

Adventure

5-7s

Leader's manual

AD10

The King and his Servant

Paul, a servant of Christ
from Acts

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How it works

How the sessions are structured

Bible passage: All sessions are Bible-focused

Aim

This is the 'big idea' to be taught during the session. It is child-oriented.

Outcomes

These statements break down the aim into 'do-able' chunks. There are generally only three, so that the leader can keep them in mind and check up later whether or not they were achieved. They are broken up into:

- knowledge – information, concepts, beliefs
- understanding – more personal ways of grasping the concepts in the session
- life application – ways of making links between knowledge and children's lives, and reflecting on what kind of change might happen in response to God's word.

Memory verse

This verse is usually based on the CEV Bible and will be taught during the session.

Notes

These notes for the leader give Bible context and background. There are hints regarding the theology of the passage, where it fits in salvation history and how it may properly be applied to both leader and child. There might also be comments about the management of the session content and special comments when needed about visual aids and activities.

Leader's prayer

This section links to the aim and outcomes, mentioning the way this session will actually call for a response from the child and make a difference in their lives.

Gear

A summary is given at the beginning of the session of all the equipment needed by the leader and when it will be used. Some items will be given as optional. The gear needed for the **Start up** and concluding **Activities** is given with the particular activity. Leaders should choose these in advance to ensure that they have all that is needed. It is advisable to try out any unfamiliar activity before the session to make sure it works.

Get ready

This section gives hints about important preparation to be done before the session starts.

Start up

During this time activities occur that introduce the theme, aim and ideas of the session. There may be a few activities to choose from. Each activity has a specific purpose.

Your choice of activities will often depend on the children in your group and the space available.

Chat time

This short section is when the activities are over and the leader and children reflect on what the activities were about and how they lead into the **Bible focus** time. This will often involve a few open-ended questions.

Bible focus

Links



Links are made with the previous sessions.



Connections with life are raised and the children are encouraged to discuss 'real life' situations they face. We will raise the issue here and it will be drawn to a conclusion during **Bringing it together**.

Teaching time

This is the body of the session. It involves teaching and learning activities. The story time has as its central focus the explanation of the Bible text in an age-appropriate way so that the aim of the session is reached. The activities ensure that all the session outcomes are achieved.

What the leader actually says to the children is presented in bold text. Directions to the leader are in normal type.

In this part of the session the children are helped to understand the Bible. Concepts and activities are designed to be age-appropriate. The activities are designed to reinforce this by enabling the teacher to revise the main concepts and test the children's recall.

Application is an important part of this section and it is done carefully, while being true to the passage and to the developmental needs of the children. *Adventure 5-7s* builds on what the child has learnt in *Serious play 3-5s* as well as at home and in school Religious Education classes. Foundations continue to be laid for further knowledge and understanding.

Regardless of the stage of their faith, they can be called on to respond and can be encouraged to know how God's word challenges them to love and trust Jesus as their Saviour and Lord.



This icon shows where in the session the Bible will be read to the children so they can listen to and interact with the word of God.



Music spot

Various songs, on readily available CDs, are suggested to link into the session and to provide a high-interest flow to the activities.

NOTE: Sometimes during **Bible focus** time there will be a special comment to the leader about an issue that may come up during the session.

Bringing it together

This section is really important. The leader is encouraged to allow enough time for this as connections are discussed that impact the children's lives.

There may be open-ended questions that encourage children to respond in their own terms. We are aiming for honest responses from the children.

The Memory verse is often taught during this part of the session.

Prayer

This will normally follow **Bringing it together** and allows time to pray for the issues highlighted by the children. Leaders will model prayer and also teach children how to pray – both for themselves and for others, and for the issues in the wider world.

Activities

After the more formal learning time the leader is encouraged to choose one or more of the activities included in each session as a way of reinforcing the main learning ideas. This also allows the children to interact with the adult leaders and their fellow group members. It provides time for the leader to talk informally with the children to hear their responses to the learning.

NOTE: The **Links** in each session help children to recall what they have already learnt. Leaders may wish to include a reflective session also.

Think about it

Here the leader is encouraged to think through issues that occurred in the session and reflect on possible strategies for the future.

