

The Philippian Jailer

Bible Lesson: Acts 13:2-4; Acts 16

PREPARATION

Objective

Students will understand that God calls us to make disciples in all parts of the world even where we may encounter difficulties.

Outcomes

1. Student will say that God directs some Christians to faraway, difficult places.
2. Students will memorize Romans 15:20.

Memory Verse

Romans 15:20 “I have always wanted to preach the good news where Christ was not known.” (NIRV)

Directions

1. Review the words and hand motions for the song, “Where Christ Was Not Known.”
2. Locate “God’s Story Bookmarks” #1-6 and tuck the folder in your Bible.

**PREPARATION: 15 min.****TEACHING: 31 min.**

Materials

- Bible
- “God’s Story Bookmarks” #1-6 (Introduction pp. 23-24)
- “Where Christ Was Not Known” song (MS)
- world map or globe
- inflatable world beach ball (optional)
- TV/DVD player
- at least one helper

TEACHING (CORE)

MEMORY VERSE SONG: WHERE CHRIST WAS NOT KNOWN

Romans 15:20 “I have always wanted to preach the good news where Christ was not known.” (NIRV)

Directions

1. Have students stand facing the world map or in a circle around a globe.
2. Open your Bible and read Romans 15:20.
3. Play the memory verse song on the DVD and have students watch.
4. Sing the song through twice before adding motions. Explain the motions as you add them, as needed. For instance, tell students that they are motioning for someone to follow, because another word for disciple is “follower.” You are motioning for people to become followers of Jesus.

REVIEW: GOD’S STORY BOOKMARKS

Directions

1. Review the bookmarks. Open your folder, fold out bookmark #1, and say, *“Do you remember the words and motions for this first bookmark? What part of God’s story does it tell?”*
2. Allow time for responses, and then say, *“Yes, we clasp our hands, as if shaking hands with a good friend and say, ‘In the beginning, God created a strong friendship with people.’”*
3. Fold out bookmark #2 and ask, *“What part of God’s story does this bookmark tell?”* Allow time for response. Lead students to review the motions and words for this bookmark: break your hands apart, cover your eyes with your hands, and turn away as if separated. Repeat the sentence, *“People sinned and broke this friendship with God.”*
4. Tell students, *“Adam and Eve listened to the serpent’s evil plan. They disobeyed God and ate from the tree of the knowledge of good and evil. Adam and Eve broke their strong friendship with God. Our memory verse says that God came looking for Adam and Eve after they disobeyed.”*
5. Say, *“Let’s review Genesis 3:8-9. It starts out talking about Adam and Eve.”* Have the students say the verse along with you. *“They hid from the Lord God among the trees of the garden. But the Lord God called out ... ‘Where are you?’ Genesis 3:8-9.”*
6. Continue, *“God made Adam and Eve leave the garden. Their sin separated them from God, which made them very sad. Now, all people start out life separated from God.”* Ask, *“But is that the end of the story? Will people always be separated from God, or did he give a promise?”*
7. Allow time for response and then continue, *“God promised to send a Son who would win over the serpent’s evil plan. God had the winning plan in mind even from the very beginning!”*
8. Fold out bookmark #3 and ask, *“What part of God’s story does this bookmark tell?”* Allow time for response. Lead students to review the

Materials

- Bible
- world map or globe
- “Where Christ Was Not Known” song (MS)
- TV/DVD player

Materials

- Bible
- “God’s Story Bookmarks” #1-6 (Introduction pp. 23-24)

motions and words for this bookmark: Raise arms above head and flex fingers to represent stars. Say, *“God blessed Abraham so that he would bless the nations. God blesses us so that we can bless the nations, too.”*

9. Fold out bookmark #4. Ask students, *“What part of God’s story does this bookmark tell?”* Allow time for response. Say, *“Yes, it shows us that Jesus is God’s biggest blessing. Jesus takes our punishment for our sin, dying, but then living again.”*
10. Lead students to review the motions and words for bookmark #4: Form your hands into fists, cross your arms in front of your chest. Then release your arms, extending both outward to shoulder height. Lower arms and sweep upwards in front of body, raising hands above head.
11. Fold out bookmark # 5 and ask, *“What part of God’s story does this bookmark tell?”* Allow time for response. Say, *“Jesus brings back (restores) friendship with God. We should tell others.”*
12. Lead students to review the motions and words for bookmark #5. Say, *“Jesus brings back (restores) friendship with God.”* Clasp own hands in front of body. Say, *“We should tell others.”* Release hands and point to mouth.
13. Fold out bookmark #6 and say, *“Today’s Bible lesson is all about this bookmark. Do you remember what part of God’s story this bookmark tells?”* Allow time for response. Say, *“In the end, people from all nations will worship God.”*
14. Lead students to review the motions for bookmark #6: Raise both hands up high in worship. Show all six bookmarks together and tell students, *“Now you can tell anyone the story of the Bible with these hand motions and words. We will practice these every week so you know them well.”*

