

Into All the World-1



Lesson Text

Acts 1, 2; Acts 8:1-3;
Matthew 28:18-20

Lesson Objectives

- The students will explain Peter's role in converting three thousand at Pentecost.
- The students will give two examples of obstacles and persecution that the first-century disciples endured as they went out from Jerusalem.
- The students will work to overcome one obstacle that holds them back from effectively sharing their faith.

Materials Needed

For each student:

- 1 #10 envelope
- For the teacher:
 - pen or pencil for every 3-4 students
 - 1 piece of lined notebook paper for every 3-4 students
 - clothing articles representative of the first century
 - books and encyclopedias containing information about life in the first century
 - enlarged copy of map from Reproducible Page A
 - extra Bibles
 - 1 envelope for every 3-4 students
 - 1 index card, 3" x 5" for every 3-4 students
 - large writing surface (poster board or chalkboard)
 - marker or chalk

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 2 copies for the teacher
- Page C, 2 copies for the teacher
- Page D, 1 copy for each student

Lesson Plan

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: First-Century Journey to Jerusalem
Starting Up
Welcome and Singing
Opening Prayer
Victories

Getting into God's Word

Story: Journey of a Lifetime
Scripture Study
Activity: Mission Possible

Getting It to Others

Scripture Memory: 1 Thessalonians 2:8
Weekly Challenge and Snack Time
Conclusion

Scripture Memory

We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us.

1 Thessalonians 2:8





Faithful Instruction

Teacher Focus

Read Matthew 28:18-20, Acts 1-2 and Acts 8. As you read, envision yourself in the place of the disciples. Consider the excitement and challenges of traveling great distances to worship. Think about what it was like to be there on Pentecost, to see the power of God displayed and to hear Peter preach! Consider what it was like for the three thousand who were cut to the heart and responded in a great way to the message. Consider their sacrifice, boldness and encounters with death. Think about the stoning of Stephen that set off a great persecution of the disciples (read Acts 7 for background) and caused them to be scattered from Jerusalem, sharing the gospel as they went. Think about obstacles that you personally need to overcome to share your faith more powerfully this week, and imitate the example of the first century disciples to overcome them. Put your convictions into practice each day this week and be prepared to share with your students about how this week changed your life!

Teacher Tips

The focus of this lesson is to inspire your students about God powerfully working in the early church to change lives, thus helping the first-century disciples to overcome many obstacles so that many others could be saved. Books and encyclopedias with colorful illustrations of the people and the world in the first century will be needed for the students as they come to understand each country represented at Pentecost. Visual aids and a large map of the first-century world will also be very helpful.

The apostle Peter is the main character in the lesson. You will need to choose a disciple to play the role of Peter for your class. The advance notice and coaching that you give him will have a great impact on your students' understanding of this lesson.

Preclass Activity

First-Century Journey to Jerusalem

The students will take on the roles of those attending the Pentecost service in Acts 2 in order to gain an understanding of how much faith and sacrifice were necessary to begin the first-century church.

Materials Used

For each student:

- 1 #10 envelope

For the teacher:

- pen or pencil for every 3-4 students
- 1 piece of lined notebook paper for every 3-4 students
- clothing articles representative of the first century
- books and encyclopedias containing information about life in the first century
- enlarged copy of map from Reproducible Page A
- extra Bibles

Reproducible Pages:

- Page A, 1 copy for each student

1-Parthian Empire	9-Phrygia
2-Media	10-Pamphylia
3-Elam	11-Egypt
4-Mesopotamia	12-Libya
5-Judea	13-Rome
6-Cappadocia	14-Crete
7-Pontus	15-Arabia
8-Asia	

Preparation

1. Create an envelope for each student in your class, writing on its front the name (including the number) of one of the cities/countries listed above.
2. Make an enlarged copy of the map on Reproducible Page A to show the students.



Getting Ready

3. Place a copy of Reproducible Page A (First-Century Journey to Jerusalem) into each envelope. Seal the envelopes.
4. Prepare and supply an area of the classroom with the items the students will need for this activity: clothing articles representative of the first century (cloth, belts, hats, turbans, for the boys—a white tee-shirt put over the head and then pulled back with only the face exposed, etc.), so that your students can dress to represent their regions, and books and encyclopedias containing information about life in the first century.
NOTE: You may want to ask the parents to bring items that will help the students to understand each country better.
5. Enlarge a copy of the map on Reproducible Page A, coloring in the different countries, to be mounted on a wall and used for discussion later in class. (Be sure to note the areas with deserts or mountains.)

