

Paul's Faith Story

Bible Lesson: Acts 26:9-23

PREPARATION

Objective

Students will understand the gospel, know why it is important to tell, and be equipped to tell others about Jesus.

Outcomes

1. Students will begin to understand the power of the gospel message to change lives.
2. Students will use the model of Paul to write their own testimony.

Memory Verse

Romans 1:16 "I am not ashamed of the gospel, because it is the power of God for the salvation of everyone who believes: first for the Jew, then for the Gentile."

Directions

1. Review verses for the "Bible Drill Challenge." Consider how you will relate each to today's theme.
2. Review the "Key Word Wheel" poster. Integrate these words as you notice them in any and all sections of today's lesson. Suggested: "Power" and "Proclamation."
3. Read the Bible story references. Pray that God will guide you as you teach and apply this lesson to your unique group of students.
4. Make one copy a "Been There, Done That" bingo card for each student.
5. On an erasable board, write the following statements about Paul:
 - What I was like before: What was Paul's life like before he met Jesus?
 - How I came to know Jesus: How did Paul experience Jesus?
 - What I am like now: What difference did Jesus make in Paul's life?

**PREPARATION: 15 min.****TEACHING: 40 min.**

Materials

- Bibles
- "Key Word Wheel" poster (Introduction p. 6)
- "Key Word Cards" (Introduction pp. 7-8)
- "Been There, Done That" bingo cards (p. 2)
- chalkboard or dry erase board
- chalk or dry erase markers
- paper
- pens or pencils
- small prize for game winner (optional)

Been There, Done That

Have been skiing	Have been on a roller coaster	Have eaten Mexican food	Have sung karaoke	Have been to California	Have been on a cruise
Have ridden a pony	Have been rollerblading	Have been to Mt. Rushmore	Have walked a dog	Have ridden in a train	Have eaten Chinese food
Have been to Disney World	Have been to Texas	Have been to the mall	Have owned a goldfish	Have been to church	Have been to Disneyland
Have been on a cruise	Have flown in a 747 jet	Have gone bowling	Have been to the Grand Canyon	Have been to Starbucks	

TEACHING (CORE)

PRE-LESSON ACTIVITY: BEEN THERE, DONE THAT

Directions

1. Warmly welcome students to your time of learning about God's purpose for all people.
2. Today, invite your students to play a game similar to bingo. Hand out a copy of the "Been There, Done That" bingo card to each student.
3. Say, *"You will need to find out who has participated in the activities on your card. Take your card and a pen with you as you mix and mingle. The object is to get a different friend's signature in five boxes in a row, either across, down or diagonally. When you have the signatures you need, sit down."*
4. Give a starting signal and enjoy watching students gather signatures. When most have finished, direct students to sit down. Offer a prize to the first student to finish. (optional)
5. After the game, ask students who has been to the Grand Canyon or another popular tourist attraction or your choice to raise their hands. Choose a student who has not visited this attraction and ask, *"Can you describe this? Why or why not?"* Allow a response.
6. Now ask someone who has been to that tourist attraction to describe what it was like. Say, *"Although we may have seen videos or read about a place in books, it is not the same as experiencing it for ourselves."*
7. Continue by saying, *"Being witnesses for Jesus is like this. Those who have experienced God for themselves, who know Jesus and worship him, are the ones who can really tell others what it is like."*

BIBLE DRILL CHALLENGE

Romans 1:16 "I am not ashamed of the gospel, because it is the power of God for the salvation of everyone who believes: first for the Jew, then for the Gentile."

Directions

1. Give each student a Bible. Invite students to participate in a Bible drill. Say, *"Since the Bible has such an important purpose, we want to get more acquainted with the Bible itself. Today, and over the next several weeks, we will practice finding verses and stories in the Bible that help us understand God's purpose."* (optional: *"We will also be practicing to challenge our parents to a 'Bible Drill Challenge' on the last week of our quarter."*)
2. Instruct students to hold their Bibles in a ready position, Bibles closed and over their heads. Invite students to work in pairs if they are less familiar with their Bibles. Let students warm up for a speed competition by first looking for each item below, one at a time. As you name the item, adding theme-related questions or comments, students will lower their Bibles and quickly try to find what you have named. Say, *"Ready, begin"* after introducing each item.

