

ACTS 1:8

Session 13: “Ready for the Challenge”

Getting Started

Learning Goal: Students will commit to become more personally involved in the challenge set forth in Acts 1:8.

What You Need to Know: As Christians, we are to go, tell, send, and multiply, and we can expect the support of Christians around the world in this effort. Additionally, God has provided the Holy Spirit to guide us, encourage us, and come along side us as we seek to fulfill the Acts 1:8 commission.

Key/Memory Verses: Revelation 7:9-10

Supporting Verses:

- Isaiah 6:1-8
- Mark 16:15
- Luke 24:47
- John 20:21
- Acts 2:46-47
- Acts 13:1-2
- Acts 14:21-28
- Romans 1:16
- 1 Corinthians 1:18-23
- 2 Corinthians 11:5-9

Prepare Ahead

- ▶ Write mission project ideas on the board for your class to participate in.
- ▶ **Download** the following optional videos from www.ActsOne8.com:
 - *Blessed to be a Blessing*
 - *Seize Your Divine Moment*
- ▶ Reproduce Learner Worksheet 13-A on the board or large sheet of paper.

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



Supply List

- Bibles (one per student)
- Scrambled-words poster from the first session
- Copies of Learner Worksheets 13-B, 13-C, and 13-D for all students
- Reproduction of Learner Worksheet 13-A on chalkboard, whiteboard, or large sheet of paper
- Chalk or markers for board
- *Jesus* or *The Hope* videos (optional)
- Two (unused!) flyswatters (or as many as you anticipate teams for the Connect activity)
- For alternate Connect activity: large paper or poster board, markers, and a stop watch
- For alternate challenge activity: A small notebook for each student to be used as a journal
- Video: *Blessed to be a Blessing*. (4:44) In this music video, Scott Wesley Brown challenges us to remember our duty to share God’s love and blessing with the world.
- Video: *Seize Your Divine Moment*. (3:10) This is a gripping testimony of a young man who was on the verge of committing suicide until God answered his plea for help and sent Isaiah to share Jesus with him.

Leader Background Study

Read through the entire lesson and supporting materials. The last two sessions serve as a review of the unit. Before you teach the final two lessons, it is important that you familiarize yourself with all of the resources listed below.

For help with “the ends of the earth” portion of the commission, contact the International Mission Board (IMB): www.imb.org

For help with the “Samaria” portion of the commission, contact the North American Mission Board (NAMB): www.namb.net

For help with the “Judea” portion of the commission, contact your state or regional Baptist convention. Information should be available from your pastor or church office, or from the SBC Web site, www.sbc.net (click on “SBC Search” then “State Convention Directory.”)

For help with the “Jerusalem” portion of the commission, contact your pastor or church office, or refer once again to the SBC Web site, www.sbc.net (click on “SBC Search” then “State Convention Directory,” which also lists Baptist associations.) Additional partners include:

- Woman’s Missionary Union—www.wmu.com
- LifeWay Christian Resources—www.lifeway.com
- The Southern Baptist Convention—www.sbc.net

Not feeling quite so isolated? Good! We have a big job to do, but there are many hands with which to do it. Most important, we have the Holy Spirit as our guide and our most important resource.

Review all the Web sites and see which projects might interest or challenge your group. Prepare suggestions ahead of time and place on the board. If you know of someone who serves in a local missions capacity, consider inviting him or her to the meeting—not as a speaker, but as an honored guest. It would be an encouragement to your group, as well as to the missionary.

As you work through the lesson, note which projects would be appropriate for your students. If time allows, contact several students ahead of time and ask them to investigate various programs mentioned on the Web sites; they should plan to report their findings to the entire group.

As you prepare, remember that it is quite possible that some of your students may, at some point in their lives, hear and respond to God’s call to vocational missions service. Others may serve as missionaries within their own communities and help support evangelism efforts throughout the world. What a terrific opportunity you have to share in the preparation of a new generation of missionaries!



Connect: “Memory Verse Review, Part 2” (15 minutes)

The last two sessions in this unit serve as summary lessons that cover the eight responses to Jesus’ Acts 1:8 challenge to prepare, learn, pray, give, go, tell, send, and multiply. Memory verses for each session reinforce the Acts 1:8 commission.

Before the “On the Fly” activity, **ask** students to share what they wrote for their personal mission statements. Discuss any changes that students plan to make in their lives as a result of their mission statement.