Instructions

1. As your students enter the class, have each one select an envelope from those you have prepared. This will be their new identity. (If you have more than fifteen students, there will be more than one envelope for each country or area. These students can work together in small groups of twos, threes or fours, depending on the size of your group.)
2. Give each group a piece of notebook paper and a pen or pencil.
3. Help each group of students to think about and discuss the people of this time period in detail: What was available to them? How did they communicate, travel, eat, sleep or read? Ask each group to choose one student to be the narrator. (This student could be the only one from the group dressed in attire from that country, depending on how many props you have available.)
4. Have your students keep their maps and information. They will be used later in the lesson and in the Scripture Study Activity.

Starting Up

Welcome and Singing

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

Opening Prayer

Who would like to say a prayer to start today's time together? Select one or two students to pray for several minutes. Encourage the students to mention missing students, special church activities, illnesses and to be especially thankful for the chance to be together.

Victories

Take the time to have the students share about the challenges they were given at the end of last week's class. Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Who would like to share something they learned this week?

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.



Story

Journey of a Lifetime

Materials Used

Reproducible Pages:

- Page B, 2 copies for the teacher
- Page C, 2 copies for the teacher

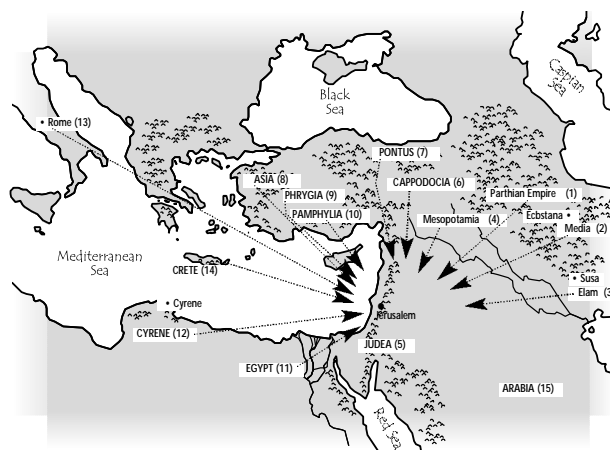
Preparation

1. Early in the week, invite a disciple to visit the class as "Peter." He could be the youth minister, an intern or an older member of the congregation whom the preteens know and respect.
2. Give him a copy of Reproducible Pages B and C (The Journey of a Lifetime). Keep a copy also for yourself, in order to work with this brother to help him refine his performance.
3. Ask the brother not to memorize the script, but to get a good idea of how it goes so that he can have a great time with the students, being sure to draw them in and keeping their attention. Help him to think of mannerisms he could use and give suggestions on how to best lead the discussion about the trips of the people to Jerusalem for Pentecost.
4. Help him to consider what to wear to best look the part of Peter. The more authentic the dress, the better the performance will be. Ask Peter to be sure to bring some form of a staff.
5. Remind Peter that he is a fisherman and is a "bigger than life" sort of fellow—outgoing, using large gestures, etc.

Scripture Study

Read to the students from Acts 1 slowly and with great feeling. Build an atmosphere of activity and excitement. As you reach Acts 2:14, have Peter knock at the door and enter the class to tell his story. He should mention the stoning of Stephen and the persecution that broke out, causing the disciples to be scattered so they could share Jesus with the people where they went.

After Peter leaves, read Matthew 28:18-20. Pray with your students as you end the lesson, remembering what the first-century disciples had to endure, what can be learned from them and how grateful we are for the sacrifices they made in spreading the Word boldly.



Redrawn from NIV Study Bible, Zonder van



Activity

Mission Possible

The students will consider the many obstacles facing the first-century disciples as they left Jerusalem to make disciples of all nations.

Materials Used

For the teacher:

- 1 envelope for every 3-4 students
- 1 index card, 3" x 5", for every 3-4 students

Preparation

1. Create an envelope for every three to four students containing an index card on which is written the following:
 - A destination, based on the list from the pre-class activity (The students do not need to have their original country as their destination.)
 - Three to four obstacles that the group must overcome in order to reach their destination and spread the gospel to all nations. Some examples are provided for you below, but be creative!

Examples of obstacles:

- Simple obstacles (language barriers / large family traveling with you, etc.) Example: You are going to travel through a region where you do not speak the native language—how do you share your faith?

- Moderate obstacles (physical barriers / physical challenges) Example: You must cross a sea / mountain / desert, but you have no transportation available—how will you get to the other side?
- Harder obstacles (emotional barriers / family turns away from you) Example: You are sharing your faith and you are persecuted / someone calls you names / threats are made to you and your family—what do you do?

NOTE: The obstacles should start off being easy and progressively get more difficult. Also—you will want to match the physical obstacles to the proper areas using the map.

