. Cut a second circle the same size and cut a window in it so that one question at a time is revealed. Fasten the two circles together with a brad. Divide your group into teams. Let one team member at a time come up and turn the wheel to reveal a question, then attempt to answer it. Keep score of which team answers the most questions correctly.

Take a copy of the lesson review circle to class (see

Patterns). Use a pencil and a paper clip to make a spinner. Have each student take a turn spinning the clip. Then let him briefly tell the events of the story pictured in the section where the clip stops.

## CONTEST IDEAS

Put an electric outlet plate at the top of a board. Have each child's name across the bottom of the board. To each name attach a length of yarn that has a black paper cut-out plug-in at the end. Mark the board into levels — one for each Sunday (the outlet is for the last Sunday). The students move their yarn cord up each Sunday they are there to see who can plug into Jesus' power first.

Divide your group into two parts, perhaps boys against the girls. Show them a large blank bulletin board covered with a bright background paper. Across the top put the words "God's Power — In the News." In the center place a score sheet with the headings "Boys" and "Girls." Tell your group the winning side will be the one which brings the most clippings from magazines or newspapers telling of an event which illustrates God's power. Pin the articles around your score sheet on the bulletin board. (If duplicates are received, give points for each one but only put up the first one brought in.) The contest should continue through all four Sundays of the unit.

## BULLETIN BOARD

Put Jesus in the middle of the board, Zacchæus hiding in a tree to the right, the demoniac next to the mountains and tombs on the left, a boat on a lake behind, and the palsied man on his bed in front (see Patterns).

Post a long scroll of paper across your board. Above it write the title "Capernaum News." If done as a department project, have each class compose and paste on the scroll a "news article" describing the events of one of the unit lessons. They may wish to illustrate the event as well. These articles could be read aloud each Sunday and then posted before your entire group.

Place the words, "God's Power Works Through" across

the top of the board with "JESUS" under it in giant letters, with lines (could be ribbons, yarn, etc.) radiating out to four vacant blocks (see Patterns). Have the students draw illustrations of the four lessons in the blocks.

## UNIT SONGS

"My God Is So Great"

"Power in the Blood"

"His Name Is Wonderful"

## UNIT PROJECTS

Have the pupils make (if there is time, otherwise teacher can make) blue ribbon bookmarks to remind them of Jesus and the power He has had in their lives. Use real ribbon. Cut big "V" in one end. On the other end attach a medallion. The medallion is made by cutting a circle from gold foil wrapping paper. Cut notches into the edge or use pinking shears to make it look like a seal. Glue to the top and place a sticker of Jesus (or Jesus stilling the tempest sticker) on the ribbon.

## CHART IDEAS

For each child, cut out five of the block letters of the word "Jesus" (see Patterns) from different colors of construction paper. The first shape will have the letters drawn in so the word is readable. The other letters will be shapes only. On the first Sunday the students will receive the first two shapes. After that they will get one shape each Sunday, on which they may draw a symbol representing the lesson or a picture of it. The symbols could be a man in a tree, cloud and lightening, walking feet, sad and happy face. On the last Sunday, punch a hole in each and tie them together, book style, with a length of yarn. The cover for the book will be the shape with the letters filled in.

Reproduce, for each student, a copy of the stained glass window puzzle (see Patterns). Let each child make up their own color code to correspond with the numbers on the puzzle pieces. Write down their codes. On each of the four Sundays, have them color one piece of the puzzle according to their own code. On the last Sunday, assemble the puzzles to reveal the word "Jesus."

## NOTES

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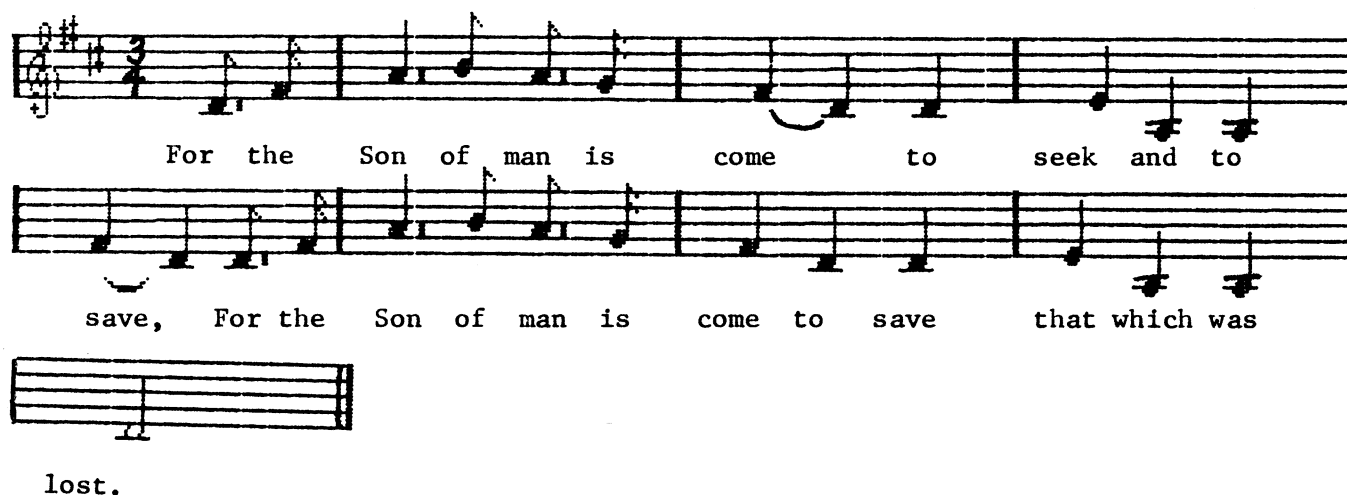
# Zacchæus

**TEXT** Luke 19:1-10

**OBJECTIVE** The students will know that how God made a dramatic change in the life of Zacchæus, and will be able to explain that Jesus has power to forgive our sins also.

**MEMORY VERSE** For the Son of man is come to seek and to save that which was lost. — Luke 19:10

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**FOR THE SON OF MAN** — Put right middle finger to left palm, left middle finger to right palm.

**IS COME** — Extend right hand, palm up, move toward body (beckoning).

**TO SEEK AND TO SAVE** — Place hand over eyebrows, turn head side to side (looking).

**THAT WHICH WAS LOST** — Draw a cross in the air with cupped hand.

## MEMORY VERSE VISUALIZED

Cut apart the pieces which show Jesus, a base, and a group of people. (See pattern at end of lesson.) Display the verse a portion at a time as your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Bring a number of pairs of pictures illustrating a great change: child/adult, black/white sheet of paper, caterpillar/butterfly, etc. Discuss the change which took place in each case. Then tell your class that your story today illustrates the greatest change of all.

1. A small man named Zacchæus, who was a tax collector, desired to see Jesus when He passed through

Jericho, but he could not see over the crowd because of his size.

2. He ran ahead and climbed into a sycamore tree, hoping for a vantage point from which he could observe Jesus.

3. When Jesus came by, he looked up into the tree and called Zacchæus by name, telling him to come down from the tree.

4. Jesus announced that he would go to Zacchæus' house.

Climax: Zacchæus experienced a miraculous change in his heart when he came down from the tree, receiving the Lord joyfully.

Conclusion: Zacchæus' conversion was evidenced by his desire to repay fourfold all that he had wrongfully taken, and to give half of his goods to the poor.

Response: Your students will be able to describe the miracle that takes place through God's power at conversion, by relating the story of Zacchæus.

## BACKGROUND INFORMATION

Zacchæus, being a publican, was a man that had known the scorn of many people. A publican was a tax collector for the Roman government. The Roman Sen-



ate had found it convenient to have certain capitalists collect specified sums for them. These capitalists had a network of men under them, often natives, to do the actual collecting and these were the men that the Bible refers to as publicans. They were often encouraged by their superiors to be arbitrary and fraudulent. The common people were met by these publicans on roads, bridges, markets, harbors, and city gates. The contents of every bundle had to be searched and an often arbitrary value was fixed and a tax imposed.

The publicans were looked on with disdain and the situation in Palestine was even worse, where the patriotic Jews felt tribute should be paid only to God. In Palestine the publicans were considered defiled by frequent contact with heathens, traitors, and the spiritually bankrupt.

After feeling the hatred, bitterness and rejection of so many, how refreshing the words of Jesus must have sounded to Zacchæus, "To day I must abide at thy house" (Luke 19:5).

## IN-CLASS ACTIVITIES

Show what a rich man Zacchæus was by taking a lot of money to class. After Jesus changed his heart, demonstrate how he was willing to give half to the poor and four times what he had taken, back to the people from whom he had taken it. Maybe he had taken an apple from a store. Give back four times that amount. Or use a pencil or some other object to which the students will relate.

Use tree picture with leaves, on brad, covering Zacchæus (see Patterns).

Use finger puppets to represent Jesus, Zacchæus, and the crowd (see Patterns).

Make a money bag for each child. Give each one some pennies, play money, or chips to represent money. Have "Zacchæus" take money from them and then when he loves Jesus he will return the money fourfold.

Make paper caterpillars and butterflies for each of your students (see Patterns). Compare the caterpillar with Zacchæus before he met Jesus, and the butterfly to Zacchæus' new life after he met Jesus.

Set an extra place for snack time in your class. Pray and ask Jesus to be your Special Guest. Talk about what it means to have Jesus as a visitor. Remember that Jesus is always visiting with you!

Before class: On half of a sheet of black construction paper draw, with a pencil, Zacchæus in a tree. On the

other half draw him out of the tree (see Patterns). Then trace over the drawings with a black crayon — press hard. As you tell the story during class, brush a thin coat of white or yellow paint over the construction paper to reveal the pictures. (The paint won't stick to the crayon.) You might want to do this on a larger scale for a review.

Make a wheel tree for each of your students (see Patterns). Let them connect the front and back of the tree with a brad. Have them turn the wheel to the correct places as you tell the story.

Make a sectional display of the memory verse for each child. Help him unfold it as you review the verse (see Patterns).

## QUESTIONS

If you knew Jesus was coming how would you prepare to meet Him?

What must you do to be saved from your sins?

Do people today have a problem "seeing" Jesus? Since He is not walking through our streets, in what ways may He be seen?

What did Zacchæus do to overcome his problem? What does this tell us in regard to how truly interested he was in seeing Jesus?

Were his efforts rewarded? How do we know Jesus is always found by those who truly seek Him?

How do you know that Zacchæus was truly converted?