BIBLE LESSON: THE PHILIPPIAN JAILER

Directions

1. Open your Bible to Acts 13 and say, *“We learned that Paul, Barnabas, and other missionaries travel to tell other people about Jesus. In the beginning, Christians did not always go to faraway places. At first, they thought Jesus was just for the Jewish people. So, why did disciples start traveling to all the nations of the world? Today, we will find out. This exciting part of God’s story has ships, dreams and visions, a slave girl, prison, a jailer, an earthquake, and much more! Oooo ... shall we get started?”*
2. Read Acts 13:1-4 and explain, *“While the people at the church in Antioch worshiped God, God’s Holy Spirit spoke to them and told them to send out Barnabas and Paul to spread God’s Word. That was simple! And so Paul and Barnabas started on their trip.”*
3. Call a student up to play the part of Paul. Call up two or three others and say, *“You all have just arrived by boat. You, Paul, and some other Christians have been traveling around by boat, telling about Jesus in many places. You are very tired and so you lie down for a good night’s sleep. Now, listen to the story and try to act out what happened. Remember, you are asleep now.”*

Materials

- Bible

4. Call up another student to play the part of the man from Macedonia and say, *"You are the man from Macedonia. Listen for your part as I read God's story. Act it out as best as you can."*
5. Read Acts 16:8-9, telling the "man from Macedonia" that he or she may go sit back down with the group after Paul and his friends wake up.
6. Read Acts 16:10 and encourage Paul and his group to wake up, pack up their belongings, and get ready to go to Macedonia. Say, *"You are going to Philippi, a city in Macedonia."*
7. Choose a girl to come up and act out the part of the slave girl. Say, *"You poor girl! Some men actually own you and make money from your fortune telling. You will be following Paul and his group of Christian friends around the city, waving your hands and pretending to shout. Can you look like an unhappy slave? Can you open your mouth wide like you are yelling?"*
8. Encourage Paul and his group to walk around slowly, pretending to preach to the seated students, while the girl follows.
9. Read Acts 16:16-18. Tell the girl, *"Now that Jesus has freed you from the evil spirit, you feel much better. Can you make your face look happier? And can you quiet down your waving arms and relax? Good. You can go back to normal life. Have a seat here with the rest of the group."* Have the girl join the seated students.
10. Say, *"This next part of God's story takes a surprising turn! Paul and his friend, Silas, get into some big trouble. We will not act this whole part out. Listen and you will see why."*
11. Read Acts 16:19-22 and ask the students, *"What do you think of that? Do you think Paul and Silas expected that kind of bad treatment?"* Allow time for responses.
12. Instruct Paul and friends, to sit down in the front of the room. Choose four or five other students to come up and join them. Have them sit in a circle, as if in jail with Paul and Silas. Say, *"You are in prison, too. Can you look sad about that?"*
13. Read Acts 16:23-24. Choose a volunteer to come up and play the part of the jailer. Say, *"Jailer, your job is to guard these men. Make sure they do not get out. You know that if they get away, the rulers in charge will blame you."*
14. Tell the remaining students in your group, *"You are the jailer's family. There could be a wife, daughters, and sons. Maybe there was a grandmother and grandfather. There might have been uncles, aunts, nieces, and nephews. You might be the jailer's servants."*
15. Read Acts 16:25. Ask Paul and the Christians, *"If you were thrown in jail, what song would you sing to God? Do you know a song that would tell the other prisoners about Jesus?"* (If Paul and his group do not come up with a good song, suggest and lead the whole group in one of the songs learned in previous lessons: "My Name Will Be Great," "Rich in Every Way," "The Whole World Will Know," or an old favorite like "Jesus Love Me.")
16. Say, *"The Bible says they prayed, too. All the other prisoners were listening. What do you think they prayed about?"* Allow time for responses.