2. Write "Mission Possible" on the outside of each envelope. Seal the envelopes.

Instructions

1. Give each group one of the envelopes you have prepared.
2. Explain to the students that each group's envelope contains a destination to which they must travel to preach the gospel of Jesus. However, in order to do this, the groups must overcome several obstacles along the way.
3. Have each group look at their obstacles and discuss how they would overcome them in order to reach their goal.
4. After ten to fifteen minutes of discussion, have a spokesperson for each group share with the class what they have discussed.

Mission Possible



Scripture Memory

We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us.
1 Thessalonians 2:8

Materials Used

For the teacher:

- large writing surface (poster board or chalkboard)
- marker or chalk

Reproducible Pages:

- Page D, 1 copy for each student

Preparation

Write out the scripture memory verse on the large writing surface, mixing up the words and numbers.
Example: delighted only gospel God but lives well, because so we loved were 1 to 8 that...

Instructions

1. Have the students turn in their Bibles to 1 Thessalonians 2:8.
2. Have the students read the scripture two or three times to themselves and then close their Bibles.
3. Show your students your jumbled scripture memory verse.
4. Go around the room, asking the students to put the scripture in order.
5. After several students have tried, and as time allows, write it out correctly.
6. Have the students say the memory verse correctly together as a class.
7. Give each student a copy of Reproducible Page D (Scripture Memory).

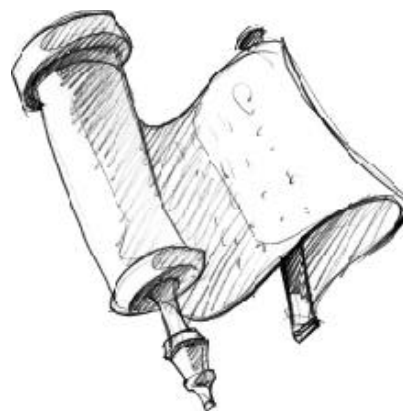
Weekly Challenge and Snack Time

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

The challenge is for each student to think about specific obstacles which prevent them from effectively sharing their faith, such as fear, language barriers or physical disabilities. The goal is for each student to seek advice and pray about overcoming one obstacle, and then to go out and share their faith boldly.

Conclusion

End the class with a prayer.



Weekly Challenge

Select one obstacle in your life that prevents you from sharing your faith effectively. Pray and seek advice about how to overcome it, then go and boldly share your faith with someone.

Into All the World-1



Lesson Text

Acts 2:1-47; Acts 8:1-3; Matthew 28:18-20

Lesson Objectives

- The students will explain why the Pentecost in Acts 2 had more significance than any other Pentecost.
- The students will identify the Holy Spirit as the main factor in the ability of the first-century disciples to change, sacrifice and spread the gospel around the world.
- The students will work to overcome one obstacle that holds them back from effectively sharing their faith.

Materials Needed

For each student:

- pen or pencil
- 1 large balloon

For the teacher:

- several dictionaries
- extra Bibles
- enlarged map from the Core Lesson
- enlarged copy of modern map (preferably one that shows the progress of God's movement today)
- scissors
- large blankets (number will vary, depending on class size)
- items for a first-century snack time (earthenware pitcher, basket, loaf-type bread, dried or fresh fruit, juice, etc.)

Reproducible Pages:

- Page E, 1 copy for each student
- Page F, 1 copy for every 10 students

Lesson Plan

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Amazed and Perplexed
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: Balloon Burst: Fellowship of Believers

Getting It to Others

Scripture Memory: 1 Thessalonians 2:8
 Weekly Challenge and Snack Time
 Conclusion

Scripture Memory

We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us.
 1 Thessalonians 2:8





Faithful Instruction

Teacher Focus

Pray before preparing this lesson. Read and meditate on Acts 2:1-47, Acts 8:1-3 and Matthew 28:18-20. As you read, envision yourself in the place of these people, facing the variety of challenges and obstacles that they faced in their new lives as disciples. Consider the excitement and fear they faced as they began to live out their purpose to go and make disciples of all nations. Their great faith and commitment is a testimony to the power of the Holy Spirit working in their lives to help them accomplish God's plan. As you read about their life changes, consider how much you allow the Holy Spirit to work in your own life in order to help you become a mighty proclaimer of the gospel.

Teacher Tips

The focus of this lesson is to inspire your students about God powerfully working in the early church to change lives, thus helping the first disciples overcome various obstacles so that many could be saved. Use your snack time to have the students share about the obstacles they had to overcome this week. This would be a great time for you and your other teachers to be open with your preteens about the personal obstacles you had to overcome as well.