What were the steps to conversion taken by Zacchæus? How would you tell a friend the way to become a Christian?

What does the word *converted* mean? What are some of the changes one expects in the life of one who is converted (or saved)?

Is salvation offered to everyone? How do you know this?

## PRE-SCHOOL SUGGESTIONS

Give each child a copy of the scribble picture of part of a tree and Zacchæus in the branches (see Patterns). Allow your children to scribble in the remainder of the tree.

Use a small money bag or coin purse to "collect" some of the coins you have previously distributed to your students. Then return them fourfold after describing Zacchæus' conversion.

Take a small heart box and fill it with dirty scraps of cloth, dark scraps of paper, and pennies. Liken this to Zacchæus' heart before the Lord changed him. Then empty the heart and place in it a sticker of Jesus.

On a large construction paper heart, color in a number of sin spots. In the center of each sin spot tape a penny. Tell the children that this was what Zacchæus' heart was like. But then Jesus took away the sin spots and Zacchæus wanted to give back all the money he had taken from others.

## REVIEW IDEAS

Re-enact Zaachæus' story in a modern-day manner — how Jesus changed his heart and how he took care of his wrongdoings.

Take two pieces of paper and write "Christian" on the front of them both. On the back of one put a clean heart. On the back of the other a dirty heart. Explain how the one goes to Sunday school, never does anything naughty when Mom isn't looking, is kind to his friends, helpful, etc. The other fights with others, hates his sister, etc. The first one has prayed and asked Jesus to come into his heart. He doesn't lie anymore or fight or cheat. He loves Jesus, his sister, etc. Ask the children which one is a Christian. Turn the paper around to show the clean heart on one and the dirty heart on the other. Explain how Zacchæus asked Jesus into his heart and how he was changed. We must do the same to be a real Christian.

Introduce your group to the "Hose Family," made from six pieces of garden hose cut into different lengths. You will also need to have available three pieces of cloth (black, green, purple), cellophane, a nickel, a pitcher of water and a plant. Tell your group, "I brought a strange family with me today — the Hose Family. They are going to help me explain the lesson.

"Here is **Mr. Hose**. This plant looks thirsty, so we will give Mr. Hose some water and see if he will give it to the plant. No water comes out. (Pour water from pitcher, just a tiny bit, into hose but hose is plugged with black cloth.) He can't give water with sin in his heart. He has to get rid of sin first.

## NOTES

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"**Mrs. Hose** is not as tall as her husband. (Pour tiny bit of water into hose to water plant.) She doesn't give water either. She is filled with green cloth — envy. Her envy of clothes and what others have keeps her from giving water.

"**Henry** is the oldest son. We will try him with water. No water comes out. He has a nickel in him. He is so busy getting money he doesn't have time to have Jesus in his heart. What does he need to do?

"**Tom** can't give water because of purple pride in his life.

"**Esther** can't give water because of cellophane. She thinks no one can see her heart, but God can and others don't trust her.

"**Little Mary** gives water as soon as she gets it. She doesn't have anything in her heart to keep her from hearing Jesus' Word and keeping it in her heart. Jesus lives in her heart."

Who in this story had a problem like Zacchæus?

## COORDINATING SONGS

"God Has Blotted Them Out"

Wordless Book song

"Zacchæus Was a Wee Little Man"

"Things Are Different Now" — Salvation Songs for Children

"Put a Great Big Glowing Smile on Your Face" — Salvation Songs for Children

## SUPPORT MATERIAL

The Great Surprise — Arch Book, Concordia

Zacchæus Meets the Savior — Arch Book, Concordia

Zacchæus — Suedegraph, Standard Publishing

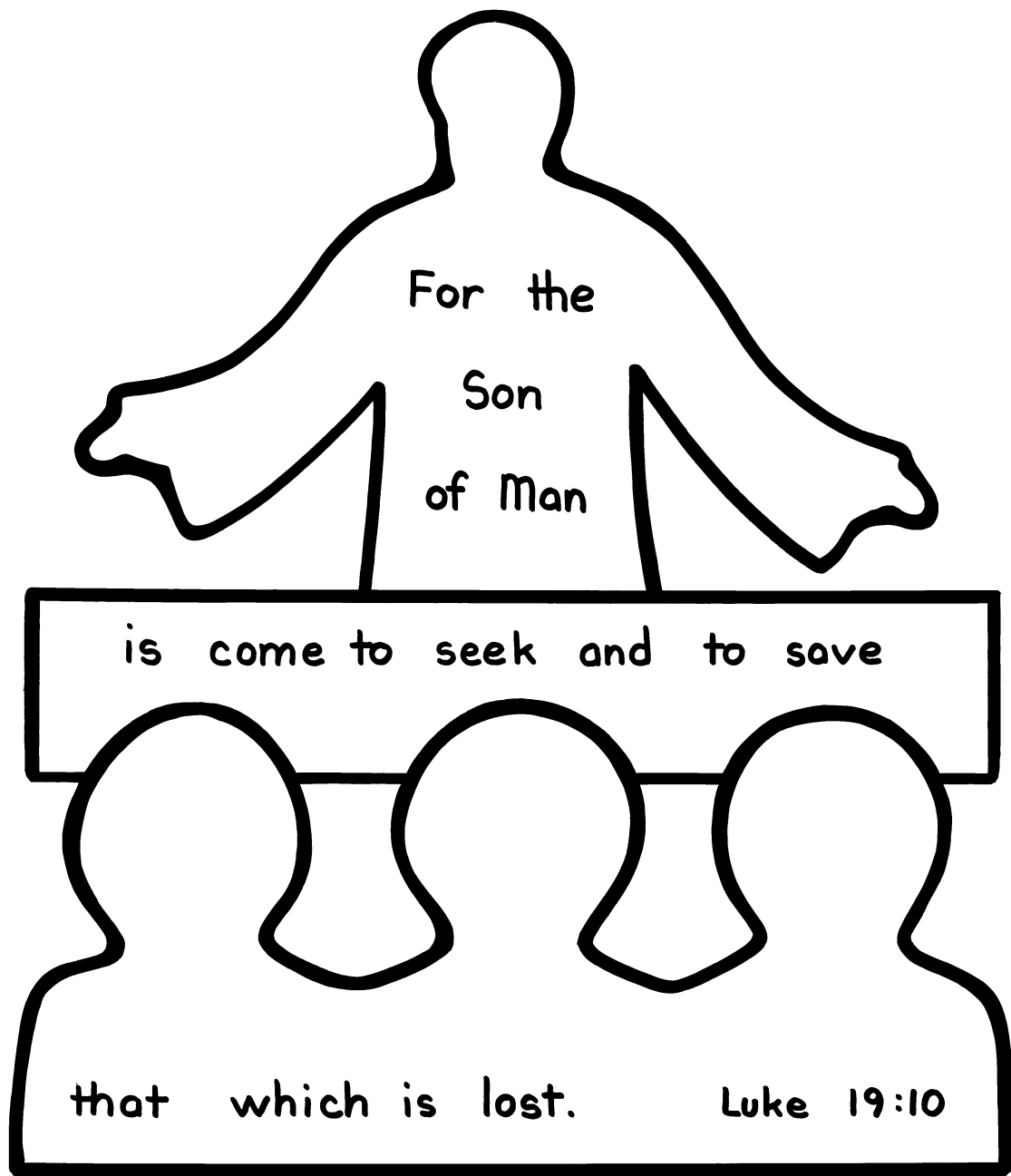
Zacchæus Meets Jesus — A Happy Day Book, Standard Publishing

Later Life of Jesus — Pict-o-graph, Standard Publishing

Zacchæus and Jesus — Palm Tree Bible Series, Concordia

Zacchæus — Family Life Institute Tape No. 54

Up the Sycamore Tree — by Marie Hibna Frost, A Magic Picture Book, David C. Cook



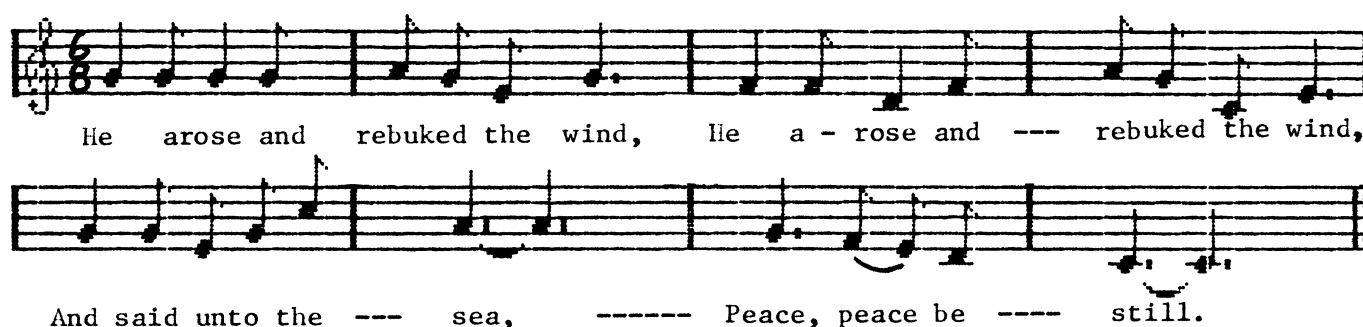
# Jesus Stills the Tempest

**TEXT** Mark 4:35-41

**OBJECTIVE** The students will describe how the miracle related in today's lesson proves that Jesus has power over the elements (the wind and the sea).

**MEMORY VERSE** He arose, and rebuked the wind, and said unto the sea, Peace, be still. — Mark 4:39

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**HE AROSE** — Place hands under cheek like sleeping, raise head, drop hands (wake up).

**AND REBUKED THE WIND** — Swing horizontal hands back and forth in front of body.

**AND SAID UNTO THE SEA** — Have open palms facing down and make wave-like motions.

**PEACE** — Hold up open palm, facing outward (stop motion).

**BE STILL** — Put index finger to lips (sh).

## MEMORY VERSE VISUALIZED

Cut into sections the verse display which includes Jesus, the sea, the sky, and a base. (See pattern at end of lesson.) Put up the verse a section at a time as your students learn each portion.

## BIBLE LESSON OUTLINE

Introduction: Play a tape-recorded forecast of the weather. Ask the children if the weatherman can make the weather happen the way he says it will. Tell them that today you are going to study one Man who did (and does!) have the power to control the weather.