Activity: “On the Fly”

Divide students into two teams (you may divide into more teams if you have a large group). For each question, a representative from each team will take a flyswatter and face the board. Read the following passages aloud; when you come to a word that is **bold**, pause and wait for the students to smack the correct word. The first to hit the word wins a point for his or her team. Ask a student to keep track of the score.

1. “Then He said to them, ‘Go into all the **world** and preach the **gospel** to the whole **creation**.’” (Mark 16:15)
2. “and repentance for **forgiveness** of sins would be **proclaimed** in His name to all the **nations**, beginning at **Jerusalem**.” (Luke 24:47)
3. “Jesus said to them again, ‘**Peace** to you! As the **Father** has sent Me, I also send you.’” (John 20:21)
4. “And every day they **devoted** themselves (to meeting) together in the **temple** complex, and broke **bread** from house to house. They ate their food with **gladness** and **simplicity** of heart, praising God and having **favor** with all the people. And every day the Lord added to them those who were being **saved**.” (Acts 2:46-47)

Alternate Activity (Older Students): “On the Fly— Your Way”

Have the groups create their own grids and test the other team(s); use a timer and see which team can answer their words more quickly.)



Coach: “Fighting the Battle” (30 minutes)

Distribute Learner Worksheet 13-B and use it to **review** the memory verses from last week, Ephesians 6:11-12. **Introduce** this week’s verses, Revelation 7:9-10. **Instruct** students to fill in the boxes based upon what they read in the verses.

Ask: What is the full armor of God? Whom do we fight?

Lead a brief discussion on the first passage, making sure that all students understand the challenges of spiritual warfare.

Ask: What is our ultimate goal in fighting the battle?

Point out that our ultimate objective is to worship God in heaven along with people from throughout the world. In other words, our goal is the fulfillment of the Acts 1:8 commission.

Remind students that in the previous session, they reviewed the first four steps in the Acts 1:8 commission: prepare, learn, pray, and give. **Tell** them that in this session they will review the last four steps: go, tell, send, and multiply. **Draw** attention to the scrambled-words poster created at the beginning of the unit.

Point to “go.”

Go

Explain that one of the responsibilities of the church is to enable members to directly participate in short-term, long-term, and marketplace opportunities to minister and spread the gospel.

Remind students that their “marketplace” could be school, a sports team, a club or organization, or a part-time job. With technology, that marketplace can expand to include any group of people reachable by the media or the Internet—and that is very nearly the entire world! We need to learn to use these tools wisely in order to evangelize.

Invite students to turn in their Bibles to Isaiah 6:1-8. **Ask** a student to read the passage aloud. **Remind** students that these are the words of the prophet Isaiah describing his own call to missions.

Discuss Isaiah’s response and how it might apply to our involvement in missions.

Ask questions such as:

- Did Isaiah feel worthy?
No! He said he was a man of unclean lips, living among people with unclean lips; he realized he was inadequate.

- What changed Isaiah’s outlook?
A seraphim—angel—touched his lips with a coal and Isaiah’s sins were atoned for; he was now able to speak the truth.
- What was Isaiah’s ultimate response?
He replied, “Here I am. Send me.”
- Are any of us worthy to share the gospel?
Only by the atonement of our sins through the blood of Jesus Christ; when He purifies our lips, we can speak with confidence, knowing that the Holy Spirit will assist us.

Tell

Say: When we have good news about the outcome of a game played by our favorite team, we want to share it; when we have the best news that anyone could ever hear, why would we not want to share that? Telling someone the good news of Jesus Christ and what He has done for us is, without a doubt, the most important news we could ever share with anyone. **Invite** students to turn to the following passages and have someone read them aloud.

Romans 1:16:

Ask: In this passage, what is God’s power?
The gospel is “God’s power for salvation” to those who believe.

1 Corinthians 1:18-23:

Ask: In this passage, what is God’s power?
God’s power is “the message of the cross.”

Ask students whether they have ever felt ashamed or embarrassed to share the gospel, and share an example of a time when you may have felt reluctant to speak up. **Explain** that there may be times when we feel shy when it comes to witnessing, and that’s normal. In fact, we should always rely on the Holy Spirit for wisdom regarding what to say, as well as sensitivity concerning timing. It is helpful to remember that the news we share represents the opportunity of salvation to anyone who believes, and that should be a powerful motivator.