In order to bring the first century into your classroom, allow extra time to sit and share a first-century-style snack, even if you do not normally have a snack time in your class. By sitting together on blankets on the floor, eating and discussing the lesson and its implications, you will be bringing a first-century form of fellowship into your modern-day classroom.

Preclass Activity

Amazed and Perplexed

The students will interview each other about what amazes and perplexes them in their own lives.

Materials Used

For each student:

- pen or pencil

For the teacher:

- several dictionaries

Reproducible Pages:

- Page E, 1 copy for each student

Instructions

1. As your students enter the class, give each student a copy of Reproducible Page E (Amazed and Perplexed) and a pen or pencil.
2. Encourage each student to ask different class members to answer each question, recording the answers in the appropriate spaces. Encourage them to include you and the other teachers in this exercise.



Starting Up

Welcome and Singing

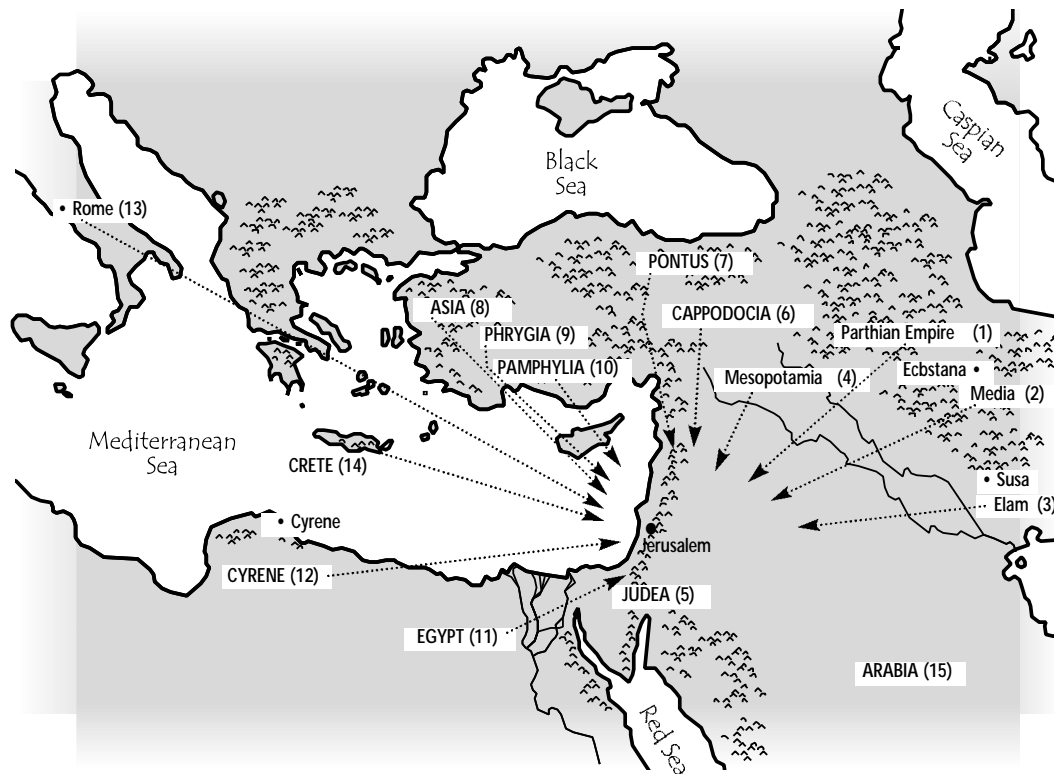
Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

Opening Prayer and Review

- Open with one of the students praying for each student to be bolder and more like the first century disciples in sharing their faith.
- Have one student recite the memory verse for this lesson: 1 Thessalonians 2:8.
- Have a student briefly review the previous lesson (Core Lesson).

Great News Sharing

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so that as many as possible can share.



Redrawn from NIV Study Bible, Zondervan





Scripture Study

Materials Used

For the teacher:

- extra Bibles
- enlarged map from the Core Lesson
- enlarged copy of modern map (preferably one that shows the progress of God's movement today)

Have the students open their Bibles to Acts 2. Explain the meaning of the Feast of Pentecost to the Jews. Pentecost was the fiftieth day after the Sabbath of the Passover week (Leviticus 23:15-16). It is also called the Feast of Weeks, Feast of Harvest and the Day of Firstfruits. Read Leviticus 23:1-2 aloud and explain to your students the significance of Pentecost to Jews. Now we will see why the Pentecost we read about in Acts 2 was important in a different way to the Jews who were in Jerusalem that day. Have a volunteer read Acts 2:1-12.