Materials

- "Been There, Done That" bingo card for each student (p. 2)
- pens or pencils
- small prize for the winner (optional)

Materials

- Bibles

- Malachi 1:11a – “*What is God’s purpose for all people?*” (review verse from Lesson 1)
 - Isaiah 45:22 – “*Who does God want to know about him?*” (review verse from Lesson 2)
 - Psalm 67:1-2 – “*Why does God bless us?*” (review verse from Lesson 3)
 - Exodus 9:16 – “*What does God do through us?*” (review verse from Lesson 4)
 - 1 John 4:9 – “*How did Jesus show us God’s love?*” (review verse from Lesson 5)
 - Acts 1:8 – “*Who helps believers share the gospel?*” (review verse from Lesson 6)
 - 1 Corinthians 15:58 – “*Is it always easy to share truth about Jesus?*” (review verse from Lesson 7)
 - Romans 10:14 – “*How will people hear the gospel?*” (review verse from Lesson 8)
 - 2 Peter 3:9 – “*Why is God patient?*” (review verse from Lesson 9)
 - Ephesians 2:10 – “*Who has God gifted and why?*” (review verse from Lesson 10)
 - Romans 1:16 – “*This verse explains why the gospel message is so important.*”
3. Read the verse aloud. Discuss its meaning together.
 4. Say, “*It is not surprising that the apostle Paul is the author of this verse. He loved the gospel message, the truth about Jesus. Why? Because he knew that the truth of this message had power to save people across the world from their sin.*”
 5. Continue, saying, “*Paul understood that the gospel was not just for Jews, the physical descendants of Abraham, but for everyone in the whole world.*”
 6. “*Do people in our country think that Jesus and the gospel are wonderful and powerful?*” Allow responses. “*Even though it is God’s purpose for the world to know him, many people will not be interested. They will choose their own way, like Adam and Even, the people of Noah’s day, and those at the Tower of Babel.*”
 7. Ask, “*Are you ever ashamed of the gospel?*” Let students share concrete situations where they have been embarrassed or reluctant to stand up for God. Maybe give a short example from your own life as well.
 8. Lead in prayer, asking God to help students understand the power of the gospel. Pray for boldness to share the good news about Jesus whenever they have an opportunity.

BIBLE LESSON: PAUL

Directions

1. Hold up the “Key Word Wheel” poster and point to the spoke that says proclamation. Say, *“An important part of proclamation is telling our own personal God story. Who remembers another word, borrowed from the courts, for this story?”* (testimony)
2. *“Let’s look at an example from Acts. Near the end of his ministry, Paul gave his testimony to a king.”* Together, look up the story of Paul in Acts 26:9-23. Invite students to read aloud two or three verses each.
3. Ask students, *“Many of our key words appear in this testimony.”* Use the “Key Word Wheel” poster as you explain. *“God demonstrated his power to Paul when he blinded him. Jesus stated his purpose to Paul right after Paul saw the bright light. God planned to use Paul (“People”) to proclaim his gospel message. Paul traveled to many places to preach (“People Moving” and “Passport to the World”).”* Ask students, *“Do you see any other ‘Key Words?’”* Listen for more ideas.
4. Say, *“God did amazing things in Paul’s life and Paul used every opportunity he had to show and tell. He did not hide what God had done, whether he spoke before kings or from his prison cell.”*
5. Ask, *“If you were to tell Paul’s testimony for him, how would you tell his story? Think about the verses we just read.”*
6. Point to the board and have students read the sentences. Say, *“Use the following three sections to guide you.”*
 - What I was like before: What was Paul’s life like before he met Jesus?
 - How I came to know Jesus: How did Paul experience Jesus?
 - What I am like now: What difference did Jesus make in Paul’s life?
7. Have students work together to create their oral version of Paul’s testimony. Prompt as needed. Encourage students to refer back to the Acts 26 passage if they get stuck.
8. Say, *“The apostle Paul had a story to tell. Do you? Let’s practice telling our stories today.”*

