

ACTS 1:8 | Session 8: “Teamwork”

Getting Started

Learning Goal: Students will understand that in order to be on mission when it comes to Jesus’ Great Commission, they need to go wherever the Holy Spirit leads them.

What You Need to Know: There is strength in numbers, and working collaboratively with other on-mission Christians in your “Judea” can enhance ministry opportunities.

Key/Memory Verse: Mark 16:15

Supporting Verses:

- Acts 4:32-5:11
- Acts 11:19-30

Supply List

- Bibles (one per student)
- Scrambled-words poster from the first session
- Memory verse (Mark 16:15); divided up on 18 separate sheets of paper
- Paper/pencils and tape
- Map of your state/province
- Information from www.namb.net: “Sending Missionaries” (print or arrange for computer/Internet access)
- Laptop computer with Internet access (if possible)
- Blank paper (8.5-inch x 11-inch or larger) and markers
- Copies of Learner Worksheets 8-A and 8-B for all students
- Your copy of Learner Worksheets 7-A and 7-B (for review)



INTERNET RESOURCES

Acts 1:8 Challenge – www.ActsOne8.com

International Mission Board – www.imb.org

North American Mission Board – www.namb.net

Southern Baptist Convention – www.sbc.net

Prepare Ahead

- ▶ Prepare the memory verse activity. Write each word on a separate sheet of paper; on the back of each sheet, number each word in order from 1-18 so that the words may be put in the correct order.
- ▶ Arrange for Internet access in meeting location.

Leader Background Study

"You don't wanna go there, Jesus. The people there aren't like us." That was certainly the attitude of the disciples when it was time to travel south to Jerusalem from Galilee or north to Nazareth from Judea, because Samaria was inconveniently located in the middle. You know the Jews had issues with Samaria. But what about Judea? If Samaria can be viewed as a nation of people who conflicted with the Jewish view of social and religious acceptability, Judea can be viewed as a state in which a number of towns were bound by a common religion, government, and set of laws.

In the time of Christ, Judea was a territory in southern Palestine, situated between the Mediterranean and the Dead Seas. It covered an area a bit larger than what is now the state of Delaware. In the next two sessions, think of your own state or province as a kind of Judea in which you would expect to find a range of religious beliefs, ethnic groups, and values. Can you say that its residents include people who "aren't like us"? Of course you can. All the more reason that you would find Jesus in the middle of them.

Read the following Scripture passages: Mark 16:15 (memory verse); Acts 4:32-5:11; 11:19-30. Work through all of the questions in the **Coach** section as background for the Scripture study. Try to anticipate vocabulary words and concepts with which your students might experience difficulty.

Check out the North American Mission Board (NAMB) Web site (www.namb.net), specifically http://sub.namb.net/beonmission/missionaries/bom_missionaries.asp, "Sending Missionaries" to familiarize yourself with regional missions. Make sure you spend some time following links and taking notes (if necessary) so that you'll be able to locate pages quickly. Pay particular attention to any information provided on your own region; it would be great if you could e-mail someone involved in a ministry in another part of your state/province so that you could share his or her response with the group.

Connect: "Cooperation" (10 minutes)

Review the last session's Scripture memorization (2 Corinthians 9:5-6) by having the group recite it together. Point out "go" on the poster board and **invite** students to explain what it has to do with missions.

Invite students to quickly identify opportunities for ministry they selected for themselves (Learner Worksheet 7-A). If you detect a pattern developing within the group (a number of your students listing the same or similar places/types of service), it may be an indication of an opportunity for a group project.

Call on students to share the results of Learner Worksheet 7-B. (If you did not have students complete the worksheets as homework, you may wish to provide a stack of newspapers and allow them to complete the worksheets as an opening activity; as an **alternative activity for older students**, provide a laptop and allow students to access a local newspaper's Web site.) **Allow** students to compare results. (Do not allow this to become a time where each person reads or describes all the articles he or she found; you have more important things to accomplish. **Get** enough input to be able to make the appropriate point, but don't get bogged down.) **Discuss** why most stories gathered for the project would be of interest to people in your home state/province, and why they might not be of so much interest to people elsewhere. **Point out** that many newspapers include different sections for world, national, state/province, and local news; if time allows, **point out** examples of each. (**Older students** might benefit from a discussion regarding their knowledge of the differences between national and state/province governments; you could **create** two lists on the board and **lead** a discussion in which students share their knowledge regarding the importance of state/province government and how it affects residents. Again, don't get bogged down at this point so that you must cut short more significant aspects of the study later on.)

Divide students into small groups. Give each groups 1-3 randomly selected words from Mark 16:15 (there are 18). **Tell** groups to guess, based upon only their words, what the verse says. **Write** responses on the board. Then, **ask** them to turn over their papers and provide the word that goes with each number; **work** your way from 1-18, **writing** each word on the board until the verse is complete.

Ask: What made the difference? Why were you able to put the verse together?
They pooled their resources and cooperated for the sake of a common goal.

Point out that many jobs are easier when people organize themselves into groups and cooperate with each other. In fact, sports teams function on that principle. In the same way, churches can pursue the goal that is stated in Acts 1:8.



Organize students into two groups. **Direct** Group 1 to read Acts 4:32-5:11; **direct** Group 2 to read Acts 11:19-30. Each group is to prepare to tell its story to the other group using stick figure drawings. **Instruct** each group to read aloud its passage; as they read, a volunteer should take notes regarding which "scenes" can be captured in simple drawings. **Set** a goal of at least eight panels per story. After groups have read their stories and discussed them, they may break into smaller groups and assign members to draw specific scenes. **Allow** at least 20 minutes for reading and drawing; **monitor** closely. (**Stress** that these are to be stick figures, not elaborate, time-consuming art projects.) **Make sure** students decide who will present and that they have a system of keeping drawings in order.