- Why were the Jews utterly amazed? (Because although they were all Jews, they had come from many different nations and they heard the apostles speaking in their own native languages.)
- If they came from Egypt, what language did they hear? (Egyptian)
- What about the Jews from Asia, Arabia or Italy? (They heard their native languages.) Point out the locations of these countries using the map from the Core Lesson. (Map is also on page 9.)
- Where did this power to speak in "other tongues" come from? (The Holy Spirit—Read verse 12 to the students again.)
- Why would this amaze and perplex them? (This was a miracle. / Nothing like this had ever happened. / It was unexplainable, except that it was from God.)

Jesus transformed the original eleven disciples' lives for the three years that he was with them. But they (and the newly added twelfth apostle) still needed one thing to carry out their mission: the power of the Holy Spirit. With God's Spirit, they would succeed in doing God's will, because it would be with God's power and not their own. There was no way for them to learn all the languages they would need to learn to

go to every country and share the good news. It would have taken years. Yet look at what happened in just one day.

Read on through verse 22. The Jews who were at Pentecost needed to understand God's message or they could not have been cut to the heart. Remember, they were "God-fearing Jews," so they loved God, but they needed to hear the good news of Jesus Christ.

Read verses 36-41. All of this happened in one day. How? Because of the power of God's Holy Spirit. The power of the Holy Spirit changed the lives of the disciples. They were able to love others like Jesus loved them, to preach the truth boldly and to impact the lives of many. They were becoming like Jesus—willing to go anywhere and do anything for God!

Refer to the modern map of the world, showing the progress of God's modern-day movement. Note that countless obstacles had to be overcome to enable the disciples to obey Matthew 28:18-20! Let the students know that they will learn more about God's modern-day movement in Lesson 6.





Activity

Balloon Burst: Fellowship of Believers

The students will answer thought-provoking questions about their views on the first-century disciples and the courage that it takes to bring the gospel to all nations.

Materials Used

For each student:

- 1 large balloon

For the teacher:

- scissors

Reproducible Pages:

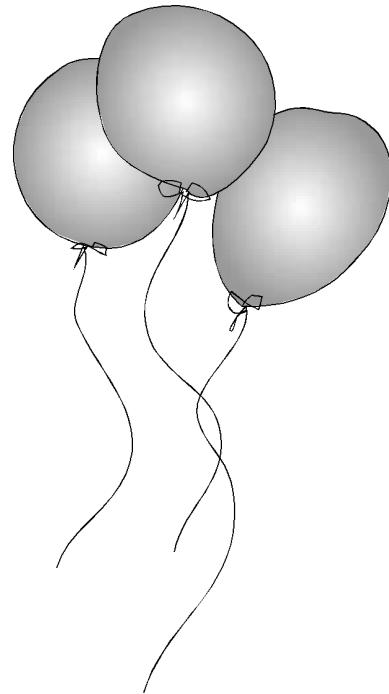
- Page F, 1 copy for every 10 students (for the teacher)

Preparation

1. Cut out and place one question from Reproducible Page F (Balloon Burst: Fellowship of Believers) inside each balloon.
2. Blow the balloons up and tie them.

Instructions

1. Allow each student to select a balloon. Have the students, at your signal, pop their balloons and read the messages on the inside. (This can be done collectively or one at a time as you go around in a circle.)
2. Have each student read their question out loud and answer it. Be sensitive to visitors or to someone who may need advice or help in coming up with a solution. Remember that, in the first century, they all gave to each other as each had needs.
3. Close out with a prayer.





Scripture Memory

We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us.
1 Thessalonians 2:8

Instructions

1. Review the verse, selecting several students to recite it aloud.
2. Notice that more discussion of the memory verse will take place during the snack time.

Weekly Challenge

Select one obstacle in your life that prevents you from sharing your faith effectively. Pray and seek advice about how to overcome it, then go and boldly share your faith with someone.

Weekly Challenge and Snack Time

Materials Used

For the teacher:

- large blankets (number will vary, depending on class size)
- items for a first-century snack time (earthenware pitcher, basket, loaf-type bread, walnuts and dried or fresh fruit, juice, etc.)

Bring the atmosphere of the first century into your snack time. Bring large blankets for the preteens to sit on while they are having their snack. Serve loaf-type bread, walnuts and fruit (like grapes, apples or dried fruit) out of a basket. Have the drink in a large earthenware type of pitcher, using apple juice, grape juice or water. You may even want to have music from the *UpsideDown* video playing in the background while the students are sharing about their weekly challenge.

The challenge this week was for each student to work to overcome a specific obstacle that kept them from sharing their faith boldly. They were to come to class prepared to talk about the obstacles and what they did to overcome them. Encourage each student to share about how this week's challenge changed their evangelism. Be sure to personally share from your own life. Inspire the students to continue to overcome the obstacles that they face. Remind them that God meant what he said in Matthew 28:20: "And surely I am with you always, to the very end of the age."