1. Jesus and His disciples were in a boat, passing over to the other side of the sea.
2. As Jesus slept, a great storm arose and the water came into the ship.

3. The disciples were afraid for their lives, and they woke Jesus.

4. Jesus rebuked the wind, and commanded the sea to become still.

Climax: Immediately the wind and the waves ceased, and there was a great calm.

Conclusion: Jesus had (and has) power over the elements of nature.

Response: Your students will be able to describe how Jesus demonstrated his power over nature by commanding the storm to cease.

## BACKGROUND INFORMATION

Because of its geographic location, the Sea of Galilee is subject to sudden, violent storms that can whip the lake into a tempest. It was into one of these storms that Jesus knew He and His disciples would be sailing, yet He could lie down and sleep in the back of the boat. These men were seasoned fishermen who had sailed through many storms on this very sea but now they were faced with a storm so fierce they could not cope, but Jesus could rest securely in the care of His heavenly Father.

When the fearful disciples finally aroused Jesus He rebuked the wind. In the original language, the words Jesus used to rebuke the wind are the same as those He used to rebuke the demons (Mark 1:25). The sud-

den obedience of the wind and waves caused the disciples more fear than the storm itself (Mark 4:41). They must have begun to realize that they were in the presence of One who had the power of God Almighty.

## IN-CLASS ACTIVITIES

Bring an electric fan to move air (for wind), and a big pan of water. Read to children from Genesis 1:10 of how God created water so He has power over it too. Use the fan to disturb the water and play a recorded voice, "Peace be still," on a tape player to show how God can calm things that He made.

Give each child a cut-out of a boat (see Patterns) and a piece of blue paper. Have the children draw a calm sea on one side of their paper and a stormy sea on the other side. Let them act out the story and change the "sea" as the weather changes.

Fill a large Zip-loc bag about  $\frac{1}{4}$  full with thick tempera or finger paint. Press as much air out of the bag as possible, and close bag securely. Use your finger to draw the story. Erase by rubbing the palm of your hand over the bag to smooth the paint.

Fill a quart jar  $\frac{1}{2}$  full with water. Add  $\frac{1}{4}$  cup of oil and some blue food coloring. Shake the jar to show a tempest. Let the children make the sound effects of the storm. Hold the jar still and tell the children to be very quiet to show what it was like after the storm.

Give each child (or let them construct) a walnut shell boat. Place florist's clay inside the shell half. Cut sail from construction paper and insert toothpick. Push sail into clay. Place your boats on a piece of blue flannel cloth as a sea. Let the children scatter wisps of cotton across cloth to represent waves. Quickly gather these up when Jesus calms the sea.

Make a circle book of the memory verse for each child (see Patterns). Help them assemble it as you review the verse, threading each circle onto a piece of yarn. When it's all together tie a bow.

## QUESTIONS

Why do you ask Jesus to help you when you are frightened?

Why does Jesus help us when we ask Him?

Who was with Jesus in the account we have for today's lesson? Where were they going? What happened on the way?

Did the disciples need to be afraid? Why or why not?

Can anything bad happen to us and Jesus not be there or not know?

Do we ever need to be fearful or afraid? What will help us to not be afraid?

Jesus was able to solve the problem. What problems do we have that He cannot solve?

What was responsible for the disciples' fear? Does the same lack in people today cause them to be afraid? If so, what can we do about it?

Considering the many miracles the disciples had seen Jesus perform, why do you suppose they were surprised that He could calm the wind and waves?

## PRE-SCHOOL SUGGESTIONS

A little child will shut his eyes and cover his face with his hands, and pretend no one can see him. But we can, even if he thinks we can't. Though the child can't see us, we can see him. At night, God sees us. He never sleeps or slumbers. When everything is dark to us, it is light to God (Psalm 139:12). Strange sounds at night are scary because we don't see what is making the sound. But God sees, and He knows. He will help us not to be afraid of that big "hoot" owl or that big cat.

Use toy boats and fans. Make a paper storm and paper calm using the following items cut from construction paper:

Storm: Gray/black clouds, yellow lightning, gray raindrops on strings

Calm: White clouds, yellow sun

Let the children hold these elements as you tell the story.

Make a paper pinwheel on the top of a pencil. Fill a balloon with air and blow it at the pinwheel. Cut off the air to illustrate what happened when God said, "Peace be still."

## REVIEW IDEAS

Bring a coin to class. Place it on top of your head and ask a student to try to get it without taking his feet off the ground. For you it is easy but for the student (make sure he is shorter than you) it is impossible. Talk about how God is so much bigger than we are and the things that are impossible for us are easy for God. He has control of everything, even the wind and the sea.

Give each child in your group a cut-out boat glued onto a popsicle stick. Encourage them to make their boats "rock" on the waves as you describe the storm. Then have them see how still they can hold them when you tell how Jesus said, "Peace, be still."

**"With Christ in the Vessel" — Sykes, Salvation Songs  
for Children**

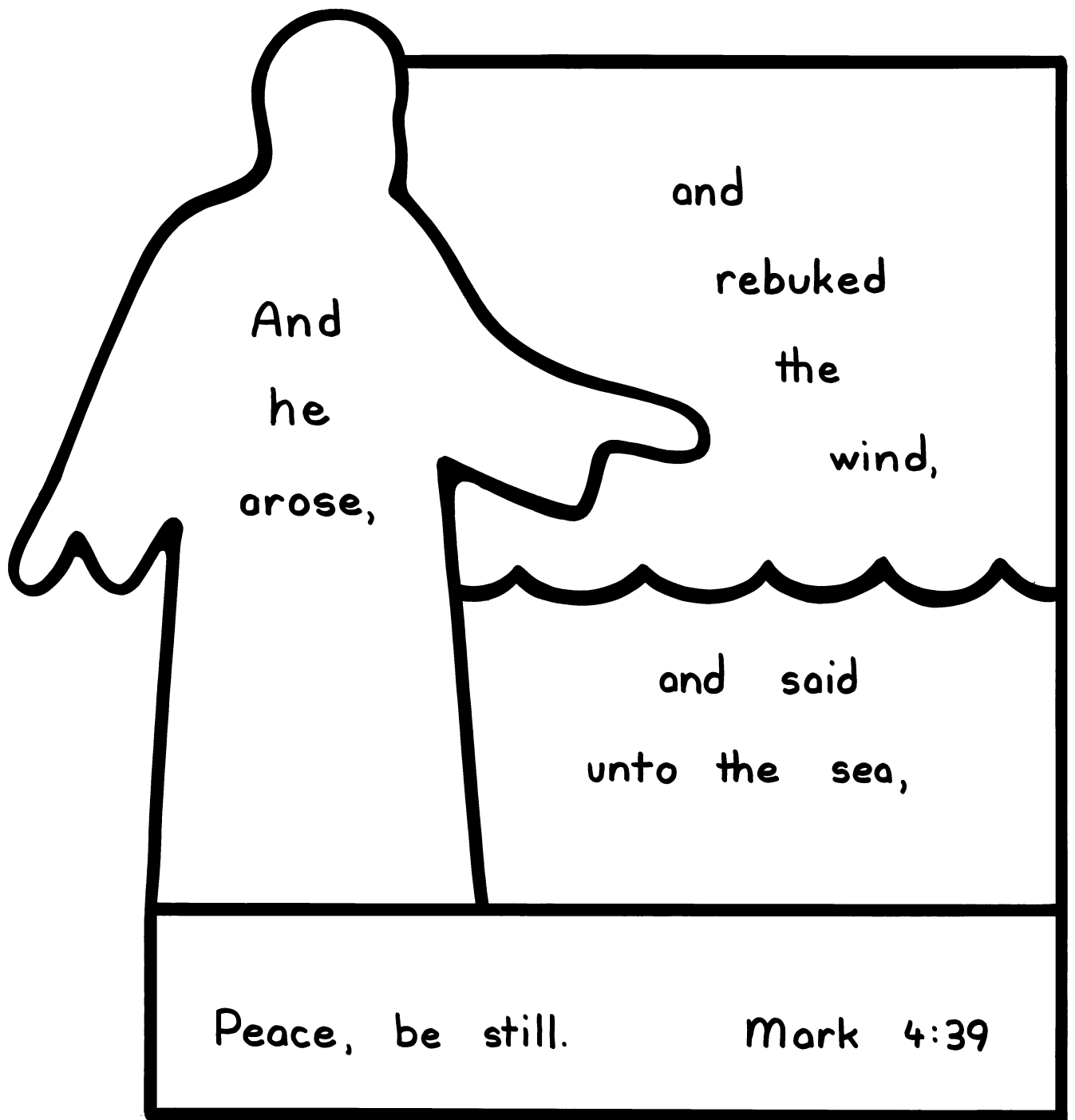
The Little Boat That Almost Sank — Arch Book, Concordia

Why Seas Grew Calm — By Marie Hibna Frost, A  
Magic Picture Book, David C. Cook

Living for Jesus — Bible Stories for Children by Doris Clore Demaree, Warner Press

“My God Is So Great” (unit song)

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# The Palsied Man Healed

**TEXT** Mark 2:1-12

**SUPPLEMENTAL SCRIPTURES** Matthew 9:2-8

**OBJECTIVE** The students will be able to describe Jesus' healing of the sick when He was here on earth, and will understand that He has power to do the same in our day.

**MEMORY VERSE** Arise, and take up thy bed, and walk. — Mark 2:9

## MEMORY VERSE SONG

A -- rise and take up thy bed and walk. A - rise and take up thy  
bed and walk. A - rise and take up thy bed and walk. Mark -- two and  
nine.

## MEMORY VERSE IN ACTION

**ARISE** — Reach out with hand to lift someone up.  
**TAKE UP THY BED** — Pretend to put bed over shoulder.  
**AND WALK** — Walk in place.

## MEMORY VERSE VISUALIZED

Cut apart the figures of Jesus, the bed, and the healed man, each of which has a portion of the verse written on it. (See pattern at end of lesson.) Arrange the grouping on your board a portion at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a fever thermometer to class. Ask your students if they have ever been sick and running a temperature. Were they able to make that temperature go away? Tell them that today their story is about a man who was very sick — not with a fever, but with another illness that he could not overcome.

1. Jesus was preaching in a house in Capernaum, with a great crowd about Him.

2. Four men brought a man sick with the palsy to Jesus, but they were not able to get near Him because of the great crowd.

3. They made an opening in the roof and let the sick man down through the hole, so that he came to rest before Jesus.

4. Jesus looked upon the man and told him his sins were forgiven. Those around felt this was blasphemy since only God could forgive sins.

5. Jesus recognized their thoughts, and asked whether it was easier to say that sins were forgiven, or to command the sick man to rise and walk.

**Climax:** Jesus commanded the sick man to rise and take up his bed and go to his house, and immediately he arose.

**Conclusion:** Jesus had power to heal when He was here on earth, and He still has the power to do so in our day.

**Response:** The students will be able to describe the healing of the man sick of the palsy, and will also be able to relate examples of healings which have occurred in our day.



## BACKGROUND INFORMATION

In Palestine at the time of Christ, unless people specifically wanted privacy, they would have their door open as an invitation for any to enter. Such was the case at this house where Jesus was staying, and so large was the crowd that accepted the invitation that the place was filled and the door blocked. There were scribes in the house along with the crowd. Their observation as to “who can forgive sins but God only?” was correct, but their assessment of Jesus was not; “Why doth this man thus speak blasphemies?” (Mark 2:7).

Jesus’ asked, “Whether is it easier to say to the sick of the palsy, Thy sins be forgiven thee; or to say, Arise, and take up thy bed, and walk?” The obvious answer was that it is easier to say “your sins are forgiven” because it could not be contested. Any charlatan could pronounce a man’s sins forgiven, but only Jesus could say also, “Take up thy bed, and walk” — thus proving His power not only to heal but also to forgive sins.

Jesus must have been thrilled at the unceasing faith of these men that gave Him the opportunity to teach such a beautiful lesson.

## IN-CLASS ACTIVITIES

Explain that *palsied* means “crippled.” Take a shoe box with one side open and an opening on the roof. Show it with a man on a bed being lowered through the roof in front of Jesus. As you tell what happened, raise the man up. Bring out that Jesus can heal our bodies as well as our souls. Tell how people do have troubled souls and that he can take care of that too.

Teachers could hand out a church tract on healing for each of the students to take home.

Let each child tell about a time when he/she or someone in his/her family was sick. Maybe they were healed. Teachers may use these accounts to emphasize that Jesus is willing and able to heal, perhaps giving a personal story of healing.

Decorate a sheet of posterboard or construction paper with a border. Across the top write the words, “Our Class Prayer List” and draw a number of lines underneath. During class time, have your students give names of people for whom they would like the class to pray. Allow the students to write the names on the lines below the heading.

Bring a large throw rug or blanket. Have one child lie on the blanket and have four children, one at each corner, try to lift and carry it. Tell the children that the men really worked hard to get the man to Jesus for he probably was not light.

Draw a flip-chart story of the palsied man (see Patterns) being carried up the stairs, and onto the roof, being lowered, the healing, the walking out, etc.

## QUESTIONS

Do you have a friend who needs to meet Jesus? What should you do about it?

Did very many people come to hear Jesus preach? How do you know?

What were some of the reasons people gathered around Jesus, wherever He was?

For what reasons do people seek Jesus today?

Four friends brought a man to Jesus for healing. What does this show about these men regarding the value of friendship, caring concern for others and faith in Christ?

What other occasions do you remember of someone’s bringing another (or another’s need) to Jesus? How important is the faith of others to us? to them?

In what way do people do the same thing today? Have you told somebody else about Jesus? Have you told Jesus about somebody else, somebody who needs Him in his/her heart or maybe needs His healing touch like the palsied man did?

What did Jesus do for the sick man besides healing him? Some people were not happy about this. Why? What did Jesus say in regard to this?

Which is the hardest for Jesus to do, heal or save?

Can you tell of some time when Jesus healed you? Have you also asked Him to come into your heart?

## PRE-SCHOOL SUGGESTIONS

Bring a toy doctor kit to class. Have a doll represent the sick man. Let the children pretend to try to help the sick man with the doctor tools, but explain that nothing the doctors did could help him.

Take a number of objects to illustrate things that the palsied man probably couldn’t do. For example: He couldn’t play ball (ball), feed himself (spoon), hold a full glass of water (cup), turn pages of a book (storybook), put on mitten (glove).

Give each child a copy of a stick figure of a man lying down (see Patterns). When Jesus tells him to rise and walk, have the children stand their paper up on end to show how he got up.

Give your own testimony or that of someone you know who has been healed. If it is someone you know, see if that person would come to the class. Nothing is more convincing than a first-hand experience.

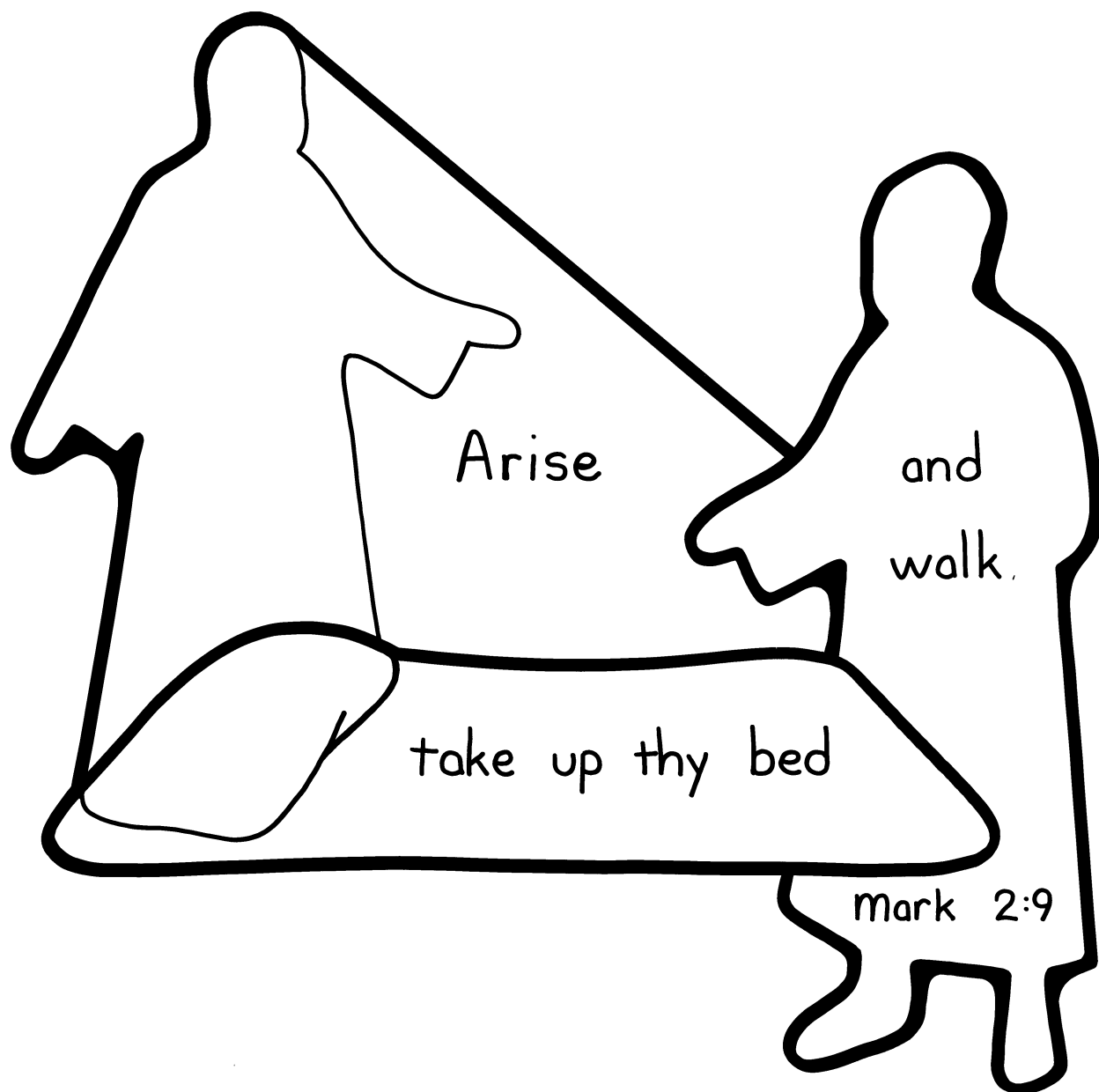
## NOTES

## COORDINATING SONGS

## SUPPORT MATERIAL

Miracles of Jesus — Pict-o-graph, Standard Publishing  
 Helping Others — Bible Stories for Children, By Doris  
 Clore Demaree, Warner Press

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



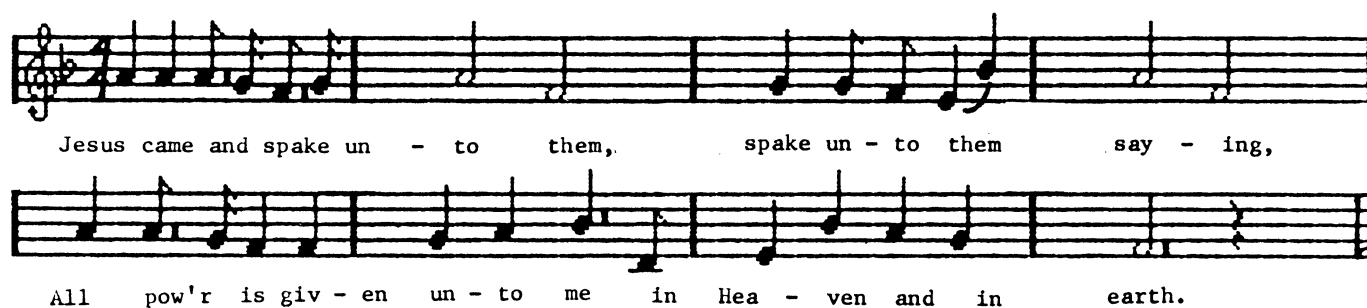
# The Demoniac Healed

**TEXT** Luke 8:26-40

**OBJECTIVE** The students will describe how Jesus has power to defeat Satan.

**MEMORY VERSE** Jesus came and spake unto them, saying, All power is given unto me in heaven and in earth. — Matthew 28:18

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**JESUS CAME** — Place right middle finger to left palm, left middle finger to right palm.