Then say, *“We do not know exactly what they prayed, but we can see what God did. Let’s read some more of God’s story! We can all act out some of these parts, that is, if we know how to shake as if we were all in an earthquake!”*

17. Read Acts 16:26. Have a good time shaking during the earthquake, taking a break in your reading, nearly tipping over yourself, and then quieting down again before starting to read once more.
18. Read Acts 16:27-30, encouraging the prisoners and jailer to play their parts. Then say, *“God used his power to get the attention of the jailer. Now God will use people to proclaim the good news about Jesus. Let’s see what Paul tells the jailer.”*
19. Turn to Paul and Silas. Tell them to face the whole group, the jailer’s family. Tell the jailer to listen carefully because he will need to do several things to help Paul and the other Christians. Read Acts 16:31-34.
20. Say, *“The very next day, Paul and Silas were released from the jail and they left the city of Philippi.”* Direct Paul and the other Christians to go back to their seats.
21. Ask, *“Why did God let Paul and Silas be beaten and put in prison? How did this help God’s name to be known and worshiped?”* Allow responses. Say, *“The jailer and his whole family came to know and worship God.”* Let the jailer go back to his seat.
22. Thank all volunteers for paying such close attention so that they could act out their parts. Start the applause.

REVIEW: QUESTION AND ANSWER EXERCISES

Directions

1. Tell students, *“We need to stretch a little now. Let’s stand up to review our story and stretch our bodies with ‘Question and Answer’ exercises. We will find out what you remember from this part of God’s story!”*
2. Help the students stand up and spread out in a large circle, in rows, or scattered randomly. Make sure they have enough room to move their arms and legs without bumping into each other.
3. Tell students, *“I will ask you some questions. If you think the answer is ‘yes,’ stretch your arms straight out at about shoulder height, with palms turned up. Then bring your arms up over your head and touch the tips of your fingers together two times, like the top part of a jumping jack.”* Demonstrate and let students try this motion.
4. Continue, *“If you think the answer is ‘no,’ hop up, and come down with your feet spread about as wide as your shoulders, like the bottom part of a jumping jack. Do that two times, too.”* Demonstrate and let students try this motion.
5. Review the motions for yes and no.
6. Say, *“Listen carefully. Here is your first question. Did we learn about when God first sent out Paul and some others to tell about Jesus in faraway places?”* (yes)

7. Ask, “*Did Paul have an easy time, with no problems, when he and his friends went on their trip?*” (No, they encountered several difficulties.)
8. Ask, “*Did Paul give up when the slave girl kept following and shouting?*” (no)
9. “*Here is a difficult one. Listen carefully. Who was stronger in the slave girl, the evil spirit or God? Was the evil spirit stronger?*” (no)
10. Ask, “*Was God stronger?*” (Yes, his power freed her from the evil spirit that controlled her.)
11. Ask, “*Did Paul and Silas get a big award for freeing the girl?*” (No, they were beaten and thrown in prison.)
12. Ask, “*Did Paul and Silas sit around crying?*” (No, they sang songs and prayed while the other prisoners listened. They used the prison time to preach, too!)
13. Ask, “*When the earthquake came around midnight, did the prison doors fly open?*” (yes)
14. Ask, “*Did everyone’s chains fall off?*” (yes)
15. Ask, “*Did the prisoners all run away?*” (no)
16. Ask, “*Did the jailer think they had all run away?*” (yes)
17. Say, “*The jailer fell down in front of Paul and Silas. He asked them something. Did he ask them which way he should run away so he would not get in trouble?*” (no)
18. Ask, “*Did the jailer ask Paul and Silas, ‘What must I do to be saved?’*” (yes)
19. Ask, “*Was the jailer the only one in his family who listened to Paul tell how to be saved?*” (No, everyone in the jailer’s house listened to God’s message.)
20. Ask, “*After the jailer washed Paul and Silas’ painful cuts, did he and his whole household get baptized?*” (yes)
21. Say, “*Now here is another hard question. God sent Paul and Silas on this trip. We all agree on that. But they had some very bad things happen to them, like getting beaten and thrown in jail. Did God take the bad things, and use them for something good?*” (yes)
22. Say, “*Now, raise your hand if you know one good thing God brought out of a bad situation.*” Allow students to respond. (possible answers: the slave girl was no longer captive to the evil spirit, the prisoners heard about Jesus, the jailer did not kill himself, the jailer and his family were saved)

IN CLOSING ...