Invite a student to take notes on the board as the group brainstorms ways to tell others about their faith. *Possible answers include visitation (bring gift bags to visitors or regular attendees who are ill), tailgates at sporting events, school clubs, youth group activities, food pantries/clothing ministries, tutoring programs, and evangelism groups.*

Continued on Next Page...



Send

Remind students that most missionaries are not "super apostles," but are ordinary people who have been called to a particular mission field. There is no "one way" to look, act, or speak as a missionary, but there is "one way" to heaven, and that is Jesus Christ. As long as Jesus holds first place in someone's heart, then he or she is well on the way to becoming a witness. There is no age requirement, either. The very young may serve as witnesses, as long as they are filled by and led by the Holy Spirit. Being gifted as a speaker isn't necessary, either. Invite a student to read 2 Corinthians 11:5-9:

Ask questions such as:

- Who is speaking in this passage?
Paul.
- In what does he say he is untrained?
Public speaking.
- What does he say regarding his payment for serving the Corinthian church?
He did not accept payment; he was supported by other churches.
- What do you think about Paul's tone?
(Answers will vary)

Point out that we are not responsible for how people respond to the gospel, but we are responsible for sharing the gospel; at times we share our own testimonies, and at other times we share by supporting others, as the churches supported Paul as he ministered to the Corinthians.

Multiply

Anyone who reads newspapers, watches TV news, or checks news updates on the Web knows how quickly bad news spreads. But what about good news? What about the best news? What could be more exciting, than to participate in the growing church by sharing the gospel with a world desperate for good news? When that good news spreads, it takes root in people's hearts and grows, the number of believers multiplies, and that's a fulfillment of the Acts 1:8 mandate.

Invite students to turn to Acts 14:21-28 and 13:1-2. **Have** someone read them aloud. **Point out** that the first passage is about Paul and Barnabas.

Ask questions such as:

- How did Paul and Barnabas strengthen the hearts of the disciples?
"By encouraging them to continue in the faith, and by telling them, 'It is necessary to pass through many troubles on our way into the kingdom of God.'"
- What did Paul and Barnabas do in every church?
"Prayed with fasting" and "committed them to the Lord."
- What did Paul and Barnabas report to the church at Antioch?
"Everything God had done with them"; God "had opened the door of faith to the Gentiles."
- Why would Paul and Barnabas have been reporting to the church at Antioch? Review Acts 13:1-2 if necessary.
The church at Antioch had commissioned them as missionaries; the church shared in the joy of their work of evangelizing the Gentiles!



Alternate Activity (Older Students):

If you have access to the *Jesus* video or *The Hope* video, you may wish to show clips and invite students to brainstorm regarding how the films might be used in an evangelism outreach.



Challenge: “Lottie Moon: Missionary to China” (10 minutes)

Following the review of Lottie Moon’s life, **distribute** Learner Worksheet 13-D and **invite** students to evaluate themselves in the eight categories presented during the study. **Lead** by example; **fill out** one of the worksheets along with the students, and share the areas upon which you plan to focus in the coming weeks. If students have researched possible projects ahead of time, have them **share** their findings. If not, present possible projects you discovered. As appropriate, make plans to follow through on one or more projects.



Activity: “Life of Lottie”

Distribute Learner Worksheet 13-C, which contains a monologue based on the life of missionary Lottie Moon. Briefly **introduce** Lottie, and **invite** a student to read aloud the testimonial while others listen.



Alternate Activity (Older Students): “Lottie in Person”

Ask a student with strong drama skills to review the monologue ahead of time and present the key points from memory; the presentation does not need to be a word-by-word performance.)



Show Optional Video to Wrap Up Acts 1:8 (Choose one):

Video: *Blessed to be a Blessing*. (4:44) In this music video, Scott Wesley Brown challenges us to remember our duty to share God’s love and blessing with the world.

Video: *Seize Your Divine Moment*. (3:10) This is a gripping testimony of a young man who was on the verge of committing suicide until God answered his plea for help and sent Isaiah to share Jesus with him.

Conclude with group prayer, in which you invite students to offer short prayers regarding missions and the sharing of the gospel throughout the world. Recite Acts 1:8 together at the conclusion of the prayer.