**AND SPAKE UNTO THEM, SAYING** — Touch lips with fingers, move hand away from face.

**ALL POWER** — With right hand feel muscle of left arm flexed.

**IS GIVEN UNTO ME** — Spread hands out, palms up; move hands toward body, touching chest.

**IN HEAVEN** — Wave arm left to right pointing up, looking up.

**AND IN EARTH** — Place hands together in front of body, move arms away from body pointing down, and looking down.

## MEMORY VERSE VISUALIZED

Cut apart the arrangement showing Jesus and the world with surrounding pieces, as indicated by the heavy lines. (See pattern at end of lesson.) Put up a section at a time in the appropriate order as your students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Make two simple figures from paper, one considerably larger than the other. Have students hold each figure, and stretch a string between them. Tell your class that the two figures are going to have a tug-of-war. Which one do they think will win? Why? Explain

that God and Satan are on opposite sides, but God is stronger and has more power than Satan.

1. Jesus arrived in Gadara, and outside of the city He met a man living in the tombs who was possessed with devils.

2. The possessed man fell down before Jesus and called out to Him, recognizing Him as the Son of God.

3. Jesus asked him his name and he said, "Legion," for there were many devils in him. The devils begged Jesus not to command them to go out into the sea.

4. They asked that they be allowed to enter into the swine which were feeding on the mountain.

**Climax:** Jesus caused the devils to leave the man, and they entered into the swine, which ran down the mountainside into the sea.

**Conclusion:** Jesus' power was greater than that of the devils in this man. Today, too, His power is greater than Satan's.

**Response:** The students will be able to describe the events surrounding the healing of the devil-possessed man. They will be able to relate ways in which we can see evidence that God's power is greater than Satan's in our day.

## BACKGROUND INFORMATION

The Sea of Galilee is approximately 13 miles long and 8 miles wide at its widest point. Jesus and His disciples crossed where it was about 5 miles across and entered an area where there were many limestone caves used

for tombs. It was there that Jesus met this man who was tormented by so many demons. (Scripture tells us that his name was Legion: his name being indicative of the vast number of demons in him. A Roman legion consisted of 6,000 men.)

As the man watched the swine (there were about 2,000 — Mark 5:13) disappear into the sea it must have been a tremendous testimony to him that he was indeed free from the power of Satan.

Jesus sent this man back to his home in Gadara to tell what God had done for him. Jesus had told many in Judæa and Galilee not to tell what had happened to them, probably to avoid the ever-increasing crowds, but this man was given freedom to proclaim all that Jesus had done because it would not hinder Christ's earthly ministry.

## IN-CLASS ACTIVITIES

Show some pictures of sick people, explaining that this is what Satan has power to do. But Jesus has the power to heal us. Bring a picture of Jesus. Tell the children how He knows if we are sick or have a hurt on our body. Jesus cares for us more than anybody can care for us.

As you discuss the fact that God's power is greater than Satan's, you might wish to illustrate varying degrees of power. To portray this, stage an arm wrestling match between the teacher and one student.

Bring a rock and a piece of clay shaped in approximately the same size as the rock. Show how the rock is more powerful than the clay, just as God is more powerful than Satan.

Outline the shape of a man on a piece of white paper. Sprinkle the inside of the drawing with metal shavings. Tell your students that the shavings represent the demons that were in the demoniac. When you describe how Jesus commanded the demons to leave, use a magnet behind the paper to draw the shavings outside of the drawing of the man.

As a variation of the above activity, draw an outline of a man on a piece of paper. Inside the drawing put a number of small circles (could be from a paper punch) on which you have drawn sad faces. Tell your class these circles represent the demons inside the man. When you tell how Jesus commanded the demons to leave, blow on the paper and scatter the small circles.

## QUESTIONS

How do we know that Jesus cares how we feel?

Who has more power: Satan or God?

How does God help us defeat Satan?

What do we do to resist Satan?

Do you think Jesus knew about the sick man who needed healing and that that was the reason He went to Gadara? Why or why not?

What reasons are there to believe that Jesus knows each one of us and just what our needs are today?

How does our knowledge of the miracles Jesus performed when He was on earth, help our faith?

Why did Jesus need to cast out the demons before the possessed man could have peace?

Who is the Giver of peace? Is there room in a person's heart for the devil and for Jesus at the same time?

Do you think the devil knows who Jesus is? Why or why not?

In what ways does Christ defeat the devil in lives today?

How do we know that the man who was healed was thankful to Jesus? In what ways can we show Jesus we are thankful for the good things He has done for us?

Did very many people listen to what the healed man had to say? How did those people receive Jesus when He came again to their area? What do you think this shows regarding the effectiveness of personal witnessing?

## PRE-SCHOOL SUGGESTIONS

Spread a thin layer of cornmeal on a baking sheet that has an edge. Let your children take turns drawing in it the sad face of the man before he met Jesus, and then his happy face after Jesus healed him.

Focus on Jesus' power to take out scary thoughts and things that make us feel bad inside. Use a large paper figure with a paper "pocket" heart. In the pocket put sad faces. Empty them out and put in happy faces to represent the change Jesus makes.

Make a series of simple, stick-figure pictures (see Patterns) illustrating the story, each on a separate piece of paper. After telling the story, allow your students to arrange the pictures in proper order, and retell the story to you.

For each of your students make paper plate puppets representing the man Jesus healed. Use two paper plates for each puppet. Draw a sad face on one plate, a

## REVIEW IDEAS

Stage a balloon burst as a method of review. Emphasize questions on the day's lesson, typed on ten small pieces of paper. One is inserted in each balloon and the balloon is blown up. Give each question a point value from 10 to 100 points (the more difficult the question, the higher the point value). Call a child to come and burst any balloon. The question in the balloon must then be answered by the child. If the answer is correct he is awarded the point value of the question. If the answer is wrong, the point value is zero. After all the balloons are burst, the person with the highest point value

On a chalkboard or a piece of posterboard, draw a large head. Draw a number of “dream balloons” (like speech balloons) around the head if you are using the chalkboard, or prepare them on additional pieces of posterboard if you are using that method. Talk to your group about how we like to think of happy things, but this man had only scary, unhappy thoughts in his head. In the dream balloons, draw things representing scary thoughts: scared eyes, eyes with tears, the word “fear” in block letters, etc. Then tell how Jesus took out the scary thoughts and put in happy thoughts instead. Replace each scary dream balloon with happy things: smiling face, the word “happiness” or “joy,” etc.

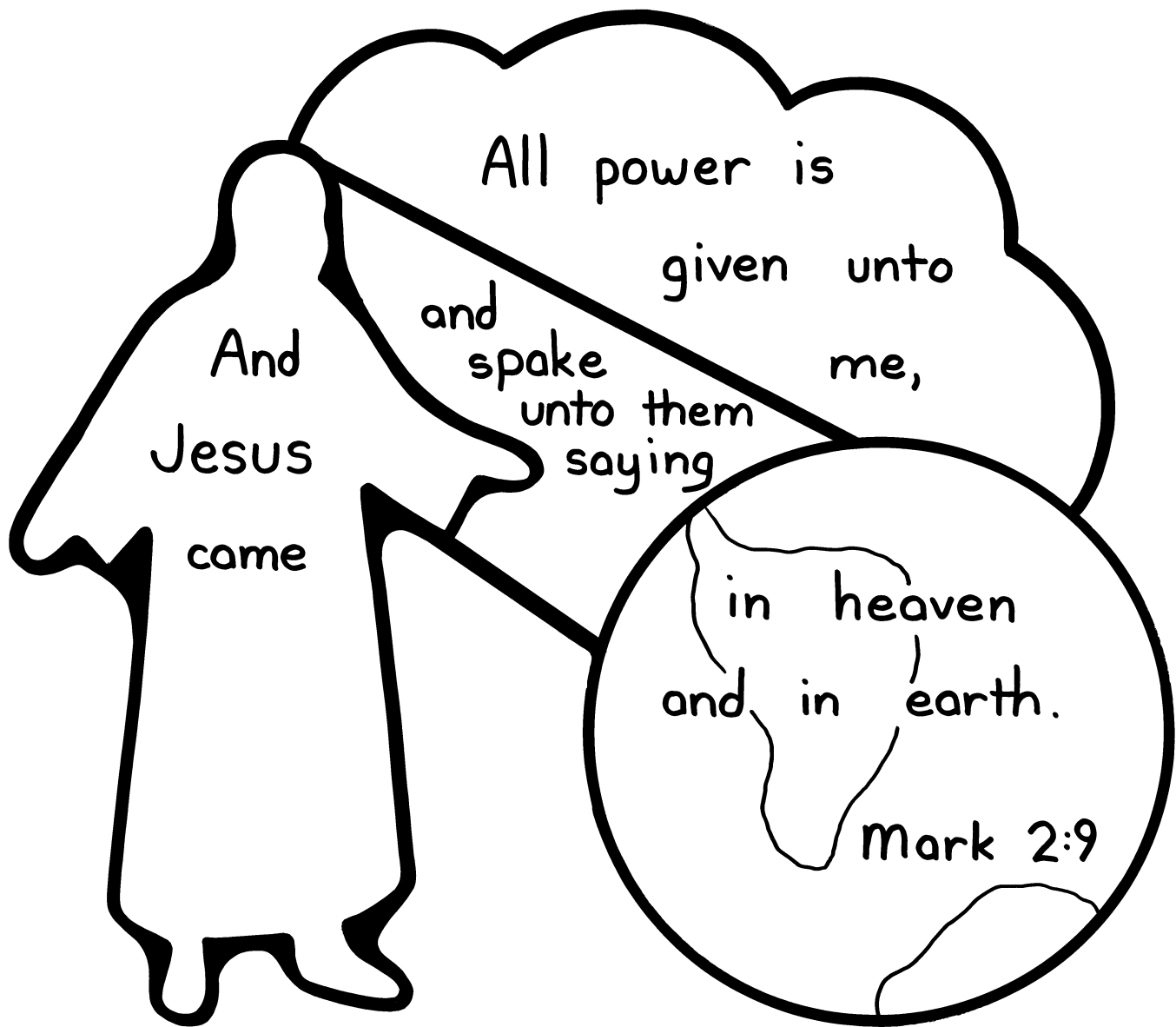
## COORDINATING SONGS

## SUPPORT MATERIAL

### The Great Physician — Pict-o-graph, Standard Publishing

## NOTES

[illegible]



# 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**

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## 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.