Conclude, “*God wants us to go all around the world and preach about Jesus everywhere. Sometimes we will have no difficulties, but other times bad things may happen. Still, God wants us to go. That’s one amazing thing about God: he can take what starts out looking bad, use his great power, and make good things come out in the end.*”



VIDEO: TAJIK KIDS

Before the Activity Directions

1. Preview “Tajik Kids” on the DVD.

Directions

1. Hold up the globe and say, “*The Tajiks (**tah**-jeeks) are a group of people who live in Central Asia in the countries of Tajikistan (**tah-jeek**-ih-stahn), Uzbekistan (ooz-**behk**-ih-stahn), and Afghanistan.*” Show the students these three countries on the globe.
2. “*Let’s watch this video to find out more about Tajik families.*”
3. Show the video.
4. Ask, “*How are Tajik children different from you?*” Allow responses.
5. Ask, “*How are Tajik children the same as you?*”
6. Conclude by saying, “*God loves Tajik families and wants them to know and worship him.*”



PREPARATION: 13 min.

TEACHING: 17 min.

Materials

- “Tajik Kids” (VF)
- TV/DVD
- globe



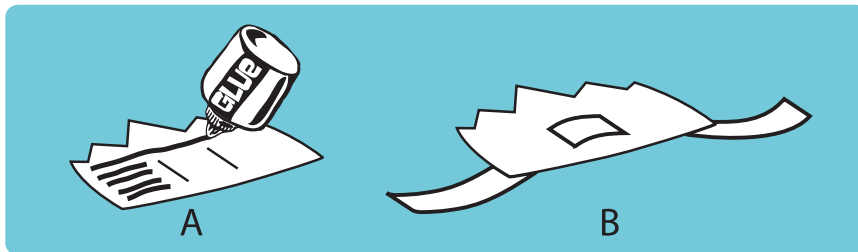
CRAFT: TAJIK CROWN

Before the Activity Directions

1. Copy the “Crown” and “Square” patterns onto card stock, one for every three children.
2. Cut out the patterns.

Directions

1. Say to the students, *“The word Tajik (tah-**jeek**) comes from the word ‘toj’ (**tahj**) which means crown. God wants to adopt the Tajiks into his eternal family and give them a crown of life. The crown you are going to make will help you remember to pray for the Tajik people.”*
2. Pass out the yellow or gold construction paper to each student.
3. Pass out pencils and a crown pattern to each group of three students. Have them place the crown pattern on top of construction paper and trace.
4. Pass out scissors and direct students to cut out the crowns.
5. Pass out the square pattern and show students how to center it on the crown.
6. With a pencil, trace along the left and right sides of the square to make slit markings on the construction paper.
7. Help students to carefully cut two slits in the crown.
8. Lay crowns on top of newspaper before using glitter.
9. Squeeze thin lines of glue on the crown and decorate it with glitter. (See A below.)
8. Cut out the three prayer request strips (including “pull tab”) and glue together to make one long strip.
10. Starting from underneath, thread the prayer request strip through the slits in the crown. (See B below.)
11. Do another activity while waiting for the crowns to dry. Later on, use these crowns in a prayer activity for the Tajik people.



PREPARATION: 25 min.

TEACHING: 25 min.

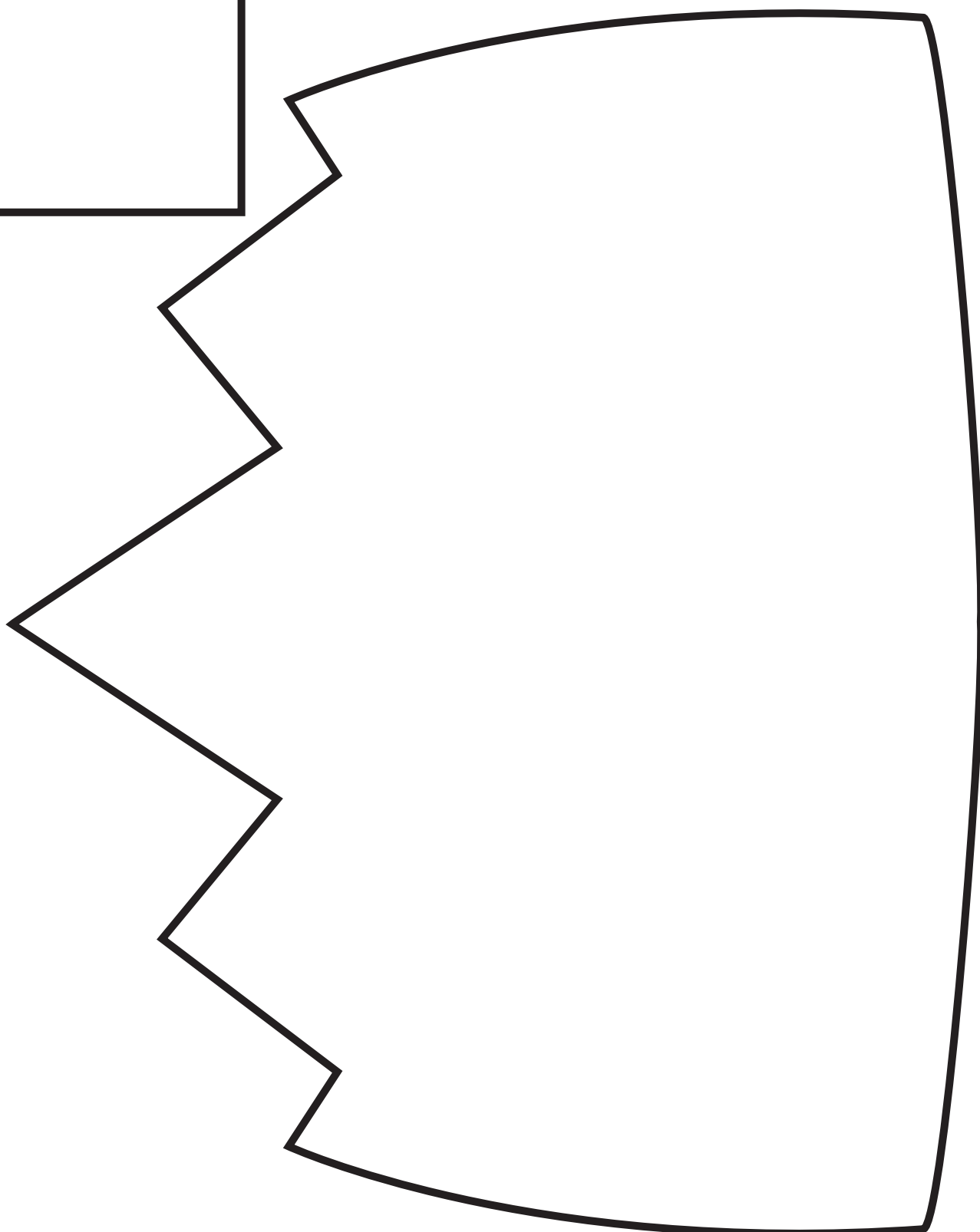
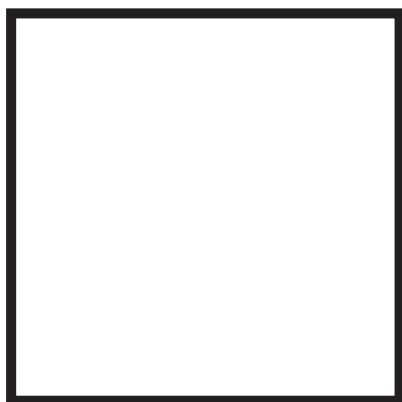
Materials

- “Tajik Prayer Request Strips” (p. 9) for each student
- one copy of the “Crown” and “Square” patterns (p. 10) for every three children
- one piece of 9 x 12-inch yellow or gold construction paper for each student
- glue, one bottle for every three children
- bottles of glitter, any colors
- scissors (children’s blunt and several pairs of adult)
- pencils
- newspapers

Tajik Prayer Request Strips

PULL TAB	God, send more missionaries to tell the Tajik people about you and your Son, Jesus.	God, please help Tajiks who watch the <i>Jesus</i> film to understand that Jesus is the Son of God who died for their sins.	God, send Christian workers to show God's love to the Tajik children living in orphanages.	GLUE HERE.
	God, help more people to be able to get the Bible in the Tajik language.	God, help Christian workers to write more Christian books and Bible training materials in the Tajik language.	God, send Christian workers to show God's love by helping Tajiks who are sick, who need jobs, and who need new homes or stores.	GLUE HERE.
	God, help Tajik Christians to be bold enough to tell their friends and family about Jesus.	God, make the hearts of Tajik leaders and Muslim teachers ready to hear the gospel.	God, allow Tajik Christians to meet together to study the Bible and pray without being bothered by the police or city leaders.	God, send Christians to help Tajik families who have moved to other countries to escape from war and earthquakes.