Think ahead

This is a very brief indication of what the leader will need to plan ahead for next session. It may involve equipment, people and so on.

Unit introduction

The King and his Servant

Paul, a servant of Christ from Acts

Unit aim

To encourage the children to grow in faith as they learn about how God used Paul to spread the gospel of Jesus Christ.

Unit outcomes

By the end of this unit the children will:

- know that God changed Paul and called him to preach the gospel
- understand that it is part of God's plan for people everywhere to hear the gospel
- understand that God gave Paul the strength to overcome obstacles and that he can help us too
- make links with their own lives by being encouraged to trust and love Jesus as their Lord and Saviour just as Paul did.

Memory verses

Sessions 1–5,7

Then you will tell everyone about me in Jerusalem, in all Judea, in Samaria, and everywhere in the world.

Acts 1:8b (CEV)

Sessions 6

It was the Lord who made it all happen. **1 Corinthians 3:5b (CEV)**

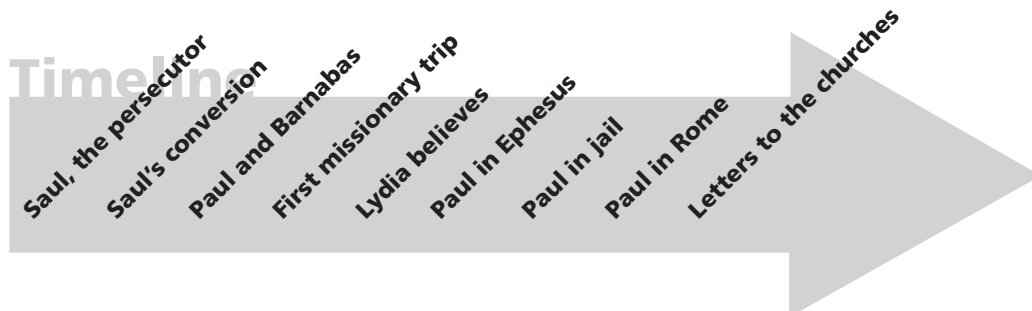
Session 8

Lord, please make us willing to do what you want. **Acts 21:14b (CEV)**

Sessions 9,10

My friends, that's why you must remain faithful and follow closely what we taught you in person and by our letters. **2 Thessalonians 2:15 (CEV)**

Where this
fits in
the New
Testament



We encourage the children to understand that Jesus is the 'centre-piece' of God's plan and that we can also be part of the plan by having faith in Jesus ourselves.

Notes

Bible background

This unit explores how Paul was transformed by his encounter with Jesus Christ on the Damascus road to become his apostle to the non-Jewish world.

Paul, at first known by his Jewish name Saul meaning 'asked of God', was a zealous member of the Pharisee party (**Romans 11:1; Philippians 3:5; Acts 23:6**). He was born at Tarsus, population 500 000 in Roman times. This was a substantial centre of Greek learning. His father was a Roman citizen, probably a man of means and influence. Read **Acts 23:16,20** to find out about Paul's nephew's access to the Jerusalem leaders. Paul was educated in Jerusalem by Rabbi Gamaliel and was extremely well-versed in the Hebrew Scriptures.

As a young man Paul was given official authority to direct the persecution of Christians (**Acts 7:58; Galatians 1:13**). He could not believe that Jesus was the Messiah because, as a Pharisee, he knew that anyone who had been crucified was under a curse from God (**Deuteronomy 21:22,23**). Paul approved of Stephen being stoned (**Acts 8:1**), he had converts thrown into prison (**Acts 8:3**) and sought papers authorising him to hunt down Christians who had escaped to Syria (**Acts 9:2**). The miraculous encounter with the risen Christ on the Damascus road transformed Paul from being an enemy into the apostle to the Gentiles (**Romans 1:1; Galatians 1:1,2**). The conversion had two elements: Christ appeared to him (**1 Corinthians 15:8**) and God called him to preach (**Galatians 1:15,16**).

The sessions in this module trace the life of Paul from his days as a persecutor through his conversion to his work with Barnabas in Antioch, the three major missionary journeys, his arrest in Jerusalem and journey to Rome. These sessions deal with the spread of the gospel from about AD 33 to 63.