During presentations, **have** students tape their drawings to the board or wall so that a chronological story forms. You may need to **fill in** gaps if an important scene is overlooked, but your students will probably capture the highlights. Artistic talent is not required; you might **demonstrate** by drawing a stick figure on the board to get things started.

After presentations, **lead** a discussion based on each passage. **Ask** questions such as the following:

Acts 4:32–5:11 (Need and Greed)

1. Why were there no needy people within the early Christian community?
No one considered possessions as belonging to himself or herself; everyone shared what they had.
2. What did Barnabas do?
He sold a field that he owned, brought the money, and laid it at the apostles' feet.
3. Describe what Ananias and Sapphira did.
They sold a piece of property, kept back a part of the profit, and presented just a portion of the money to the apostles but acted as if it were all the money.
4. How did Peter respond when Ananias brought the gift?
Peter said, "Ananias, why has Satan filled your heart to lie to the Holy Spirit and keep back part of the proceeds from the field? Wasn't it yours while you possessed it? And after it was sold, wasn't it at your disposal? Why is it that you planned this thing in your heart? You have not lied to men but to God!"
5. Then what happened to Ananias?
He dropped dead.
6. What was the response of those who heard about the incident?
They were afraid.

7. What happened three hours later?
Sapphira came in, not knowing what happened. Peter asked her if they sold the field for a certain price, and she said they did, which was a lie.
8. How did Peter respond?
He said, "Why did you agree to test the Spirit of the Lord? Look! The feet of those who have buried your husband are at the door, and they will carry you out!"
9. What happened to Sapphira?
She dropped dead.
10. How did the church respond?
"Great fear came on the whole church and on all who heard" the story.
11. We remember the story of Ananias and Sapphira, in part, because it's so shocking. What positive things were going on in the church during this time?
(Answers will vary; make sure you point out that this was a time of great expansion and evangelism; the church was sending out missionaries, and many who heard the gospel were saved.)

Acts 11:19-30 (Share and Care)

1. Why were some of the Christians scattered and living far from their homes?
Some of them "had been scattered as a result of the persecution that started because of Stephen"; you may wish to briefly retell the story of Stephen, found in Acts 6–7, for any students who may be unfamiliar with the first Christian martyr.
2. Where did the scattered Christians go and what did they do?
They "made their way as far as Phoenicia, Cyprus, and Antioch," evangelizing the Jews. In addition, some of them who came to Antioch "began speaking to the Hellenists, proclaiming the good news about the Lord Jesus."
3. How did people respond to that good news?
The Scripture says "the Lord's hand was with them, and a large number who believed turned to the Lord."
4. How did the church in Jerusalem respond when they heard about new believers in Antioch?
They sent Barnabas to investigate them.
5. Describe Barnabas; what did he encourage the new believers to do?
He is described as "a good man, full of the Holy Spirit and of faith"; he encouraged the believers "to remain true to the Lord with a firm resolve of the heart."

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C oach: “Connected” (Continued)

6. Who did Barnabas bring back to Antioch?
“He went to Tarsus to search for Saul, and when he found him he brought him to Antioch.”
7. How long did they meet with the church in Antioch?
They worked there for a year.
8. What significant church event happened in Antioch?
“The disciples were first called Christians.”
9. What did a prophet named Agabus predict?
He predicted “a severe famine throughout the Roman world.”
10. How did the Christians in Antioch respond to the famine in Judea?
Each of them, according to their individual abilities, sent relief (assistance) “to the brothers who lived in Judea.”
11. Who delivered their gifts?
Barnabas and Saul.

When churches pool their resources and work toward a common goal, whether it’s meeting physical needs or sharing the gospel (and need to be connected), they can accomplish much more than individuals could accomplish working alone. **Note** that when Barnabas learned of a need in Antioch, then later in Jerusalem, he didn’t wait for someone else to go; he went.

C hallenge: “Go” (10 minutes)

Get ready, get set ... what’s that next part? When it comes to missions, students have learned the importance of preparing, learning, praying, and giving. The next step is to go.

Direct students to look at Learner Worksheet 8-A, which requires them to explore several pages on the NAMB Web site at www.namb.net. **Demonstrate** how to find the Web site on your laptop. **Allow** students a few moments to check different links and familiarize themselves with the resources.

Remind students to check with parents before engaging in any activity involving the Internet. This would be a good family project, so perhaps you can encourage moms and dads to work on the activity with their children. If you have students without computer access, **remind** them that public libraries are a good place to find that resource; again, it would be best if a parent were to accompany them.

Journaling Option



Ask students if they have witnessed to another person? If so, **ask** them to write down the experience and what they recall feeling about that time. **Ask** students if they are willing to go and share Christ. **Write** down what keeps them from going.

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Good News Survey

Directions: Circle the number of the response to each question that is closest to how you feel.

1. When I have good news to share, I write it in my journal (paper journal or online journal).

1	2	3	4	5
strongly agree	agree	neutral	disagree	strongly disagree

2. When I have good news to share, I call someone on the phone (or text message or IM).

1	2	3	4	5
strongly agree	agree	neutral	disagree	strongly disagree

3. When I have good news to share, I can't wait to tell my best friend.

1	2	3	4	5
strongly agree	agree	neutral	disagree	strongly disagree

4. When I have good news to share, I want to tell several people.

1	2	3	4	5
strongly agree	agree	neutral	disagree	strongly disagree

5. I have been so excited about something, I wanted to tell people I didn't even know.

1	2	3	4	5
strongly agree	agree	neutral	disagree	strongly disagree

If you agreed with statement 5, describe what happened in the space below.