Discuss the scripture memory verse. Help the students apply it to the weekly challenge: What have they seen in disciples' lives that helps them see God more clearly? What from their lives can they share with others about God?

Conclusion

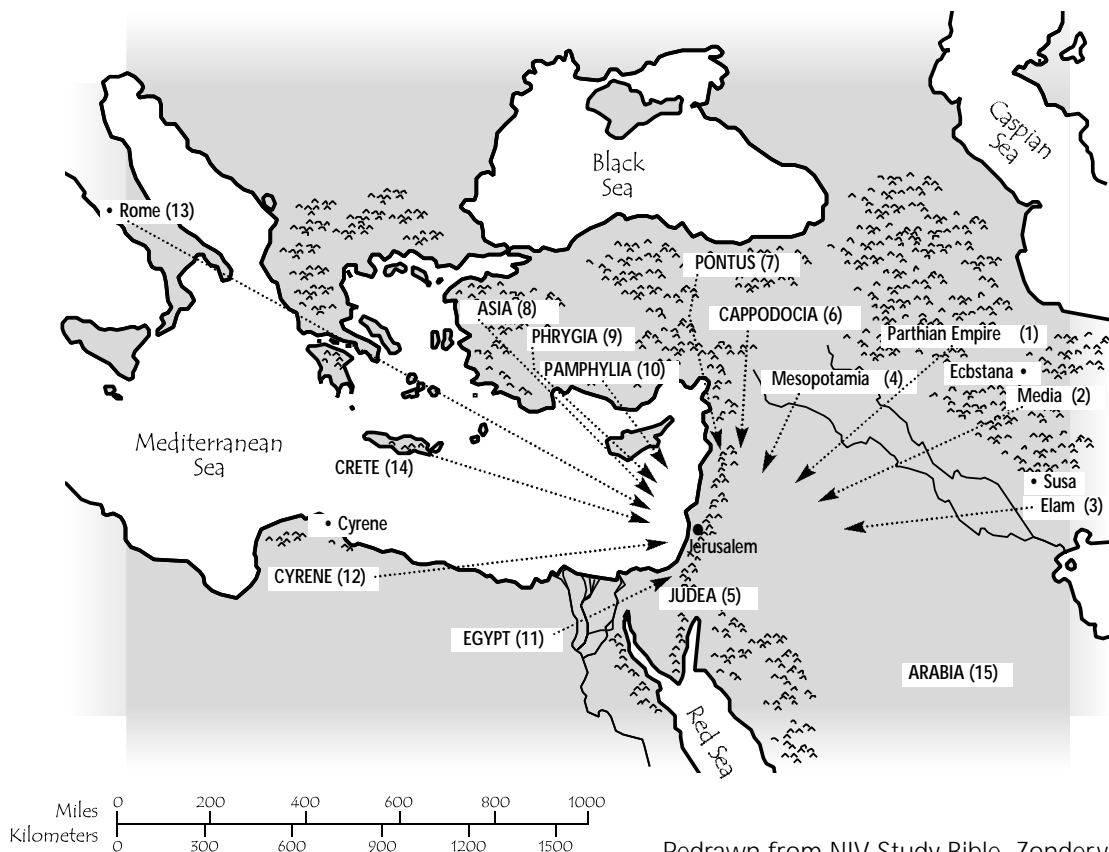
End the class with a prayer.

First-Century JOURNEY TO JERUSALEM

You have been chosen to travel back in time and journey from the city or country listed on the outside of this envelope to Jerusalem. The time is 33 years after Jesus was born.

Using the map below, work with your group to answer the following questions and to represent your country or city. You may use any props your teacher has provided, books or clothing to help you better understand your country, the people from the first century and what they had to undertake to get to Jerusalem.

Hi, my name is _____. This is the group from _____ (country or city listed on the outside of your envelope). To travel from _____ to Jerusalem, we traveled over the following: _____ (refer to the map and trace how you would have had to get to Jerusalem—land, sea, mountains, deserts, etc.). We used the following forms of transportation: _____ (camel, boat, donkey, walked, chariot, etc.). It took me and my group approximately _____ days/weeks to get to Jerusalem in time for Pentecost. We speak _____ (language). Some of the obstacles we encountered along the way were _____, _____ and _____ (sandstorms, storms at sea, bandits, food rotting, sickness, running out of fresh water, etc.).