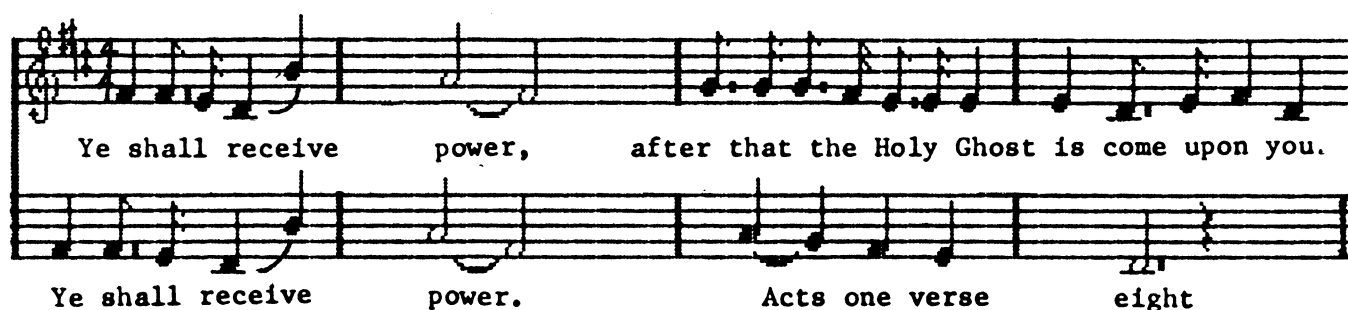
# Power for Service

**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



## 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; 1 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

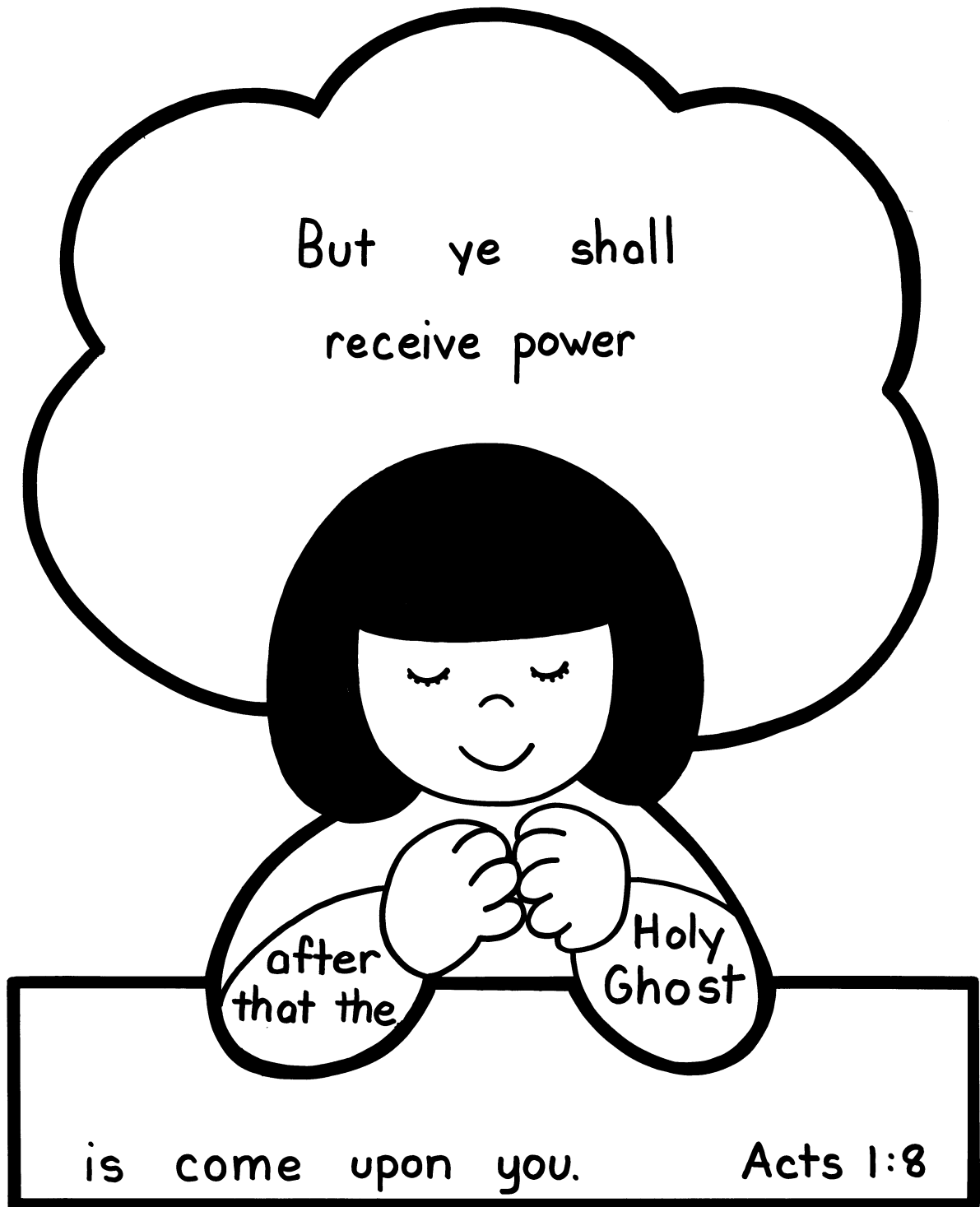
## SUPPORT MATERIAL

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



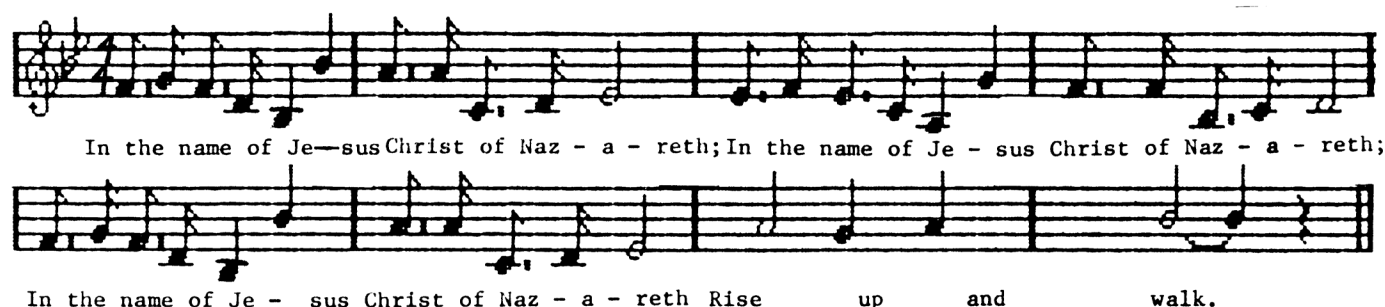
# The Man at the Beautiful Gate

**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



## 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.

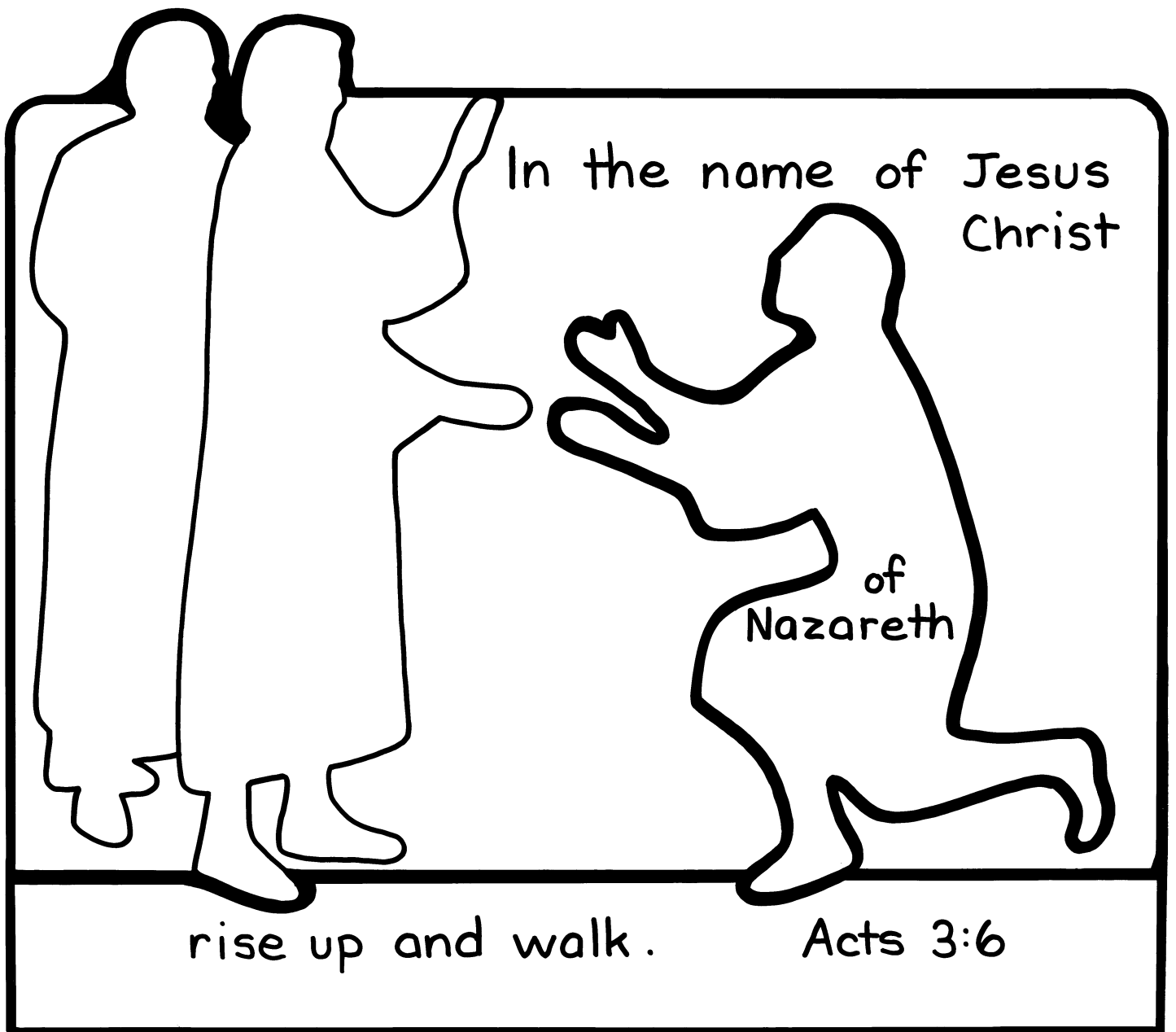
Make a mural, approximately 5' high by 10' long on freezer paper or vinyl table covering (see Patterns). Herod's Temple and the Beautiful Gate can be drawn with colored markers. Include the lame man and Peter and John. Cut out circles on the mural the size of a child's head. Put masking tape around the 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