Faith development

Children grow and develop physically, emotionally, cognitively and spiritually at different rates and in different ways. This unit aims to encourage growth in their relationship with Jesus the Son of God. No matter what the stage of their faith development, they can be challenged to respond to God in Christ and to live in the way he wants us to.

Faith has been described as having four aspects: believing, imagining, trusting and doing. (See *Children Finding Faith* by Francis Bridger, SU, England, 2000, available from CEP.) Believing involves having faith in the truth of the gospel and a

reliance on the promises of God in Christ. Imagining involves creatively exploring our beliefs. Trusting involves the relational side of faith. Doing is the way we act as an outworking of our faith. Children, like adults, benefit from learning approaches that involve exploring faith from each of these four aspects. These sessions have been written with this in mind.

Special features

The Leader's pack includes:

- the Leader's manual with ten sessions
- three full-colour teacher's posters
- a set of photocopiable masters
- a sample of the children's **Travel diary**. Extra diaries may be purchased from CEP so that every child has their own copy to work in each session.
- a variety of visual aids and activities for each session.

Travel diary

Each session the children will be able to complete an activity in their **Travel diary** that reinforces the Bible message for each session. The children also use the large centrefold map to chart Paul's journeys. The children can take the **Travel diary** home after the final session.

Coloured posters

In the Leader's pack you will find three full-colour posters to help you present your Bible themes. Once the posters have been introduced in a session it would be a good idea to display them in future sessions to remind the children of topics they have already covered.

Activities

Each session contains many suggested activities, either to begin the session time or to reinforce the teaching time. You will probably need to make choices about what is suitable for your particular group and your resources.

Photocopiable masters

The set of photocopiable masters include Memory verse ideas, templates for craft activities and worksheets for children who finish more quickly than some of the others in the group. Purchase of the Leader's kit entitles you to make one copy for each member of your group.

A Memory verse activity is included in each session and presented in an interactive way so that the children will begin to build their own personal store of Bible verses.



Music spot

Often the music helps children to remember the significant learning that has taken place in the session. CDs that will appeal to children include:

- *Promises, promises*, CEP.
- *10,9,8 ... God is great*, Colin Buchanan
- *Practise being Godly*, Colin Buchanan
- *Remember the Lord*, Colin Buchanan
- *Follow the Saviour*, Colin Buchanan
- *The King, the snake and the promise*, Emu Music

These CDs are available from CEP.



Zealous Saul

Acts 1:8; 7:54–8:1; 9:1,2

Aim

To reveal Jesus' desire for everyone in the world to know the gospel, and to show how Saul tried to prevent this from happening.

Outcomes

By the end of this session the children will:

- know that Jesus commanded the disciples to spread the gospel throughout the world
- understand that some people, like Saul, wanted to prevent the spread of the gospel
- appreciate how fortunate they are to have heard the gospel.

Memory verse

Then you will tell everyone about me in Jerusalem, in all Judea, in Samaria, and everywhere in the world.

Acts 1:8b (CEV)

Notes

Read **Acts 1:8; 7:54–8:1; 9:1,2**.

Before his ascension, Jesus commanded the disciples to be eyewitnesses to what they had seen regarding him – that is, his acts, his teaching, and most importantly, his resurrection. In time, with the help of other Christians, the gospel would spread to the ends of the earth (**Acts 1:8**). The Holy Spirit would give these evangelists the power to do this.

After receiving the Holy Spirit at Pentecost, the disciples began to witness with great enthusiasm. Thousands believed their message and began to tell others – the Christian church had begun. However, conflict between the Jews and Christians was inevitable as the Jewish religious leaders rejected the gospel. Persecution of Christians by the Jews became common, and included beatings, public humiliation, floggings, imprisonment and death.

Saul was a zealous Pharisee. The Pharisees were laymen, rather than priests, who were very strict in observing the Law of Moses. Saul was an active persecutor of Christians, believing this to be pleasing to God and justifiable under Old Testament law. His presence at the stoning of Stephen (**Acts 7:58**)

implies that he may have been one of the instigators of Stephen's arrest and death.

Today the children will discover what Jesus' command to his disciples was, and the great lengths to which some people, like Saul, went to stop the Christian church from growing.

