

ACTS 1:8

Session 9: “Roll Models”

Getting Started

Learning Goal: Students will understand what it means not only to want to tell other people about Jesus, but how they are helped by the Holy Spirit to do so.

What You Need to Know: God never assigns a task without providing the tools with which to accomplish it. We are sent into the world to share the gospel, and the Holy Spirit meets all of our needs as we seek to be obedient to His command.

Key/Memory Verse: Luke 24:47

Supporting Verses:

- Luke 12:11-12
- Acts 3:1-10
- Acts 4:5-22
- Romans 1:16-17
- Ephesians 1:13-16



Supply List

- Bibles (one per student)
- Scrambled-words poster from the first session
- Memory verse (Luke 24:47); write on the board for review
- Paper/pencils
- Copies of Learner Worksheets 9-A and 9-B for all students
- Your copy of Learner Worksheet 8-B (for discussion)
- Laptop and projector (optional)
- One roll of toilet paper for each small group
- Garbage bag (for cleanup)
- Scissors
- Envelopes (one per student; see Learner Worksheet 9-A)
- Stopwatch
- For alternate challenge activity: A small notebook for each student to be used as a journal each session

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

- ▶ Gather supplies needed.
- ▶ Compile a list of interesting historical figures for “Toilet Paper ‘Roll’ Models.”
- ▶ Memorize Luke 12:11-12 so that you can comfortably do the activity on Learner Worksheet 9-A.
- ▶ Create a spreadsheet for tracking responses in “Sharing Good News.” You’ll need a laptop and a projector.

Leader Background Study

Good news. Evangelism. The gospel. All of these are related, though many Christians would be hard-pressed to explain exactly how. Many of us probably have heard “good news” used to refer to the Gospels in the New Testament. Many of us probably know that “evangelism” is preaching the “good news.” What many of us do not know is that all of these terms come from the same Greek word: *euangélion*. The word “gospel” (literally “good tidings” or “good news”) is derived from the Old English translation of *euangélion*, or “good message,” and is now used to refer to the story of Christ’s redemption as well as to the individual books detailing His life (for example, the Gospel of Matthew).

We know the news that we have to share is good. But what happens when the right words don’t come? What happens when we’re not up for the job? What happens when we’re not smart enough, not educated enough, not fast thinking enough? What then?

Read the passages in Acts 3:1-10 and 4:5-22 and work through the questions as you prepare to share these exciting and challenging stories from the early days of the Christian church.

Keep a journal as you read; put yourself into Peter’s position, and record your thoughts as you approach the lame man, then later face the religious leaders. Remember that you are considered “uneducated” and something of a crude character. What is going through your mind? What regrets flash across your memory banks? Do you think Satan will remind you of past failures? Do you think he will tell you that you are not good enough to share the gospel? Do you think he will use every trick in the book to discourage and dissuade you? Upon what will you rely as you seek to be obedient to the Lord’s leading, despite your many poor choices?

Make a list of Peter’s bad moments as recorded in Scripture. He sank when he should have walked on water. He spoke when he should have kept silent. He doubted when he should have trusted. He denied when he should have remained faithful. And yet, God molded him and used him for His glory. Can God not do the same with each of us? Will He? What do you think?



Connect: “Sharing Good News” (20 minutes)

Have the students break up into small groups (three to four per group). **Ask** students about some of their responses from Learner Worksheet 8-B regarding how it feels to share good news. If you have access to a computer and can create a spreadsheet for easily tracking responses, it might be fun to generate a graph based on student responses to the five questions.

Assign the spreadsheet as homework and ask for volunteers to compile results as they are shared.

Invite students to share successes and disappointments they have experienced when trying to share good news. **Make sure** you volunteer examples from your own life so that students will feel more comfortable sharing. **Point out** that knowing you have good news is one step, but finding a way to effectively share it with others is also an important step.

Activity: “Toilet Paper ‘Roll’ Models”

Tell students they are going to search their memories for characters from history who had important news to share. **Explain** that each small group is to brainstorm until they come up with at least three names (from the Bible or elsewhere in history) of well-known individuals. For this exercise, the news does not have to be good; it just has to be important. For example, Paul Revere’s news that the British were coming wasn’t necessarily something to cheer about, but it was critically important for the citizens to know that information so they could prepare. **Provide** pencils and papers so students may record their ideas. **(Be prepared** to “prime the pump” with some names if needed.)