RESPONSE ACTIVITY: TELL YOUR STORY

Directions

1. “We will follow the same format that we used for Paul to prepare to tell our stories.” Refer to the board. Change the statements to personalize them as follows:
 - When was the first time I heard about Jesus? Or who told me about Jesus first?
 - In what ways can Jesus change lives? What can he change about my life?
 - Who are the people in my life that know Jesus as their Savior?
 - What I was like before: What was my life like before I met Jesus?

Materials

- Bible
- “Key Word Wheel” poster (Introduction p. 6)
- board with statements about Paul

Materials

- “Key Word Wheel” poster (Introduction p. 6)
- board with statements about Paul
- chalk or dry erase markers
- paper
- pens or pencils

- How I came to know Jesus: Who introduced me? How did I come to believe?
 - What I am like now: What difference does Jesus make in my life right now?
2. Invite students to write out their story in words. Pass out a piece of paper and pen or pencil to each student. Direct them to divide the piece of paper into thirds and open it up. Say, *“In each section of the paper, draw pictures or write a few sentences that answer each of the questions on the board.”*
 3. Let volunteers share these stories and pictures with the group. Be sure to give time and grace to students to share from their hearts. If students are too shy, ask gentle questions.

IN CLOSING ...

Pray that each student will have an opportunity to share their stories with people who don't know Jesus.



PRAYER ACTIVITY: REDEEMING CULTURE

Before the Activity Directions

1. Spread out the building supplies so students can access them easily.

Directions

1. Tell students that they will work together to build a small model city on a table or floor. Assign teams to build each of the following: a hospital, a school, stores and businesses, a jail, city hall, and homes.
2. When the model city is finished, have students gather around it. Have them sit if the model is on the floor. Say, *“As believers in Jesus bring the gospel to the peoples of the earth, they also bring Christ’s love. This love shows in the way they treat people, make decisions, and live.”*
3. Next, imagine what a city without Christian influence would be like.
4. Say, *“A majority of the hospitals in the world have been started by Christians, often by churches, to help meet people’s physical needs and teach healthy habits.”* Have a student remove the hospital from the model city. Then have students give examples of needs people might have that would not be met without hospitals.
5. Say, *“Christians have helped to educate people across the world, helping them learn to read, to think, to write, and to know God. Over time, many schools have slowly moved away from these Christian roots.”* Have a student remove the school from the model city. Then say, *“There would probably still be schools, just not Christian schools.”* Let students give examples of how a lack of Christian education would affect the children in that culture.
6. Then say, *“Christian businessmen have helped many countries grow strong by starting businesses that provide jobs for local workers. Christian businessmen have modeled honesty and fairness to bosses and workers.”* Have students point to the businesses on the model city. Then ask, *“What would it be like to work in a job where there was no honesty, no fair rules, and no fair pay?”* Let students share their thoughts.
7. Next, have a student point out the jail in the model city. Say, *“Christians are volunteering in jails all the time, praying for prisoners and their families, meeting their needs, and teaching them about Jesus. As a result, some prisoners have changed from criminals into mature followers of Christ. What would happen inside these jails if there were no Christian volunteers and workers?”* Let students predict what they think could happen.
8. Help students realize that Christians who love and follow Jesus do much good in communities around the world. They influence not only individual people, but also the entire way of life in cities and villages.
9. Now have students apply what they have learned to their own situation. Ask, *“What would happen in our community if we took out all the Christians and their influence?”* Discuss the effects with your students.
10. Spend a few minutes praying for Christians in schools, hospitals, businesses, and jails in your area. Also pray for local leaders such as mayors



PREPARATION: 10 min.

TEACHING: 15 min.

Materials

- large set of Legos® or other creative building blocks
- table with large surface area or large floor area

and judges. Encourage students to personalize their prayers by using the names of people they know in these roles.