## “My Faith Looks Up to Thee”

Jesus and His Friends — Flip-a-Bible-Story Book,  
Standard Publishing





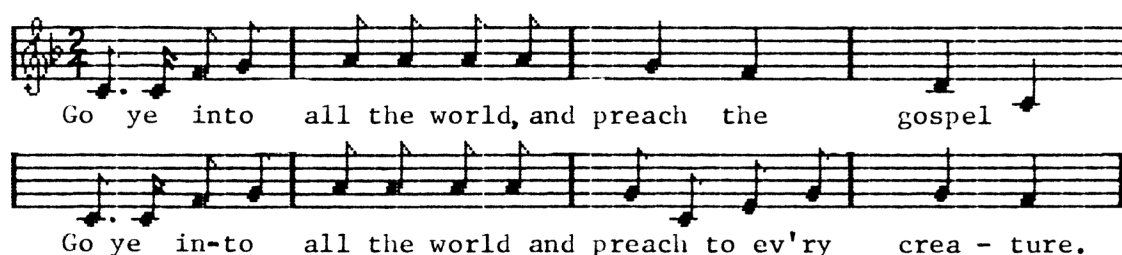
# Philip and the Eunuch

**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?

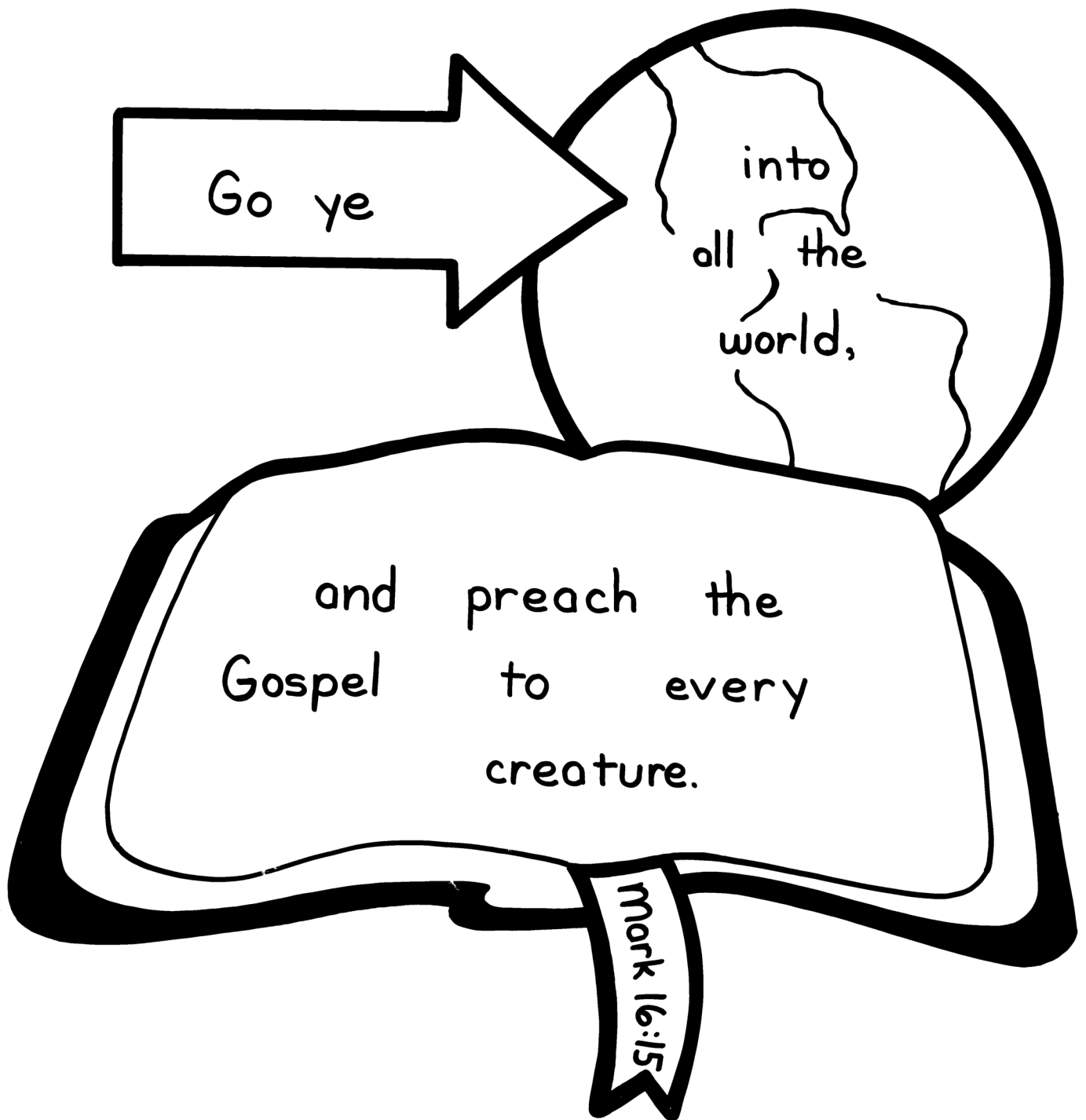
Why couldn't the man understand what he was reading?

## 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!"





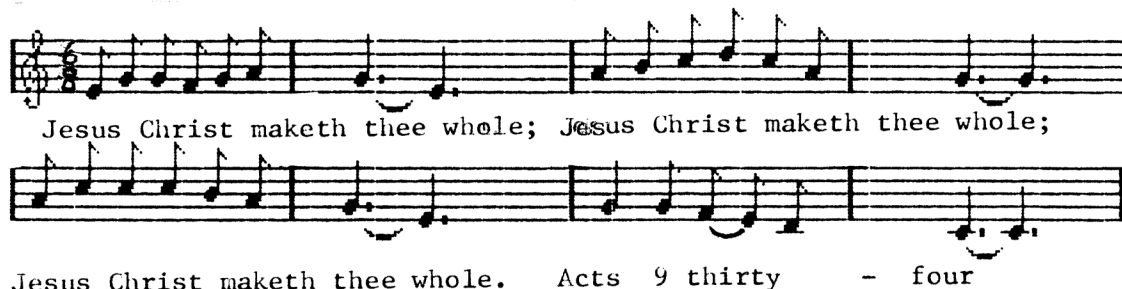
# God Works Through Peter

**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



## 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.

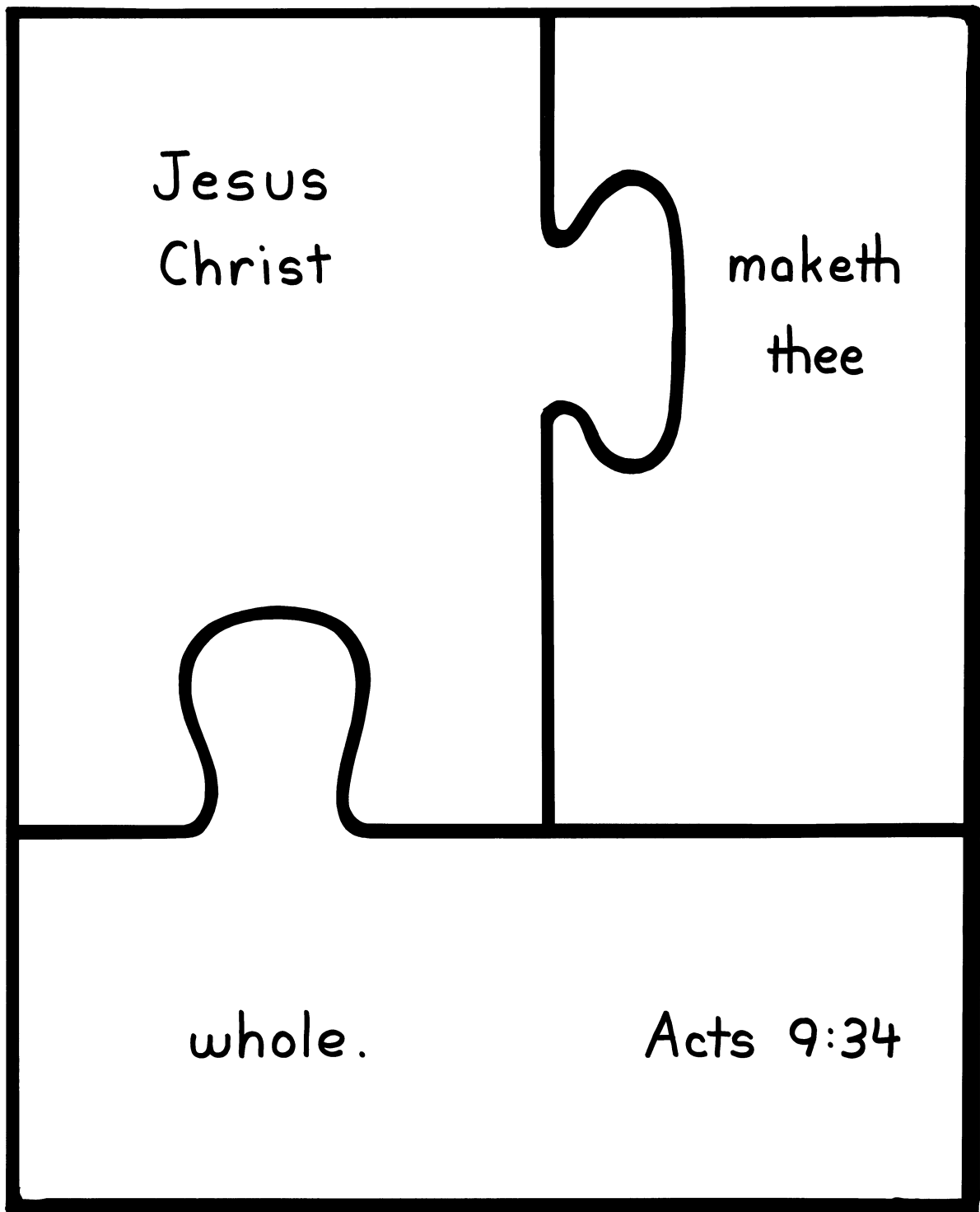
On the floor mark with masking tape an outline of a soccer field. Divide the oblong in half and mark a goal at each end. Across the top mark sections, making as many as you have questions concerning the lesson. Divide your group into two teams. On the center line put a stack of cut-out circles marked 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"





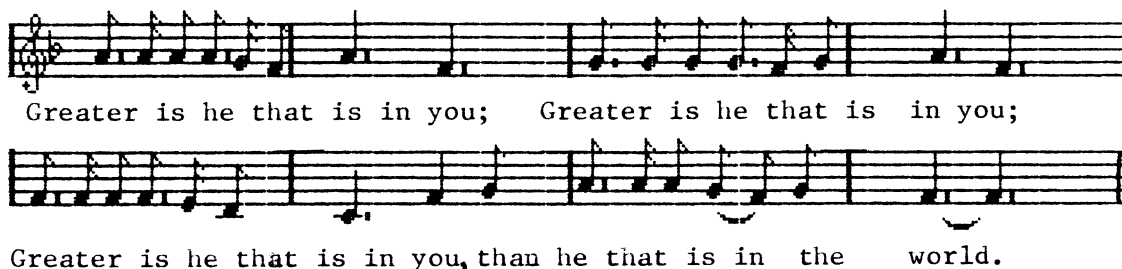
# Paul Casts Out Devils

**TEXT** Acts 16:16-18; 19:11,12

**OBJECTIVE** The students will be able to tell how Paul used God's power to heal the sick and cast out devils.

**MEMORY VERSE** Greater is he that is in you, than he that is in the world  
— I John 4:4.

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**GREATER** — Flex both arm muscles to the side of your body.