Leader's prayer

Thank God that because of the willingness of the disciples to spread the gospel, nearly 2000 years later you have heard about Jesus. Pray that the children will also see how fortunate they are to hear about Jesus, and ask that their understanding of the gospel will grow stronger.

Gear

- ❑ A CEV Bible marked at **Acts 7:54–8:1**
- ❑ Time capsule: a shoe-box containing a **Travel diary** for each child, and **Poster 1** – Map
- ❑ CD player and CD of choice (optional)
- ❑ Coloured pens and pencils
- ❑ A photocopy of the Memory verse globe (pages 14,15) for each child, scissors and glue
- ❑ Gear for chosen activities in **Start up** and **Activities** sections

Get ready

Place a **Travel diary** for each child into a shoe-box. Roll up **Poster 1** and place it on top of the **Travel diaries**. Close the box and write 'Time capsule' on the lid. Hide the Time capsule somewhere in your room, or outside if possible. Make sure that you have a few extra **Travel diaries** enclosed in case new children join the group.

Either laminate or cover **Poster 1** in clear contact. In some sessions in this series you will be asked to join the dots relating to particular journeys on the map. Use a non-permanent marker to join the dots.

Arrange for a helper to act out the part of Saul. Make a copy of **Bible focus** (pages 11,12) with Saul's words highlighted. Give this to the helper beforehand so they have time to familiarise themselves with the script.

If you are using a CD, make sure the CD player is ready.

For extra impact

Ask the helper, who will be acting out the part of Saul, to dress up in work clothes and a thick pair of glasses. Provide some canvas, leather or blankets (to use as leather hides), a big needle and some thread (or wool), and suggest that 'Saul' pretends to sew a tent while he speaks.

Start up

Choose from the following warm-up activities to suit your group and the time you have available. These activities are designed to introduce content and concepts that form part of the session. Make sure that your group completes **You're getting hotter!** Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.

Pass it on

Purpose: *To demonstrate how news spreads.*

Gear

- ❑ Four toy or unused telephones. If you cannot access telephones, use a prop that the children can pretend to use like a telephone, such as a banana, or simply ask the children to mime the appropriate action.

This is a relay game in which two teams compete to pass a message onto their team members. If you are teaching in a combined space, or you are sharing a space with others, try conducting this activity outdoors.

Set up two tables next to each other, then place two telephones on each table. Divide the group into two teams and ask each team to form a straight line behind one of the tables, standing approximately one to two metres away. The person at the front of the line is the first caller and picks up one phone. The caller says, 'Ring, ring.' The next person in line is the receiver. He or she picks up the other phone and responds with, 'Hello'. Each time the caller gives the same message, 'Guess what? Jesus died for our sins but rose again'. The caller then runs to the end of their line and sits down, and the receiver becomes the new caller. This process is repeated until the first caller is again at the front of the line. The team that spreads the good news the fastest wins the relay.

Good news

Purpose: *To share exciting news with others.*

Invite the children to take turns sharing any exciting news that they may have had. Some hints for exciting news are:

- going on holidays
- special visitors
- birthday news – presents and parties
- going somewhere special
- winning something or achieving something
- trying something new.

Would you rather?

Purpose: *To consider that some news may be good for us, but not for others.*

Ask the series of questions listed below. Invite the children to indicate which news they would rather hear by standing on either the right- or left-side of the room. Invite the children to stand on the left-side of the room if they would rather hear the first type of news, and the right-side of the room if they would rather hear the second type of news. You should see lots of movement from side to side as the children consider the different types of news.

Would you rather listen to someone talk about:

- clothes or sports?
- trading and swap cards, or a great book?
- a new puppy or a horse?
- how hair grows or what happened to dinosaurs?
- funny things you did when you were little or the best way to clean the bathroom?

At the end, simply point out that we all like to hear some news more than other news.

You're getting hotter!

Purpose: *To reveal what Jesus commanded the disciples to do.*

Gear

- Prepared Time capsule (see **Get ready**, page 10)

Play a game of 'Hot and cold' to help the children find the Time capsule. The closer the children move towards the capsule, the 'hotter' they are; the further away a child moves, the 'colder' they are. When a child finds the capsule, he or she is 'boiling'. Using the children's names, call out to each one so that they know who is on the right track, such as, 'Peter, you're freezing!' or 'Alison, you're getting hotter and hotter ...' If you have a large group, simply hide the capsule and see who finds it first.

Ask the child who found the capsule to open it. Choose a confident reader to read the verse on page 8 of the **Travel diary**. As you look at the map, stress the final part of the verse – 'everywhere in the world' (**Acts 1:8b**). If possible, pin the **Poster 1** somewhere in the room for future reference.

Chat time

Have you ever had some really exciting news that you just had to share? (Accept responses.)

Have you ever told someone something, only to hear them say that someone else has already told them? (Accept responses.)

Often people say that news travels fast. When we hear something interesting, we want to tell others. If they are interested, they then tell someone else, and that person tells someone else, and so on, until lots of different people know the news.

Jesus' friends, the disciples, couldn't wait to tell everyone how wonderful Jesus was and how he died for all our sins. To them, this was the most exciting news of all. News about Jesus spread fast and soon many more people believed in Jesus. But not everyone was happy about this.

Bible focus

Links



Tell me about a time when you wanted to tell someone something that was important to you. What happened? Were they interested?

(Accept responses.)

Have you ever tried to tell someone about Jesus? What happened? Were they interested?

(Accept responses.)

Teaching time

Ask a helper to play the part of Saul, or read the part yourself.

Imagine you're in Jerusalem, walking down the street. You hear a loud and angry voice coming from one of the houses. You peek in the window and inside is a young tentmaker named Saul. He is talking to himself as he sews leather together to make a tent. Let's listen to what he is saying.

'Saul' enters the room loudly. He looks agitated and paces up and down, talking to himself.

Saul: 'I am so fed up with all these people talking about Jesus. They call themselves 'Christians'. Everywhere I go, it's 'Jesus this', 'Jesus that'. You'd think that these people would just get over it and start talking about something else, but no, they just keep going on and on and on. I can't believe they actually think that Jesus rose from the dead. They even say he's God's son, the Messiah! Yeah, right! As if we Jews wouldn't know if God had sent the Messiah ... and to say that Jesus is alive again ... Honestly, it just makes me so mad to hear those Christians go on about Jesus. I'm sick of it!'

'Saul' sits down and works on his tent.

What do you think of Saul? (Accept responses.)

Why do you think he hated the Christians so much? (Accept responses.)

Let's see what else Saul is saying.

'Saul' jumps up and says: **'Something's got to be done about these Christians. We've got to put a stop to all this nonsense about Jesus being alive. Too many people are listening to the Christians. Hmm ... we've tried telling them that they are crazy and wrong but that hasn't stopped them ... we'll just have to arrest those Christians and try to beat some sense into them. A flogging**




might do them some good and stop this crazy talk. That's what God would want us to do. He wouldn't want all these lies to be spread about that man Jesus.' 'Saul' sits down.

Wow. Saul really doesn't like the Christians, does he? What does Saul want to do to the Christians? (Arrest them, beat them and flog them.)

Saul got so mad that he wanted to destroy the Christians. He wanted to get rid of them all so that they would stop talking about Jesus. And he wasn't the only one who felt that way.

Let's see what God's word, the Bible, says. At this time a man named Stephen had been arrested because he kept talking about Jesus.

 Read **Acts 7:54–8:1** or ask a capable reader to do so.

How did the council members feel when they heard Stephen talk about Jesus? (They were angry and furious.)

What happened to Stephen? (He was dragged out of the city and stoned.)

How does it make you feel to hear that? (Accept responses.)

It's a horrible thing to happen to anyone. But let's see what Saul is doing.

'Saul' is nodding and smiling.

How does Saul look? (Happy, pleased, he agrees with what's happening.)

Hmm ... Saul thought the council members were right in stoning Stephen. The Bible tells us that he gave his approval. That means he agreed with what the people were doing to Stephen. He really thought that was what God wanted.

Do you think Saul seems like a nice person? (Accept responses.)

Can you ever imagine Saul telling people about Jesus? (Accept responses.)

It seems as though there is no way that Saul will ever change his mind about Jesus, doesn't it? The amazing thing is that even though Saul didn't know it yet, God loved him, and had plans for him to do great things. Next week we'll find out what happened to Saul.