Crown and Square





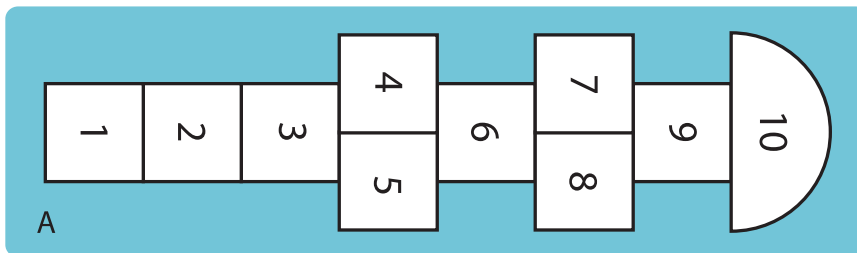
GAME: HOPSCOTCH

Before the Activity Directions

1. Mark a hopscotch game in the design shown. (See A below.) Make the squares 18 x 18 inches. If you have a large group, you may want to make more than one game.

Directions

1. Tell the students that hopscotch is a popular game among Tajik (tah-jeek) boys and girls. They usually draw the squares for their game in the dirt, using a sharp rock or stick.
2. Show them the hopscotch game you will use. Tell them that the moon shape at the end is a place where they can rest.
3. Show students where to begin and tell them that they must hop on one foot to get from square #1 to #10. They may use both feet when they see the double squares. Model how to go from square #1 up to the moon shape. Model how to turn around in the moon shaped area and hop back to square #1.
4. If a student puts both feet down in any space except the moon shape, he loses his turn and must go to the end of the line.
5. When all students have had a chance to hop, begin round two.
6. Before round two, show the students how to throw a marker (rock, bean, plastic bottle cap) into square #1. The jumper must hop over this square and land in square #2. Model this.
7. If a student accidentally hops into the square with the marker, he loses his turn.
8. In round three, the marker will go in square #2. Students must hop over this square.
9. Continue playing as long as time permits.



PREPARATION: 10 min.

TEACHING: 20 min.

Materials

- masking tape, rope, or chalk
- rocks, beans, plastic bottle caps



SNACK: TAJIK TREATS

Makes 15 servings (one serving = 1 cup)

Before the Activity Directions

1. Place food items in separate bowls.

Directions

1. Spread out the blankets or tablecloths on the floor. Divide the students into groups of ten and have them stand around the edges of each cloth.
2. Show the students how to sit cross-legged around the edges of the cloth.
3. You may wish to have the girls sit on one side and the boys on the other.
4. Say, “A *Tajik tablecloth* is filled with food – food on platters, food on plates, and food in bowls. Meals include treats such as dried fruits, nuts, and hard candies. Here are Tajik treats for you to sample.”
5. Place the bowls in the middle of each cloth. Give each student and paper plate and napkin. Direct the students to pass the bowls around the circle, take a few of each treat they would like, and put them on their plate.
6. Remind students that Tajiks eat with their right hand only.



PREPARATION: 10 min.

TEACHING: 10 min.

Materials

- raisins
- almonds
- walnuts
- dried apricots
- candy-coated peanuts
- peppermints
- butterscotch candy
- fruit-flavored candy
- plastic bowls for serving
- small paper plates
- napkins
- tablecloths or blankets



PRAYER ACTIVITY: TAJIK PRAYER

Note: Students will make a Tajik crown for this activity as their craft (pp. 8-10).

Directions

1. Distribute the crowns students made during craft time. Tell them that the strip of paper that slides through their crowns has prayer requests for the Tajik people.
2. Show students how to slide the prayer strip on their crown so that the first request shows in the window. Have a student read the request and then choose another student to pray. For younger children, a teacher can read the request and then choose a student to pray.
3. Then slide the paper strip so that the next request shows in the window. Continue in this way until all requests are finished.
4. Option: If your group has strong readers, divide the students into groups of six and direct them to separate areas in the room. Let them read and pray with the students on their team.



PREPARATION: none

TEACHING: 15 min.

Materials

- completed Tajik crowns from craft activity (pp. 8-10)
- one copy of the “Tajik Prayer Request Strips” (p. 9) for teacher reference