Once each group has come up with two or three names (make sure they keep their names a secret from the other groups!), **distribute** one toilet paper roll to each group. **Explain** that each group is to dress one of its members as a historical figure who had important news to share. You may need to offer examples, but make sure they know that your examples are off limits. Samples: Einstein announcing $E=MC^2$; Alexander Graham Bell announcing the invention of the telephone; Betsy Ross announcing the creation of the flag; Colonel Sanders announcing the invention of his famous fried chicken bucket, and so on.



Alternate Activity (Older Students): “What’s My ‘Roll’?”

You may wish to **arrange** for a “line up” of famous characters and a panel of judges to determine which team has done the best job. If some of the characters are not obvious by their appearance, and if time permits, you might wish to **moderate** an abbreviated version of 20 questions. **Allow** the class to ask yes or no questions to try to determine the character’s identity.

After groups have decorated and presented their characters, **discuss** the unique qualities of each, as well as the similarities. Were there people who did not believe the important news? Did the prominence or power of the person making the announcement have an effect on the results? What might the person have done to make the announcement even more effective?

Explain that the group will be looking at two passages of Scripture in which Peter and John shared important information. **Invite** students to examine and reflect upon how Peter and John’s messages might have been received without the Holy Spirit’s involvement.

Coach: “Training Ops” (30 minutes)

Ask for two volunteers to find and to read Acts 3:1-10. (Both need to read from the same version of the Bible.) **Ask** one student to read all the passage except the direct quotes. Have the other student read the quotes.

After the reading, **ask** questions such as:

1. When were Peter and John going to the temple?
They went at 3 p.m., which was an hour of prayer.
2. Describe the man who was carried to the temple gate every day.
He had been lame all of his life; he was brought to the gate so that he could beg from those going into the temple.
3. When the lame man asked for help, what did Peter say?
“Look at us.”
4. What did the lame man think would happen?
He assumed that Peter and John would give him some money.
5. What did Peter say instead?
“I have neither silver nor gold, but what I have, I give to you: In the name of Jesus Christ the Nazarene, get up and walk!”
6. What did Peter do after speaking?
He took the man’s right hand and raised him to his feet.
7. What happened to the lame man then?
“His feet and ankles became strong.”
8. How did the lame man respond?
“He jumped up, stood, and started to walk”; he entered the temple with Peter and John, “walking, leaping, and praising God.”
9. What was the reaction of the people who observed, and why did they react that way?
“They were filled with awe and astonishment” because they recognized him as the man who had been a beggar at the gate.
10. What is significant about the man’s praise after he was healed?
He praised God, not Peter and John; he acknowledged that God had miraculously healed him, and that was a witness to all those who saw what happened.

Discuss the lame man’s response to Peter and John. Why was he receptive to their message? What might have happened had he responded, “Oh, no! I can’t stand! Let go of me!”? Clearly, the Holy Spirit worked quickly and effectively in the life of that man, who within moments of being healed was not only standing, but leaping and praising God. **Point out** that the lame beggar immediately began sharing his “good news” with anyone who happened to be within earshot. What a transformation, from beggar to evangelist, with one meeting, one brief conversation, and a handshake!

Ask for three volunteers to find and to read Acts 4:5-22. (Again, readers should read from the same version of the Bible.) **Have** one student read all but the direct quotes. **Ask** the second student to read the direct quotes of Peter/Peter and John (vv. 8-12,19-20). The third student should read the direct quotes of the religious leaders (vv. 7,16-17).

After students read, **ask** questions such as:

1. What was the reaction of the Jewish leaders to the man’s healing?
They brought Peter and John before them and demanded to know, “By what power or in what name have you done this?”
2. With what was Peter filled before he spoke?
He “was filled with the Holy Spirit.”
3. How did Peter reply to the religious leaders?
He emphasized that the man was healed “by the name of Jesus Christ” who had been crucified and raised from the dead because “there is salvation in no one else, for there is no other name under heaven given to people by which we must be saved.”
4. How did Peter’s mini-sermon go over?
The religious leaders were amazed because they knew that Peter and John were uneducated men; they realized the two must have been with Jesus.
5. Why did the religious leaders have no response?
They saw the man who had been healed standing next to Peter and John, so what could they say? There stood the “proof” of what Peter said, balanced perfectly on two healthy legs!
6. What did the religious leaders do then?
They ordered Peter and John to leave the Sanhedrin, then held an emergency meeting.

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C oach: “Training Ops” Continued

7. What was the leaders' dilemma?
They didn't know what to do with Peter and John, because an obvious sign had been done through them; there was no denying the miracle, so what could they do for “damage control”?
8. What was their strategy?
They would threaten Peter and John not to preach or teach in the name of Jesus.
9. How did Peter and John reply?
“Whether it's right in the sight of God for us to listen to you rather than to God, you decide; for we are unable to stop speaking about what we have seen and heard.”
10. After threatening Peter and John further, the religious leaders released them. Why?
They couldn't think of a way to punish them, “because the people were all giving glory to God over what had been done.”