Activities

Do the **On the map** activity first, and choose from the others if you have time.

On the map

Gear


- A **Travel diary** for each child
- Coloured pens and pencils

Hand out the **Travel diaries** and ask the children to write their name on the front cover. Explain that the diaries show where Saul travelled and that each week they will do another activity in the diary.

Invite the children to turn to the Map in the **Travel diary** (page 8). Show the children where Jerusalem is. Ask them to colour the city in. Tell the children that this is where Saul was at the time of today's story. Point out the small world map in the bottom left-hand corner, reminding the children that Jesus asked the disciples to tell everyone about him, everywhere in the world.

Invite the children to turn to the Saul and the Christians activity in the **Travel diary** (page 2). Ask the children to draw an angry face on Saul and happy faces on the Christians. Ask the children to colour in the picture, and then help them to complete the speech bubbles. Encourage the older children to read the Profile of Saul on the inside front cover of the **Travel diary**.

Mime time

 Read **Acts 1:8** or ask a competent reader to do so. Remind the children that this is what Jesus told the disciples to do.

Ask one of the children to mime the part of 'Saul'. Invite the children to form a circle around 'Saul'. One by one each person in the circle calls out something amazing about Jesus, such as:

- Jesus is alive!
- Jesus died for our sins
- Jesus loves us

Each time something is called out, 'Saul' has to cover his ears and pretend he doesn't like what he is hearing.

Music spot

Choose from the following songs:

Are you ready? track 7 of CEP's *Promises, promises* CD.

Jesus is the Lord!, track 26 of *The King, the snake and the promise* CD.

Bringing it together

How did Saul react when he heard people talking about Jesus? (He hated it!)

What did he think they were saying that was crazy? (That Jesus was alive.)

What did Saul do about it? (Accept responses.)

Spend a few moments discussing Saul's reaction to the Christians.

This all happened a long time ago. We are very fortunate that we are able to talk about Jesus and learn about him. Even now in some countries it is very hard for Christians to tell others about Jesus. Some people don't like to hear about Jesus and sometimes they do awful things. However, it is very important to Jesus that we do tell others about him. It's not always easy, but Jesus said that someone would help us.

NOTE: Be sensitive to any fears the children raise. Some children may need to discuss this topic more. It may be more appropriate to do this after the session.

Who did Jesus say would help us to tell others about him? (The Holy Spirit. Read **Acts 1:8a** again if necessary.)

We're going to talk about ways we can do this over the next few weeks.

Think about it

Did the children grasp just how much Saul hated the Christians? Was the drama convincing?

Did they understand that Jesus wants us to tell others about him, with the help of the Holy Spirit?

Did they express appreciation that they have heard about Jesus, so many years after he lived on earth?

Memory verse

Teach the children the Memory verse, referring to the **Travel diary** (page 8). Whisper the verse to a child and ask him or her to pass it onto another child, giving hints where necessary. When each child has heard the verse, end by saying the verse all together. The children will only learn the part printed in bold for this session.

Take home

Hand out the photocopies of the Memory verse globe (pages 14,15). Encourage the children to cut around the shape, folding it in half to form a two-dimensional globe. Offer help to the children, if needed. Glue the two halves of the globe together. Read **Acts 1:8** aloud, noting that the words in bold are the Memory verse. Encourage the children to take their globe home to aid in practising the Memory verse.

Prayer

All around the world there are people who don't know Jesus. Maybe you know someone at school, at home, or somewhere else who hasn't heard about Jesus.

Encourage the children to think silently about someone they know who doesn't know Jesus.

Invite the children to repeat the following prayer, pausing to allow them to insert their friend's name silently:

Dear God, there are lots of people like Saul, who don't want to hear about Jesus. We pray that more and more people will want to hear about Jesus. We pray for the people we know, like (insert name), who don't know about Jesus yet. Amen.

1



FOLD

FOLD



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But the Holy Spirit
will come upon you
and give you power.

FOLD

FOLD

**Then you will
tell everyone
about me
in Jerusalem,
in all Judea,
in Samaria,
and everywhere
in the world.** Acts 1:8

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