**IS HE** — Point up.

**THAT IS IN YOU** — Point to self.

**THAN HE** — Point down.

**THAT IS IN THE WORLD** — Place hands together in front of body; move arms away from body pointing down, look down.

## MEMORY VERSE VISUALIZED

Cut out the sections of the arrangement of Jesus, a banner, and the world, as indicated by the heavy lines. (See pattern at end of lesson.) Put up the arrangement a section at a time as your students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Use the In-Class Activity using a paper chain labeled with the words “sad thoughts” or “scary thoughts” as an opener for your class session. Tell your students that today you are going to learn about how God's power, working through Paul, was able to free the sick girl from the power of the devil.

1. One day as Paul and Silas went to prayer, a girl whose mind was used by the devil, saw them. She followed them, saying they were servants of the most high God.

2. Paul commanded the evil spirit to come out of her in the Name of Jesus.

3. The evil spirit came out.

**Climax:** God worked many miracles through Paul. Paul

prayed over handkerchiefs and aprons which were then given to the sick, and they were made well.

**Conclusion:** God's power also works through the anointed handkerchiefs that are sent out for the sick who are not where a minister can pray for them. God's power is still working today.

**Response:** Your students will be able to describe how Paul worked miracles through the power of God. They will be able to tell why handkerchiefs are sent out just as they were in Paul's day.

## BACKGROUND INFORMATION

The events recorded in Acts 16:16-18 took place in Philippi on Paul's second of three missionary journeys (Acts 16:12). God had been using Paul in wonderful ways, but as always, Satan was opposing.

This young woman, possessed of an evil spirit, was following Paul around and although she was saying the right words, the spirit in which it was done was a hindrance to the spread of the Gospel. Although it was very hurtful to Paul and Silas (Acts 16:24), it is wonderful to see how God used the opposition of Satan to bring about the salvation not only of this girl, but also of the jailer and his household (Acts 16:34).

The miracles recorded in Scripture are never isolated instances of supernatural power used to amaze a group of spectators, but are always in the context of God's plan to bring men to salvation and build the Kingdom of God.

## IN-CLASS ACTIVITIES

Bring one of our anointed handkerchiefs to class. Compare it to the aprons mentioned in our text. Explain how our ministers anoint these cloths and pray over them for the healing of our bodies when we are sick. If you wish, read some letters from the *Higher Way* which tell how people were really healed after receiving an anointed handkerchief.

Make a paper chain with each chain loop labeled with the words “sad thoughts” or “scary thoughts.” Wrap the chain around yourself or one of your students, but show how it can be broken through God’s power.

Use two dolls dressed in Bible clothes for Paul and the young woman. Tuck a picture of Jesus on a heart inside the clothes of Paul. Inside the young woman’s clothes tuck a heart with a cut-out of the devil. (The deviled ham ad character is a good source for this.) Act out the lesson and the devil flees. Replace the devil’s heart with a new one with Jesus on it.

## QUESTIONS

What was the matter with the girl who needed healing?

Is it possible for a person to be influenced by evil spirits today? When something prompts you to disobey or to quarrel or anything else that’s wrong, where does that prompting come from?

What is another word for *divination* or *soothsaying*? Do you think God wants us to go to fortunetellers? Why or why not?

What is the meaning of the word *occult*? Do you think God is pleased with such things? Why or why not? Do you suppose it’s all right if it’s just a game or “pretend”?

Sometimes a miracle was performed by speaking to the sick person, sometimes by laying hands on the sick, or praying in the Name of Jesus; but God wrought miracles in another way through Paul. What was that way?

Have you ever had an anointed handkerchief placed on you when you were sick? What happened?

God works in many ways to help people, and He works through people. How many have we studied about in the past few weeks? Name some of the people God used. Can He use children?

What was the source of the Apostles’ power?

## PRE-SCHOOL SUGGESTIONS

Hold up a construction paper heart on which you have drawn “scary” eyes. Explain that this is how the young girl felt until Paul made her better through the power of God. Turn the heart over to show a smiling heart.

Bring a jar full of oil to class. Paul was filled with the Spirit of God and many miracles were done. You could draw pictures of jars (see Patterns) and have the children “fill” them by coloring them with crayons.

Give each child a copy of the blank face of a young girl (see Patterns). Help your little ones draw in how she looked after Paul cast the devils out of her.

## REVIEW IDEAS

Draw a large outline of a person on the chalkboard. Draw many small sad faces inside the figure. Then erase the sad faces and put in a smile, to illustrate what happened when the power of God working through Paul cast the demons out of the young girl.

Make up a crossword puzzle to work together as your review. Draw the grid on a chalkboard. Write the questions for the puzzle on cards, and pass them out to your group. (Or, if you prefer, read the questions aloud and let your group answer them.) Have volunteers — or the one who correctly answers — place the word in the correct spot on the grid.

Fill a quart jar with beans. On the front of the jar tape a sad-looking face. When the girl is delivered, pour out the beans and pour in jelly beans instead. Remove sad face — add happy face. (God replaced the evil, scary thoughts inside her with good things.)

## COORDINATING SONGS

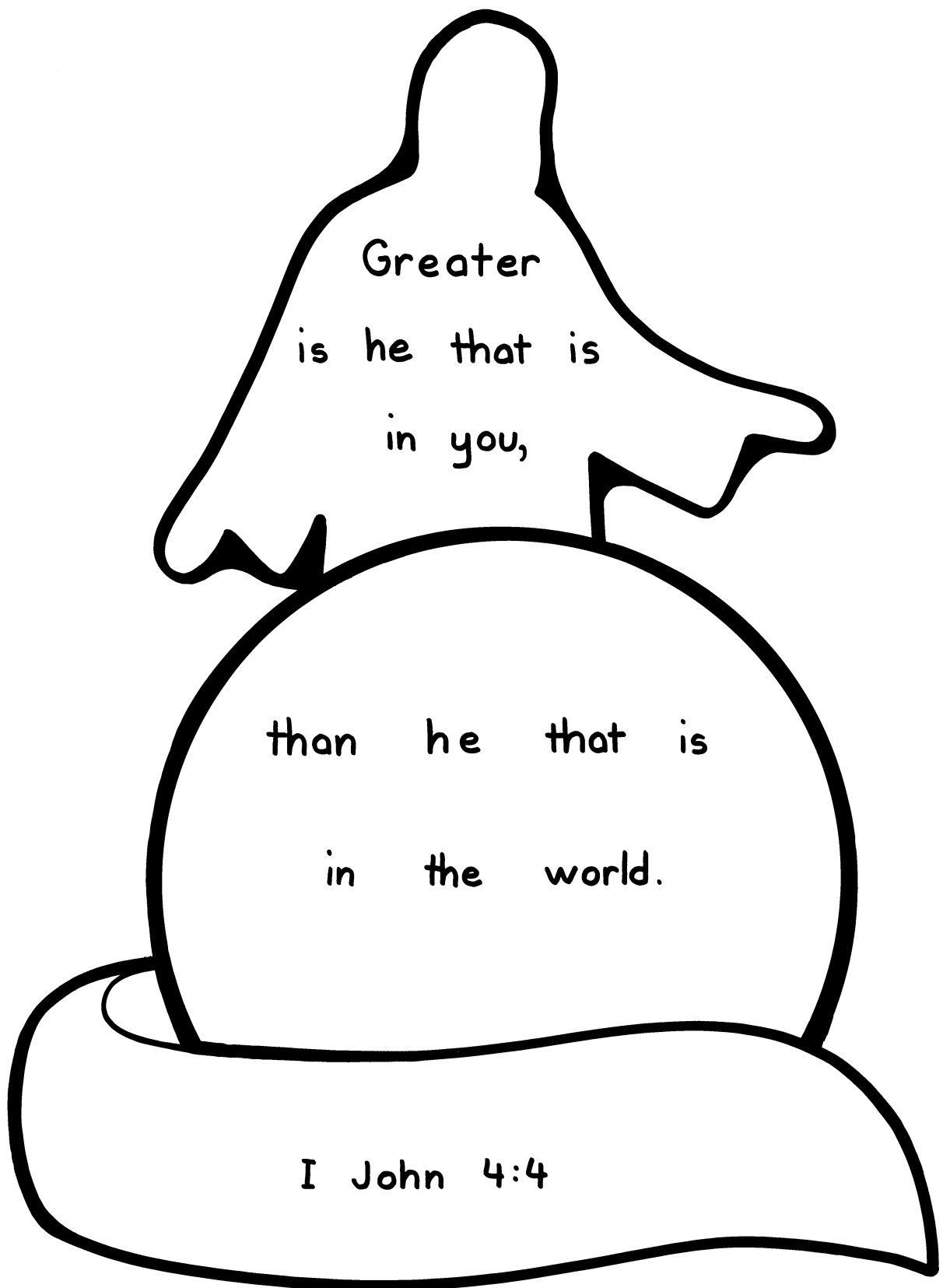
“He Is Able to Deliver Thee”

“My God Is So Great”

## SUPPORT MATERIAL

Paul: The Missionary — Biblearn Series, Broadman Press

Early Life of Paul, or, Later Life of Paul — Pict-o-graph, Standard Publishing



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