Ask if students have ever thought about what Peter and John's education had been like. The Scripture describes them as “uneducated and untrained men.” The religious leaders would have looked down upon them for that reason (and for many other reasons as well). However, one thing is left out of that formula: Peter and John were taught for three years by Jesus Christ Himself, and the Holy Spirit continued their education after that.

Invite students to discuss their training opportunities. Do they have Jesus as their teacher? Do they have His words recorded in the Bible? Do they have the power of the Holy Spirit upon which to draw? It is awesome to realize that the same resources available to Peter, John, and all of the early disciples are available to us as well. Yes, we are called upon to share the good news; and yes, God has given us the means by which to accomplish that assignment.

C hallenge: “Growing Is a Process” (10 minutes)

Distribute one sheet of toilet paper to each student. **Lead** the group in folding the sheets into bookmarks (make several folds in the same direction, halving the sheet each time) until the width is approximately ½-inch. **Have** students open their Bibles to Romans 1:16-17, and **invite** a volunteer to read the passage.

Invite students to place the bookmarks in their Bibles and reread the passage each day during the following week.

Remind students that growing as Christians is a process, and so is growing as witnesses. If you are comfortable doing so, **share** some of your disappointments and failures in your attempts to witness; be sure and share at least one positive story as well. **Make sure** that you emphasize the role of the Holy Spirit, because our witnessing bears fruit only through Him.

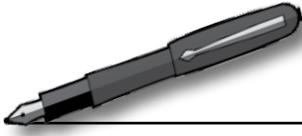


Alternate Activity (Older Students): “Witness Reports”

Invite those with positive witnessing experiences to share details. If your church participates in the F.A.I.T.H. strategy, the NET, Evangelism Explosion, or another other witness training plan, consider students who are or have been part of the process. If possible, let students know in advance that you desire for them to share their experiences.

Direct students to Ephesians 1:13-14 for assurance of the Holy Spirit’s presence with believers.

Journaling Option



Ask students to read the passages in Acts 3:1-10 and 4:5-22.

Say: Put yourself into Peter’s position and record your thoughts as you approach the lame man, then later face the religious leaders. Remember that you are considered “uneducated” and something of a crude character. What is going through your mind? What regrets flash across your memory banks? Do you think Satan will remind you of past failures? Do you think he will tell you that you are not good enough to share the gospel? Do you think he will use every trick in the book to discourage and dissuade you? Upon what will you rely as you seek to be obedient to the Lord’s leading, despite your many poor choices? Make a list of Peter’s bad moments as recorded in Scripture. He sank when he should have walked on water. He spoke when he should have kept silent. He doubted when he should have trusted. He denied when he should have remained faithful. And yet, God molded him and used him for His glory. Can God not do the same with each of us? Will He? What do you think?

Conclude with prayer, and **point out** the memory verse on the board: Luke 24:47: “And repentance for forgiveness of sins would be proclaimed in His name to all the nations, beginning at Jerusalem.” **Repeat** the verse until all can recite from memory.

If time allows, **distribute** scissors, Learner Worksheet 9-A, and envelopes. **Review** directions with students, and **use** the stopwatch to time how quickly they can put the verse in order.

Distribute Learner Worksheet 9-B for students to work on. Ask them to bring it back for the next session.

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Go TELL It on the Mountain ... and Everywhere

“Whenever they bring you before synagogues and rulers and authorities, don’t worry about how you should defend yourselves or what you should say. For the Holy Spirit will teach you at that very hour what must be said” (Luke 12:11-12).

Read the passage several times. Then cut out the following words, place them in your envelope, and shake vigorously. When your leader says “Go,” empty the words onto the table in front of you and see how quickly you can reassemble the verses. No fair peeking!

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Tell Tell

Build a Missionary

Directions: For next week, your assignment is to build a missionary. No, you don't need DNA or a cloning manual. All you need is an understanding of the skills and tools required in order to be an effective witness for the Lord Jesus. What are those skills and tools? Think back to the last several lessons. Then draw a missionary in the space below and equip him or her with what he or she will need in order to share the good news in your community. If you're not such a great artist, feel free to create a collage from magazine pictures or Internet art. Or, if you're the hands on type, drag out the Legos[®] or craft materials and create a missionary masterpiece! Be prepared to share your creation at the next meeting.