Redrawn from NIV Study Bible, Zondervan

Core/Getting Ready/1 copy for each student



The Journey of a Lifetime

"Excuse me. May I tell the story for you? I was there, after all." (Peter slowly limps into the room, using his staff as support. He carefully takes a seat, letting out a low groan as he tries to let his body relax. With a slight, satisfied smile he looks over the group of students at his feet.)

"So you are the next generation of disciples, are you?" (He sizes the students up, nodding a look of approval and curiosity.)

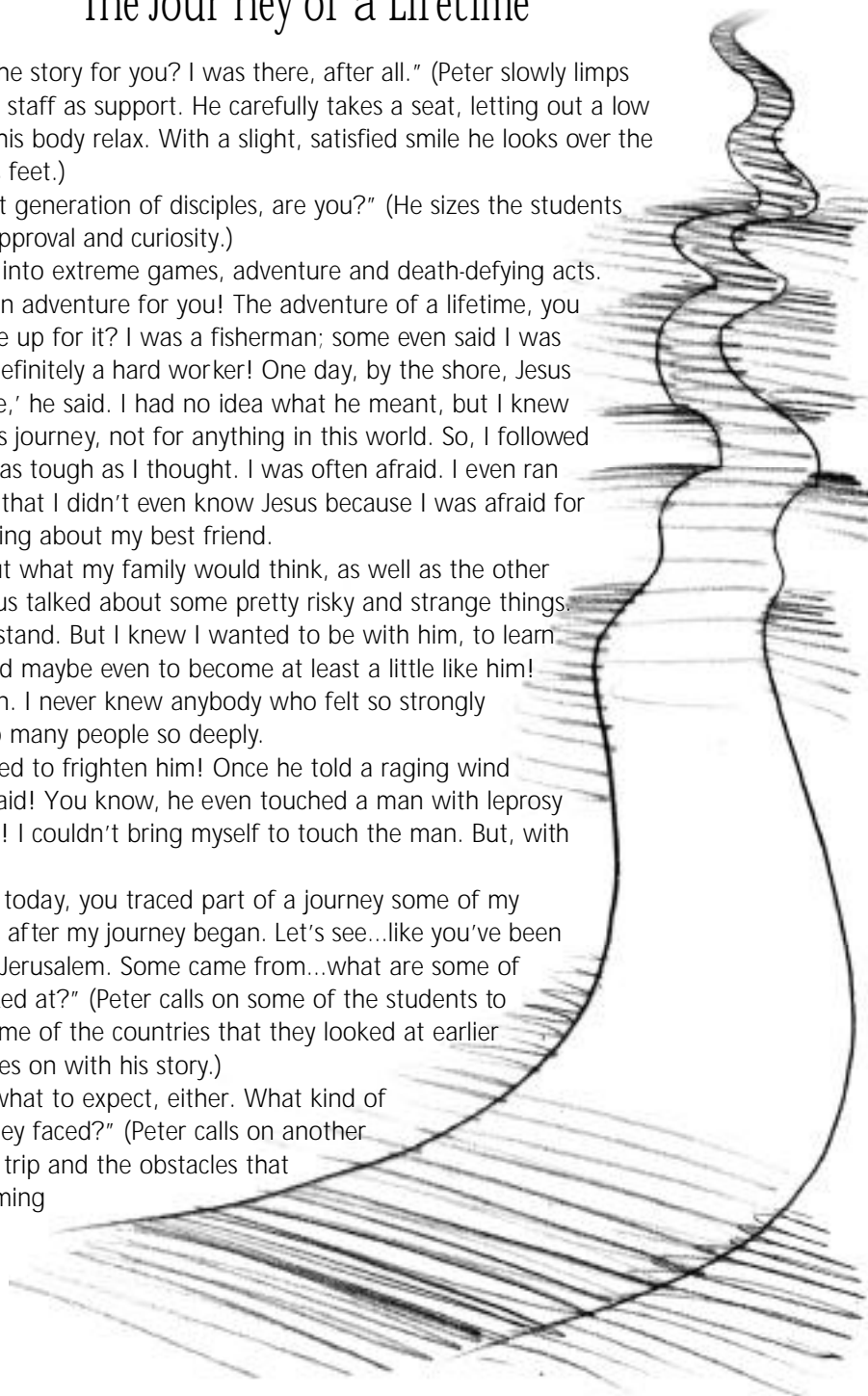
"I hear you kids are into extreme games, adventure and death-defying acts. We'll see! Well, I have an adventure for you! The adventure of a lifetime, you might say! Think you are up for it? I was a fisherman; some even said I was a rugged individualist. Definitely a hard worker! One day, by the shore, Jesus called to me. 'Follow me,' he said. I had no idea what he meant, but I knew I didn't want to miss this journey, not for anything in this world. So, I followed him. Turns out I wasn't as tough as I thought. I was often afraid. I even ran from a young girl, lying that I didn't even know Jesus because I was afraid for my life! Imagine that, lying about my best friend.

"I also worried about what my family would think, as well as the other Jews that we knew. Jesus talked about some pretty risky and strange things. We didn't always understand. But I knew I wanted to be with him, to learn about God from him and maybe even to become at least a little like him! He was an amazing man. I never knew anybody who felt so strongly about God and loved so many people so deeply.

"Nothing ever seemed to frighten him! Once he told a raging wind to 'Be still!' I was so afraid! You know, he even touched a man with leprosy one time. I was amazed! I couldn't bring myself to touch the man. But, with Jesus' help, I changed!

"When you came in today, you traced part of a journey some of my friends took a few years after my journey began. Let's see...like you've been hearing, it all started in Jerusalem. Some came from...what are some of the places that you looked at?" (Peter calls on some of the students to stand and talk about some of the countries that they looked at earlier in their groups, then goes on with his story.)

"They had no idea what to expect, either. What kind of troubles do you think they faced?" (Peter calls on another group to talk about the trip and the obstacles that were faced by those coming from another country.)



Journey of a Lifetime (continued)

"I know for a fact that some of them considered going back before they even got to Jerusalem. You see, they were going for a religious holiday, Pentecost. It was a big feast, held one time each year. And it was a very big deal to get to go. And, full of unexpected events. This year no one, not even those of us already in Jerusalem, could've predicted it.

"We saw God do some amazing things together that started with God giving us the promised Holy Spirit. You could touch him, but he turned us frightened cowards into fearless people. People from all over the world were boldly told about Jesus. I didn't even think about running away this time! There were so many different cultures. Some of us couldn't even speak the same language. God took care of that! Three thousand of them were added to the church by the fact that Jesus actually died on a cross for their sins. God raised him from the dead, that they were baptized in water. I will never forget the looks on some of their faces as they realized they were responsible for the death of God's Son. Then they were told about the fact that God would forgive them and even make them a part of his family, too! There was great rejoicing!

"Well, we all stayed in Jerusalem for quite a while. We even sold homes and lands to help each other live. It was great to be together to learn about God and to tell others about Jesus. We even got beaten and put in prison. Then something crazy would happen and we'd be freed. It was amazing. God took care of us!

"I am so thankful that I followed Jesus and that he changed my life! He gave me so much hope! It wasn't always easy. I lost some very good friends, too. Stephen comes to mind. He was so full of courage and faith. The people who didn't believe in Jesus were angry with him. They stoned him for his faith. I was so impacted by his love for his people that he actually looked peaceful as he died. After this happened, another part of the journey began, a journey that began to take the message about Jesus into all the world! And today, the journey still continues! Because people like me and you followed Jesus!

"Well, it's time for me to go. I'm sure I'll be seeing you again. You remember: Just keep your eyes on Jesus! He'll take you on the journey of your life!" (Peter ambles slowly out.)



Scripture Memory

We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us.

1 Thessalonians 2:8

Weekly Challenge

Select one obstacle in your life that prevents you from sharing your faith effectively. Pray and seek advice about how to overcome it, then go and boldly share your faith with someone.

AMAZED AND PERPLEXED

Ask as many different classmates and teachers as possible the following questions. You may write down their answers with or without their names beside their answers.

1. Have you ever been utterly amazed by something or someone? _____
2. If yes, please describe what it was and why it was "utterly amazing." If no, please describe something that you think would be utterly amazing if you saw it or it happened to you.

3. What do you think the word "perplexed" means?

4. Look up the word "perplexed" in the dictionary and write the definition here.

5. Ask three classmates the following question: "What is something that perplexes you?" (This could be something about people, animals or nature. Example: "Why are there roaches?")

Balloon Burst: Fellowship of Believers

Cut the following questions into strips, fold them into small squares and place each square inside a balloon, one for each student.

1. Who is a friend that helps you be courageous in overcoming your fears?

2. If you lived in the first century, what obstacle would be the hardest for you to face?

3. If you lived in the first century and you could ask Peter one question, what would you ask?

4. If you could travel back in time to the first century and could take one thing with you, what would you take and why?

5. Who is your favorite Bible hero and why?

6. Who is your favorite disciple hero (today) and why?

7. If you were told you had to share your favorite possession, what would it be and what would your reaction be?

8. If you were told you had to give away something that was special to you in order to help someone else, what would you give away? Would that be hard to do?

9. What is your favorite scripture memory verse? Why?

10. What is your favorite song we sing at church? Why?
