

Dear Children's Church small group leaders,

Thank you for serving the children in Children's Church!!! You will join the children in Grace Park (the large area in the children's building) for worship and the Bible lesson. It will be your responsibility to shepherd them and, if needed, provide redirection during this time so that the leader leading worship or the Bible lesson can focus on leading and engaging the group. Below you will find a schedule for each age group and information about how to use the curriculum for small group time.

Schedules:

3's-PreK

11ish PreKers dismissed from service
11ish Worship in Grace Park
11:10 Bible Lesson in Grace Park
11:25 Small Group time in classroom
12ish Parent Pickup

K-2nd Grade

11ish K-2nd dismissed from service
11ish Worship in Grace Park
11:10 Small Group time in classroom
11:25 Bible lesson in Grace Park
11:45 Small Group time in classroom
12ish Parent Pickup

Using the Curriculum:

We will be utilizing the same curriculum (and hence, Bible passage) for Grace Groups and Children's Church. It's our prayer that this double exposure to the same Bible passage in different ways and by different teachers will allow children to know God's Word better; provide them with the time they need to process its meaning, significance and application for their lives through meaningful interaction and engaging activities; and leave them with a clear takeaway from Sunday morning's ministries.

A copy of this curriculum, supplies for the hands-on activity, and the coloring sheet will be provided in your small group bin. This is located on the shelf above the microwave in the children's resource room and is labeled by small group.

Elements that should be used in Children's Church Small Group Time:

- **The hands-on activity that is found in this document:** Supplies for this hands-on activity will be gathered for you and placed in the small group bin. You may need to do some minimal, final prep on Sunday before children's church begins. If so, this will be communicated with you in advance.
- **Memory Verse Game*:** Instead of using this curriculum's memory verse, please use the small group's Awana verse(s) for the coming week.
- **Lesson Review Game*:** Kids may have already did this in their Grace Group, but you're welcome to do this again in children's church. The reason is that you may choose a different game than they did during Grace Group and/or each child will most likely be answering different questions than they did in Grace Groups.
- **Optional: Come On In Activity***
- **Optional: Coloring Sheet (provided each week in the small group bin)**

*Come On In Activities, Lesson Review Games, and Memory Verse Games options are found in the appendix. If you have another game in mind, you're welcome to use it instead. The Review Questions and Hand-On Activity that will be ready for you to use with your small group are found before the appendix in this document.

**Awana verses are found on the next page and are organized by grade & date.

IMPORTANT: Please prepare in advance!

- Please read the passage (found on the first page of the lesson) and Prepare to Share!
- If there are items that you need, please gather the items available in the resource room yourself and/or inform Jacob (for K-2nd grade classes) or Alicia (for 3's-PreK classes) of supplies you need that aren't available in the resource room (e.g., copies, specialty items or resources we don't have in the resource room).

Thank you again for serving!

Should you need anything or have any questions, don't hesitate to reach out to us!

Jacob (405)973-6982

Alicia (808) 386-7067

**Bible Passage For This Lesson
To Read Prior To Children's Church:
Acts 21:10-14, 27-33; Acts 23:11,
more from chapters 23-26 about Paul
before Felix, Agrippa, and Festus**



Paul Is Arrested

Paul shares the gospel with rulers.

Lesson Focus

Paul returned to Jerusalem after his third missionary journey, even though the Holy Spirit showed Paul that he would face suffering and imprisonment. Paul was seized by the Jews, who tried to kill him. But God protected Paul and gave him opportunities to share the gospel with various rulers.

Key Passages

Acts 21:10–11, 21:30–33, 23:11

Memory Verse

Colossians 2:6–7 Therefore, as you received Christ Jesus the Lord, so walk in him, rooted and built up in him and established in the faith, just as you were taught, abounding in thanksgiving.

Prepare to Share

Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

Paul completed three long, arduous missionary journeys. He knew well that the message of the cross was foolishness to those who were perishing, but to those who were being saved it was the power of God (1 Corinthians 1:18). He was steadfast in his commitment to the Lord and the gospel throughout his three journeys. In spite of being run out of town, persecuted, imprisoned, stoned, left for dead, and beaten, he persevered. Nothing mattered to him but that he would finish his race with joy and continue in the ministry of the Lord Jesus to testify to the gospel (Acts 20:24).

The third missionary journey ended in Caesarea where Paul and his companions stayed with Philip the evangelist (Acts 21:8). While they were with Philip, a prophet named Agabus came from Judea to speak with Paul (Acts 21:10). Agabus took Paul's belt to tie up his own hands and feet. He then warned Paul that he would soon be tied up and bound in the same way by the Jews in Jerusalem (Acts 21:11). It was clear that Paul was headed for more trouble as he returned to Jerusalem. His friends pleaded that he not go. But Paul was ready to be bound and to die for the name of Jesus (Acts 21:12–13).

Historical/Apologetics Background

God used Paul to preach the gospel to three influential leaders on his way to Rome. At the same time, God used the rulers to protect Paul and to direct his path toward Rome. When the tribune Lysias, the commander of a thousand troops in Jerusalem, saw that Paul was in danger, he sent him to Caesarea, which was the seat of Roman power in the region.

Felix was appointed as governor, or procurator, of Judea from AD 52–60. Since Paul was kept in custody for two years before Felix was recalled, we can place his arrest around AD 58. Felix was generally cruel and oppressive in his rule. Tacitus wrote that “with savagery and lust he exercised the powers of a king with the disposition of a slave” (*Histories* 5.9). Felix had three wives, one being Drusilla, who left her husband to marry Felix. Felix's disregard for justice is clear in his dealings with Paul. He kept Paul in custody for two years, despite the evidence that

Paul and his companions continued to Jerusalem. Jews from Asia saw Paul in the temple and stirred up the crowd against him. The people seized him, began beating him, and were seeking to kill him (Acts 21:30–31). At that point, Paul was rescued by the Roman soldiers who were concerned with keeping peace in the city. The Roman tribune took him and commanded him to be bound with two chains (Acts 21:31–33). The Jews continued to demand his life (Acts 22:22). But upon hearing that Paul was a Roman citizen, the Roman tribune backed off, knowing it was illegal to treat any Roman citizen with such brutal methods (Acts 22:27–29).

So, in spite of further danger that included another plot to murder him in Jerusalem (Acts 23:12), Paul was taken by protective custody and escorted out of Jerusalem and back to Caesarea (Acts 23:31–33). Although Felix knew there was no reason to hold Paul, he didn't dare anger the Jews, and so he kept Paul under guard and listened to Paul's message. Felix recognized the danger of his sin (Acts 24:25), although there is no indication that he ever repented.

It would be over two years before Paul made his way to Rome (Acts 24:27) during which time God allowed Paul to have liberty to see his friends and all who would come to visit him (Acts 24:23). Of course, Paul continued to boldly preach the gospel of Jesus Christ of which he was not ashamed!

he was falsely accused, hoping for a bribe. Then, upon leaving office, he left Paul in prison to gain favor with the Jews. When Paul spoke to him about faith in Christ, and specifically about righteousness, self-control, and the coming judgment, Felix was alarmed (Acts 24:25). He recognized that his behavior was unrighteous and he lacked self-control, but he was not willing to repent.

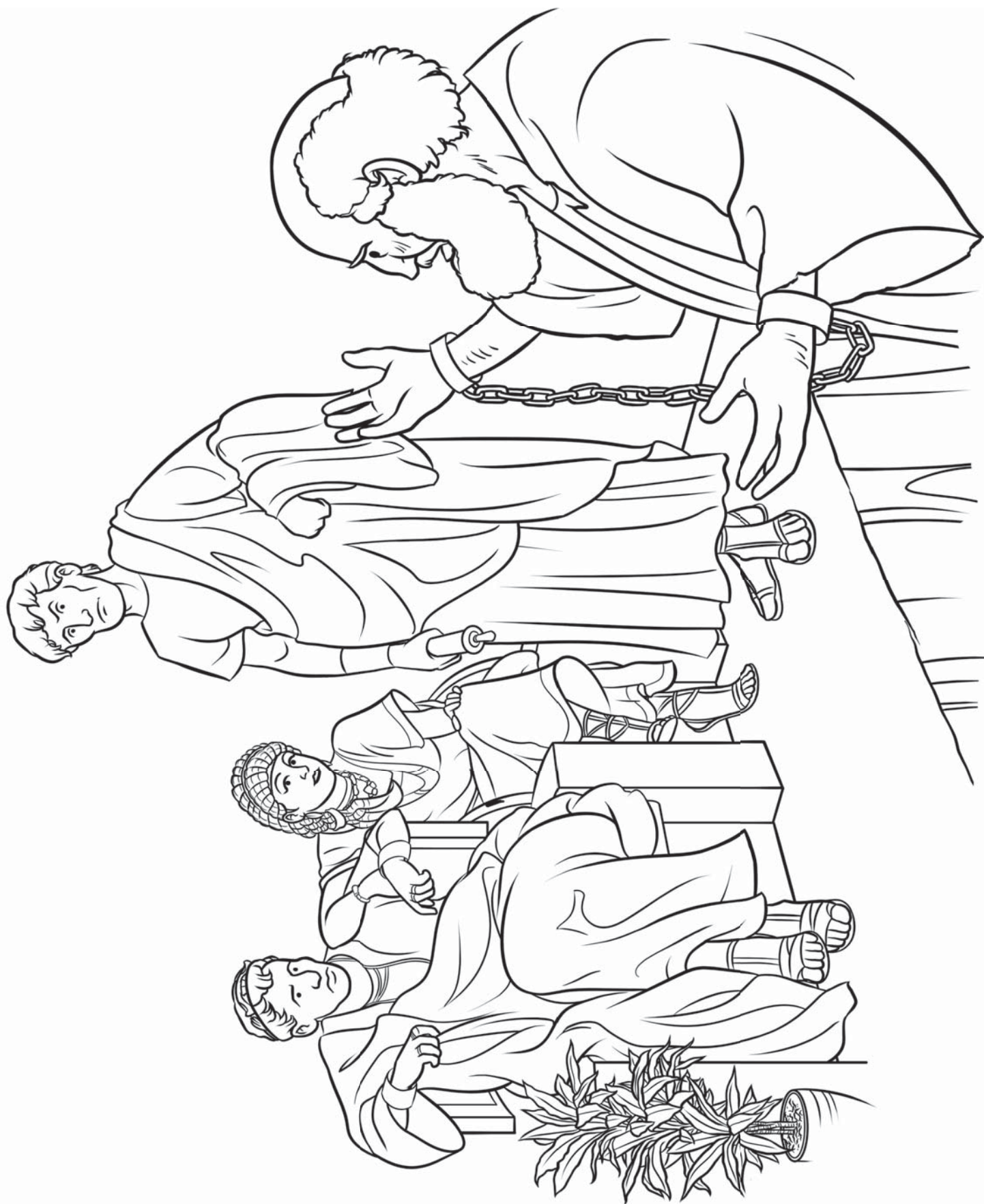
After Emperor Claudius died, Nero came to power and replaced Felix with Festus. According to Josephus, Festus ruled wisely and justly, though he could not entirely reverse the damage done during the preceding governors. The Jews approached him with the case against Paul, so he returned to Caesarea and allowed Paul to make his defense. When Festus suggested a trial be held in Jerusalem, Paul appealed to Caesar, which would transfer his case from the local jurisdiction to the supreme tribunal in Rome.

Festus had little knowledge of Jewish customs and beliefs, so when King Agrippa arrived, he asked for help in understanding what to write to Caesar when he sent Paul. Agrippa II, the great grandson of Herod the Great, became king of Judea and most of Herod's old kingdom. Like Herod, he ruled on behalf of Rome, but had some claim of Jewish lineage and knowledge of Jewish customs. He was brother to Felix's wife Drusilla, and he married another sister, Bernice.

Paul was given the opportunity to speak before Festus, Agrippa, Bernice, and many who were with

them. So Paul shared the gospel. Festus, who knew little about the Jews, thought that Paul was out of his mind (Acts 26:24), but Agrippa understood the message Paul delivered. He asked Paul if he was trying to persuade him to be a Christian in so short a time (Acts 26:28). Paul responded that he wished everyone would come to know the truth as he knew it (Acts 26:29). Festus and Agrippa agreed that Paul did not deserve to be imprisoned or put to death. But he had appealed to Caesar, a right of any Roman citizen, and so to Caesar he would go.

Name _____



Bound-up Relay

Materials

- ☐ Bandannas/cloth strips/scarves
- ☐ Masking tape/cones

Instructions

Divide students into teams and have them pair up. Gently tie the upper arms of each pair together. Make sure the wrap is tight enough to keep them close but not so tight to hurt their arms.

Use masking tape or cones to mark a start line and a point across the room for students to reach before they return. When you say, "Go," the first pair on each team will race together across the room and back and tag the next pair to race. The first team to have all the pairs finish wins.

Suggested Discussion

- ? What two people were bound or tied up in our lesson today? *Agabus and Paul.*

The prophet Agabus had a message from the Holy Spirit for Paul. He came to Paul and used Paul's belt to tie his own hands and feet to show what would happen to Paul in Jerusalem.

- ? Did this message stop Paul from going? *No.*

Paul knew he was following God's plan by going to Jerusalem, even if prison or death awaited him there.

Paul was arrested outside the temple by the Roman commander, who bound him with chains and took him to prison. This arrest actually saved Paul's life since the angry Jews were trying to kill him. God protected Paul, and Paul was able to share the gospel with three rulers over the next few years.

Review Questions

K-1st Questions

1. What city was Paul heading to at the end of his third missionary journey: Jerusalem, Ephesus, or Athens? *Jerusalem.*
2. Who came with a warning for Paul: Anthony, Agabus, or Agrippa? *Agabus.*
3. Where did Agabus get the message for Paul? *From the Holy Spirit.*
4. What did Agabus say would happen to Paul in Jerusalem? *The Jews would bind Paul and give him over to the Gentiles. Paul would be a prisoner.*
5. What did Agabus do with Paul's belt to show what would happen in Jerusalem? *He tied his own hands and feet.*
6. What did Paul's friends do when they heard the message from Agabus? *They begged Paul not to go to Jerusalem.*
7. Why did Paul continue to Jerusalem even though he knew he'd be arrested and bound there? *He knew he was obeying God. He would go anywhere to share the gospel message.*
8. What would happen to Paul if he died? *He would be with Jesus forever in heaven.*
9. In Jerusalem, where was Paul when the men shouted lies about him? *In the temple.*
10. What did the angry crowd do to Paul? *They dragged him out of the temple, beat him, and tried to kill him.*
11. Who stopped the crowd from killing Paul? *The Roman tribune and his soldiers.*
12. Why did the tribune arrest Paul and put chains on him? *He thought he had done something bad.*
13. Who appeared to Paul in a vision at night and encouraged him? *Jesus.*
14. Where did Jesus tell Paul he would go to share the gospel? *Rome.*
15. Name one of the three rulers Paul shared the gospel with while he was in prison. *(Ask several students.) Felix, Festus, King Agrippa.*
16. Paul would be sent to Rome because he appealed to Festus, Caesar, or God? *Caesar.*

Pre-K Questions

1. What city was Paul heading to at the end of his third missionary journey: Jerusalem or Athens? *Jerusalem.*
2. Who came with a warning for Paul: Anthony or Agabus? *Agabus.*
3. Who gave Agabus the message for Paul? *The Holy Spirit.*
4. What did Agabus say would happen to Paul in Jerusalem? *Paul would be bound as a prisoner.*
5. What did Agabus do with Paul's belt to show what would happen in Jerusalem? *He tied his own hands and feet.*
6. What did Paul's friends do when they heard the message from Agabus? *They begged Paul not to go to Jerusalem.*
7. Even though he would be arrested and bound, Paul went to Jerusalem because he knew he was obeying God or running from God? *He was obeying God.*
8. What would happen to Paul if he died? *He would be with Jesus forever in heaven.*
9. When the men shouted lies about Paul, what did the angry crowd do to him? *They dragged him out of the temple, beat him, and tried to kill him.*
10. Who stopped the crowd from beating Paul? *The Roman commander and his soldiers.*
11. Why did the commander arrest Paul and put chains on him? *He thought he had done something bad.*
12. Who appeared to Paul in a vision at night and encouraged him? *Jesus.*
13. Where did Jesus tell Paul he would go to share the gospel: Corinth or Rome? *Rome.*
14. Name one of the three rulers Paul shared the gospel with while he was in prison. *(Ask several students.) Felix, Festus, King Agrippa.*



Appendix

Come On In Games

Choose one of these games to review the books of the Bible with your class. Use the Books of the Bible Flashcards (additional purchase) or print flashcards from the Teacher Digital Resources.

Memory Verse Games

Choose one of these games to practice the memory verse with your class.

Lesson Review Games

Choose one of these games to review with your class at the end of each lesson.

All game instructions and materials can also be accessed from the Teacher Digital Resources.

Come On In Games

We recommend that you work with sets of 10 cards at a time then add on the next 10 until the order of all the cards has been memorized.

We have provided a pronunciation guide for the books of the Old Testament. This document can be found in the Teacher Digital Resources.

Allow students to refer to the Books of the Bible Poster during the games.

Bible Book Match

Teams flip over flashcards to make matches.

Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

Instructions

Print two sets of flashcards on card stock. Lay the flashcards out on the floor facedown or attach them to the

wall. Divide the class into two teams. Teams will take turns choosing two flashcards, turning them over to see if they match. If they do not match, flip the flashcards back over. Teammates can help each other decide which flashcards to choose. You may want to have the whole class play this game together.

As students find matches, discuss each Bible book (give a few details from the back of the color flashcards, if available).

Bible Speed Round

Teams race to get their sets of Bible books in order. How fast can they go?

Materials

- ☐ Books of the Bible Flashcards
- ☐ Timer

Instructions

Print enough flashcards for each team to have a set. Mix up the flashcards in each set. Divide students into teams

and pass sets of flashcards to each team facedown. Set the timer for an appropriate time. Tell the groups to begin. Each group should work together to put their flashcards in order. Check the order by reciting the books of the Bible together using the poster.

You may play this with each team working on the same set, or you may choose to give each team different sets to work on. Check the order of all the teams' flashcards by reciting each set out loud.

Flashcard Take Away

Start with all of the flashcards—but wait! Can students still say them in order when some are taken away?

Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

Instructions

Print one set of flashcards. Attach them in order on the wall as you recite them together. Choose a student to remove one card. Recite the books again. Continue to choose students to remove flashcards one at a time, reciting the whole list of books between each one. When all of the flashcards are gone, see if they can say the whole set together!

I Have You Have

Students will respond to each other with the name of the book on their flashcard in the correct order.

Materials

- ☐ Books of the Bible Flashcards

Instructions

Print one set of flashcards. Have students sit around a table or in a circle. Pass the flashcards out to the students. The person with the first book will say the name of the book on his card and the next person in order will respond, for example, “I have Genesis, who has Exodus?” The person with the next card in order will respond with, “I have Exodus, who

has Leviticus?” You could play a variation of this by having the whole class ask the question. For example, the student says, “I have Genesis.” Then the whole class can ask, “Who has Exodus?” Continue through the set.

Each student will respond and repeat until everyone has repeated their card. Play with any set of 10 flashcards for an easy amount to remember. But if you have a larger class, add enough flashcards so every student has one or divide into groups.

Memory Verse Games

Allow students to refer to the Flip Chart Memory Verse Page during the games.

You may want to cover it up after a few weeks for more of a challenge.

Echo! Echo!

Do what I do—say what I say! Groups will echo each other as they recite the memory verse together.

Materials

- ☐ Flip Chart Memory Verse Page

Instructions

Divide the class into two groups. You will say a word or phrase of the memory verse while doing some sort of action—sit down, stand up, spin in a circle, touch your toes, etc. The groups will take turns “echoing” what you say and do as you recite the verse. Repeat several times. You can whisper, shout, squeak, etc. Switch around and let older students take turns leading.

Egg Hunt

Hunt for all the parts of the memory verse hidden in the eggs! This game can be played all year round. The plastic eggs just happen to be great little containers that can be hidden easily.

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Strips of paper
- ☐ Plastic Easter eggs

Instructions

Write the memory verse on strips of paper with one or two words on each strip. Put one strip inside of each plastic Easter egg. Hide all the eggs around the room.

Have the students search for the eggs and bring them back to the table. They will open the eggs and work together to put the verse in the proper order.

For a larger class, prepare more than one set of eggs (sorted by colors for different teams). Students can work in teams to collect and construct the verse.

Follow the Leader

Follow the leader around the room. Say the verse and do the motion before moving on.

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Follow the Leader Cards
- ☐ Tape

Instructions

Print and cut out the Follow the Leader Cards. Tape each one to a chair or table and randomly place them around the room. You will lead the students around the room and stop at each card. Read the card and lead the children to do what the card says while reciting the memory verse. Then move around to the next one. You may want to repeat this activity or have students take turns leading.

Freeze!

Stomp like a dinosaur or spin in circles, but when it's time to freeze, get ready to say the memory verse.

Materials

- ☐ Flip Chart Memory Verse Page

Instructions

Students will move around the room in a specified action you give, such as crawling, skipping, turning in circles, galloping, walking in giant steps, etc. Then when you say, "Freeze!" the students will stop and freeze in position. Recite the memory verse, then begin again with a different action. You may need to show them how to freeze and hold a position.

Funny Voices

Recite the memory verse together using different voices. Be squeaky like a mouse or whisper as quietly as you can. How many voices can you do?

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Funny Voice Strips
- ☐ Container

Instructions

Print and cut out one set of the Funny Voice Strips and put them into a container. Choose a student to draw out a strip and lead the whole class in reciting the memory verse using that kind of voice. Have fun with it and repeat several times choosing a new voice each time!

Sneaky Stickies

Students will try to be sneaky as they cover up the words and pictures of the memory verse!

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Sticky notes

Instructions

Open the Flip Chart to the Memory Verse Page. Recite the verse together then choose a student to place a sticky note over one word, phrase, or picture on the Flip Chart. Recite the verse again, including the part that is covered up. Continue to choose students to place stickies, one at a time, reciting the whole verse between each turn—including the words/pictures that are covered. When all of the words/pictures are covered up, try to say the whole verse together!

Lesson Review Games

These games are written for team play, however, they can easily be adapted for smaller classes.

Allow students to refer to the Flip Chart during the games.

Basket Toss

Students give the correct answer and toss the beanbags. Each basket has greater points.

Materials

- ☐ Review Questions
- ☐ One beanbag for each team
- ☐ Three laundry baskets or boxes
- ☐ Masking tape

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three baskets or boxes. Set the baskets in a line, with each one a little

farther from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores on the board. Continue until all the questions have been answered. Repeat questions if necessary.

Board Game

Teams will answer questions and make their way to the Finish on the Game Board.

Materials

- ☐ Review Questions
- ☐ Game Board (provided in the Teacher Kit)
- ☐ Dice, numbered cards, or spinner
- ☐ Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the end wins.

Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

Materials

- ☐ Review Questions
- ☐ Six to ten empty water bottles
- ☐ Softball or other small playground ball
- ☐ Masking tape
- ☐ Dried corn or beans (optional)

Instructions

Print one copy of the Review Questions for your use. Pour a small amount of dried corn or beans into the bottom of each

water bottle and tighten the lid. Set out the water bottles on one end of the room. Use masking tape to form a "lane."

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of the scores.

Football Frenzy

Who can score the most touchdowns?

Materials

- ☐ Review Questions
- ☐ Football Cutouts, one per team
- ☐ Tape or poster putty

Instructions

Print one copy of the Review Questions. Print and cut one Football Cutout for each team. Color them different colors for each team, or have teams choose and write a name on their football. On the board draw 6 vertical lines and label them 50, 40, 30, 20, 10, and End Zone to represent yard lines on a football field. Make the lines long enough so there is room for the footballs to be placed along them with room in between. Divide the class into teams. Place

each team's football at the 50-yard line using tape or poster putty on the back.

Alternate asking review questions to each team. If the answer is correct, move the team's football to the next yard line toward the End Zone. If the answer is incorrect, the team's football stays where it is. If a student is unsure of the answer, he may "pass" the question to a teammate to answer. Only one pass per question is allowed, and this does not affect the order of the questions being asked on the team.

When a team's football reaches the End Zone, they have scored a touchdown worth 6 points, and the team's football is placed back at the 50-yard line on the next turn. Keep track of scores on the board.

Continue asking questions and moving the teams' footballs until all the questions are asked or for a set time. You may repeat questions as necessary. At the end, the team with the most points wins.

Musical Questions

When the music stops, who will answer the question?

Materials

- ☐ Review Questions
- ☐ Chairs
- ☐ Worship music
- ☐ Different color/style chair, masking tape, colored paper, etc.

Instructions

Print one copy of the Review Questions. Set up chairs either in a circle or in two rows back to back so students have room

to walk around them. Mark one chair as the "question" chair (use a different color/style chair or mark it with tape, a paper question mark, etc.)

Instruct students to walk in front of the chairs when you play the music. When the music stops, they will race to find a seat. The student in the question chair answers a review question. Continue playing music and having students change seats until all the review questions are answered.

Racetrack

Who will reach the checkered flag first?

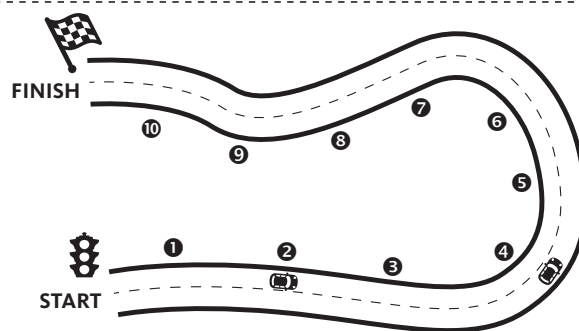
Materials

- ☐ Review Questions
- ☐ White board or chalk-board
- ☐ Markers/chalk
- ☐ Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

Instructions

Print one copy of the Review Questions. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each



team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!