Unless otherwise noted, all Scripture quotations are taken from the Holman Christian Standard Bible® Copyright © 1999, 2000, 2002, 2003 by Holman Bible Publishers. Used by permission. Holman Christian Standard Bible®, Holman CSB®, and HCSB® are federally registered trademarks of Holman Bible Publishers.

Directions: Reproduce the grid below on a chalkboard, whiteboard, or large sheet of paper. See additional directions in the "Connect" section of the lesson.

gospel	devoted	peace	
Father		temple	
creation	favor	world	nations
gladness	saved	bread	proclaimed

Prepared for the Battle and Awaiting Victory

Directions: Based upon what you have learned in this study and from last week's memory verses, describe the battle Christians are engaged in on this earth:

"Put on the full armor of God so that you can stand against the tactics of the Devil. For our battle is not against flesh and blood, but against the rulers, against the authorities, against the world powers of this darkness, against the spiritual forces of evil in the heavens" (Ephesians 6:11-12).

What do we have as protection as we fight this battle?

Now read the memory verses for this week. What will be the result of the battle?

"After this I looked, and there was a vast multitude from every nation, tribe, people, and language, which no one could number, standing before the throne and before the Lamb. They were robed in white with palm branches in their hands. And they cried out in a loud voice: Salvation belongs to our God, who is seated on the throne, and to the Lamb!" (Revelation 7:9-10).

To Whom does salvation belong?

Directions: Lottie Moon was born in 1840 to a wealthy Virginia family, and she served many years as a missionary to China. Listen carefully as a member of your group reads her story aloud.

Lottie Moon: Missionary to China

My name is Charlotte Digges Moon, but you may call me Lottie. In my youth I was skeptical, even sarcastic, about the claims of Christianity, but one day at a revival for students, God touched my heart, and I surrendered my life to Him. I later learned that my friends had been praying for me.

As a new Christian I became concerned about Christ's purpose for my life. I visited the sick and the poor, but my heart was not satisfied. When I heard about the need for missionaries in China, I wanted to go there. But at that time Southern Baptists were not appointing single women as missionaries. A breakthrough came in 1872, when my sister was appointed as an assistant to a missionary in China. The following year, the Foreign Mission board appointed me as a missionary to China.

After weathering a fierce storm along the way, we arrived at Tungchow in northern China. I started to work right away, learning the language and the culture, accompanying the missionaries, and sharing the gospel with everyone who would listen. Curious people, especially women and children, gathered around us everywhere. When I learned the language well enough, we started schools.

In 1885, I left Tungchow and went inland to Pingtu, a highly populated region where no foreigner had ever been. When my fellow missionary got sick and could not work anymore, I remained and worked alone. I learned to respect the Chinese culture and people and to love them deeply.

We needed more missionaries, but none were available. Missionaries in Pingtu were exposed to extreme weather, fatigue, contagious diseases, and mob attacks. I saw many of them, including my sister, break under the physical and psychological strain. In spite of the hard work and suffering, it was wonderful to see many churches planted in Pingtu and, in time, to see them led by national pastors and leaders. When my age prevented me from traveling from village to village, I returned to Tungchow to run the schools and to teach the Chinese women who gathered at my home.

I constantly wrote to the Foreign Mission Board, pleading for it to send more missionaries to China. I suggested that the Woman's Missionary Union set aside Christmas week for sacrificial giving to international missions so that more missionaries could be sent.

In 1912 war broke out. The revolution, the destruction of crops, and inflation were followed by severe famine. My heart broke for the Chinese. Their suffering was great, and I could not refuse the ones who came to my door for food and shelter.

Note: Lottie gave away much of her food, and her weight eventually dropped to 50 pounds. Missionaries, alarmed at her deteriorating physical condition, arranged for her to return home in 1912. She died en route, at age 72, on Christmas Eve.

Are You Ready for the Challenge?

Directions: Fill out the following survey in order to rate your personal involvement in the eight mission responses studied in this unit. With your group, celebrate the categories in which you are very involved, and discuss ways to share your know-how with others. Then, discuss ways in which you can support one another as you seek to become “very” involved in areas in which you would like to improve.

	I am not involved	I am somewhat involved	I am very involved	What I will do to become more involved in this area
prepare				
learn				
pray				
give				
go				
tell				
send				
multiply				

Missions projects which my group is interested in pursuing: