

Taking Responsibility



Lesson Text

Acts 2:14–24, 36–41

Lesson Objectives

- The students will identify Pentecost as the first time three thousand took responsibility for Jesus' death and became disciples.
- The students will understand that each of us must take responsibility for our own actions.
- The students will each choose an area of their lives in which they will work to become more responsible.

Materials Needed

For each student:

- pen or pencil
- 1 sheet of lined paper

For the teacher:

- 1 sheet white poster board or large writing surface
- marker
- extra lined paper
- tape
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- extra Bibles
- 6 index cards, 3" x 5"

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student

Lesson Plan

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Definition of "Responsible"
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Story: "Ben"
 Scripture Study
 Activity: Who's Responsible?

Getting It to Others

Scripture Memory: Acts 2:36
 Weekly Challenge and Snack Time
 Conclusion

Scripture Memory

"Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."

Acts 2:36





Faithful Instruction

Teacher Focus

Before you prepare this lesson, meditate on Acts 2:14-24 and Acts 2:36-41. Think about your own conversion and what helped you to become more aware of and convinced of your responsibility for Jesus' death on the cross. Pray that as you discuss this feeling of responsibility with the class, both you and your students will be more motivated to serve God.

Teacher Tips

Taking responsibility for one's own behavior is a real challenge for preteens. Consequently, preteens have only an elementary understanding of how their sin affects God. Be prepared to share how you have tried to justify your behavior in the past or how you have made excuses for your actions. Share about people and scriptures that have helped you to grow in your sense of responsibility toward God.

Preclass Activity

Definition of "Responsible"

This exercise will help your students to understand what "responsible" means and how it applies to them individually.

Materials Used

For each student:

- pen or pencil
- 1 sheet of lined paper

For the teacher:

- 1 sheet white poster board or large writing surface
- marker
- extra lined paper
- tape

Preparation

Prior to class, write out the following definition of "responsible" on the piece of poster board. Tape it up on a wall:

Responsible:
Having a certain duty or obligation: "We are responsible for cleaning our rooms."

Being the cause or source of something: "Drunk drivers are responsible for many accidents."

Instructions

1. Read the poster out loud to the students and have them write down at least five different examples of things for which they are responsible. Tell the students to consider all the different aspects of their lives—family, school, sports, clubs, church, friendships, etc.
2. Have the students work individually. Steer them away from simple answers like "I have to clean my room" to deeper concepts, such as doing one's best at homework, assignments and tests, etc.
3. When the students are finished, collect the sheets for later use.



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? Let a few students lead the prayer. 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 the 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? Would anyone 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.

Good News from the Kingdom

Materials Used

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

Instructions

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide and that the victories of our brothers and sisters in different countries can inspire us and spur us on.





Story

"Ben"

The story of Ben will illustrate for the students how their excuses can prevent them from seeing the seriousness of their actions.

Materials Used

For the teacher:

- extra Bibles

Reproducible Pages:

- Page A, 1 copy for each student

Instructions

1. Give each student a copy of Reproducible Page A ("Ben").
2. Read the story to the students.

Scripture Study

Begin by telling the students that the class will discuss feeling responsible for their actions. Discuss the story about Ben. Allow any of the students to respond to the general question at the end of the story: If you could talk to Ben, what would you share with him?

Then ask the more specific questions below:

- Whose fault was it that Ben got a "D" in math?
- Who did he blame it on though?
- What should Ben have told his parents when they asked why his grades had dropped?
- What should Ben have done to take responsibility for the grade he received?
- What should he do to improve his math grade next semester?

Now we are going to look at a situation in the Bible in which three thousand people learned to have a responsible attitude toward God. They became true disciples because they were willing to take responsibility for their lives and their sins, and for what those sins did to Jesus.

Have the students open their Bibles to Acts 2:14-24 and Acts 2:36-41. Divide up the passages as follows and select several volunteers to read:

- Verses 14-16
- Verses 17-19
- Verses 20-24
- Verses 36-38
- Verses 39-41

Tell the students that the verses are examples of people who did feel responsible toward God and of some who did not.

Ask the following:

- Who actually crucified Jesus? (Jews and Romans)
- Why did Peter blame the crowd if most of them were not there when Jesus was crucified? (Jesus died for the sins of all men.)
- What did the people listening feel about what Peter was saying? What does it mean when it says they were "cut to the heart"?
- How many accepted responsibility for their actions? How do you know?
- Why do you think some heard the message but did not take the responsibility and become baptized?

In order to become a disciple a person has to take responsibility for his or her sin and its role in Jesus' death. You can begin right now to take responsibility for things you do so that when you study the Bible, you will better understand this concept. In our activity we will have a chance to practice being responsible.





Activity

Who's Responsible?

The students will role-play responses to situations to illustrate the difference between accepting responsibility and making excuses.

Materials Used

For the teacher:

- 6 index cards, 3" x 5"

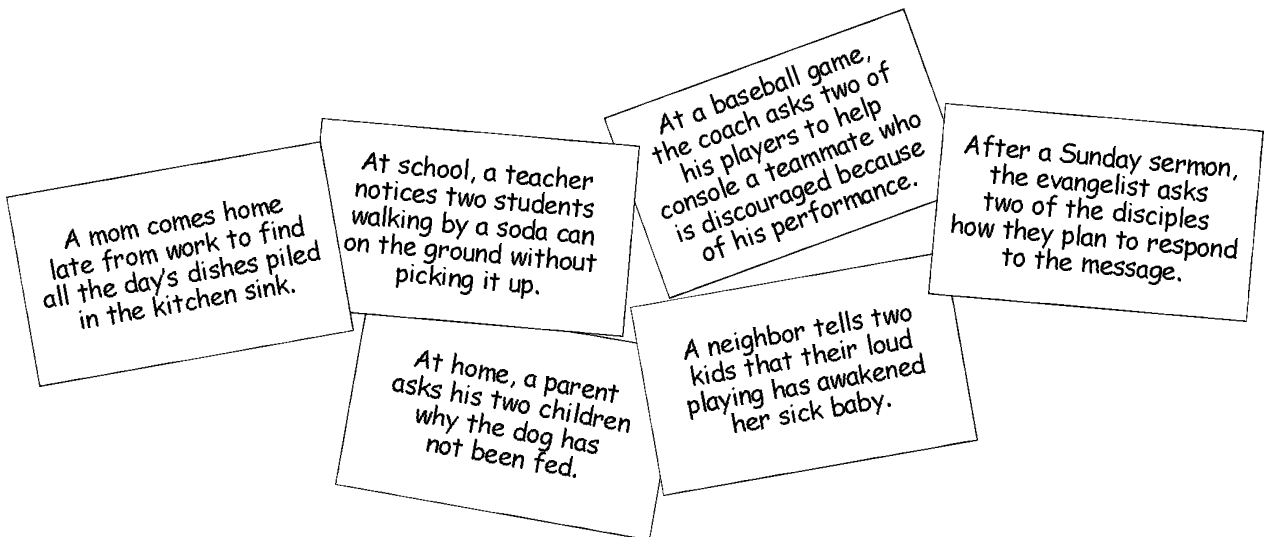
Preparation

On each of the index cards, write one of the following scenarios:

1. A mom comes home late from work to find all the day's dishes piled in the kitchen sink.
2. At school, a teacher notices two students walking by a soda can on the ground without picking it up.
3. At a baseball game, the coach asks two of his players to help console a teammate who is discouraged because of his performance.
4. After a Sunday sermon, the evangelist asks two of the disciples how they plan to respond to the message.
5. At home, a parent asks his two children why the dog has not been fed.
6. A neighbor tells two kids that their loud playing has awakened her sick baby.

Instructions

1. Divide the class up into groups of two or three. Provide each group with an index card with one of the situations written on it. (If you have a large class, several more students can be in a group.)
2. Tell each group they have five minutes to discuss and plan a short skit in which, when confronted about their behavior, they will act out the scene with one person feeling responsible and the other making excuses. Have them come up with dialogue that expresses the two attitudes. Then have them choose who will present the two responses.
3. After the five minutes, have all the students sit in a circle. Ask for volunteers to get the presentations started.
4. Have a short discussion at the end of the skits to summarize what was learned.





Scripture Memory

"Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."

Acts 2:36

Materials Used

Reproducible Pages:

- Page B, 1 copy for each student

Instructions

1. Have the students remain with you in the circle. You will teach this scripture with a game similar to the "Telephone Game," but the object is for each student to listen well and recite correctly, without ever having seen the scripture.
2. Begin by telling the scripture and reference to the student on your right. That person should pass it on to the student to his or her right. Continue around the circle until all the students have had a chance to try reciting the verse.
3. Give each student a copy of Reproducible Page B (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.

Remind the students that hearing a lesson is only half the battle; they must decide how they will individually work at being more responsible. Have the students pair up (boys with boys, girls with girls) and tell each other one area that they plan to be responsible in (example: getting up on time, doing homework promptly, doing chores before they are reminded to by their parents, etc.). Tell the students to work daily to improve in their responsibility in this area. Ask them to call their partners during the week for encouragement and to pray. Make sure that the partners have exchanged phone numbers before they leave class.

Conclusion

End the class with a prayer.



Weekly Challenge

Decide to grow in one area of responsibility this week.

Work on this every day, calling your partner for encouragement and prayer.

Taking Responsibility



Lesson Text

Matthew 26:14-75; Matthew 27:1-10; John 21:7-9, 15-19

Lesson Objectives

- The students will explain how Peter took responsibility for his actions and how Judas did not.
- The students will understand that when they take responsibility for their actions, God can use them in great ways.
- The students will each choose an area of their lives in which they will work to become more responsible.

Materials Needed

For each student:

- pen or pencil
- 1 piece of lined paper

For the teacher:

- extra Bibles

Reproducible Pages:

- Page C, 1 copy for each student
- Page D, 1 copy for each student (copied on the back of Page C)

Lesson Plan

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: The Excuse List—Part 1
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: The Excuse List—Part 2

Getting It to Others

Scripture Memory: Acts 2:36
 Weekly Challenge and Snack Time
 Conclusion

Scripture Memory

"Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."

Acts 2:36





Faithful Instruction

Teacher Focus

Pray before preparing and presenting this lesson. Read and meditate on Matthew 26:14-75, Matthew 27:1-10, John 21:7-9 and 15-19, and Acts 2. Think of how different Judas' life could have turned out if only he had taken responsibility for his betrayal of Jesus. Instead, he let guilt and self-pity control him. Contrast that with Peter's life and how his taking responsibility allowed God to use him so powerfully. Think of a time when you denied Christ, but took responsibility and repented, and God was able to bless you.

Teacher Tips

In preparing this lesson, think of some disciples who are examples in the area of taking responsibility for their actions and the great ways that God has helped them, and others through them. The students need to know that there are disciples today like Peter who really do turn around, even when it seems easier to quit because of shame or pride. This will help them to see the Bible as being practical in people's lives today.

Preclass Activity

The Excuse List—Part 1

The students will consider a list of situations to determine what they might give as excuses in each case. If they finish their list, they will also be able to review their memory verse with the word search on the back.

Materials Used

For each student:

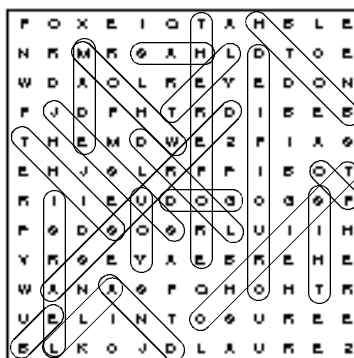
- pen or pencil

Reproducible Pages:

- Page C, 1 copy for each student
- Page D, 1 copy for each student (copied on the back of Page C)

Instructions

1. As students arrive, give each a copy of Reproducible Page C (The Excuse List) and Reproducible Page D (Word Search) and a pen or pencil. (These are to be copied back to back.)
2. Working individually, have the students look at each item on the excuse list and write down two different excuses that someone could use in each of these instances.
3. When the students finish writing down the excuses, have them complete the word search (Reproducible Page D). (See answer key below.)
4. At the end of the designated time for the activity, collect the sheets for later use.





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 growing in taking responsibility for their actions, their love for God and their love for each other.
- Have one student recite the memory verse for this lesson: Acts 2:36.
- 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, good grades, etc. Remind the students to be brief so that as many as possible can share.





Scripture Study

Materials Used

For the teacher:

- extra Bibles

In this lesson, you will take the concept of responsibility further by contrasting the ways that Peter and Judas dealt with their sin.

NOTE: There is quite a bit of reading necessary for this lesson. Divide the reading as shown below, following each passage with the discussion questions given.

Select two volunteers to read Matthew 26:14-16 and Matthew 26:20-25.

- Whose idea was it to betray Jesus? (Judas' / He went to the chief priests.)
- Did Judas know what he was doing? (yes)
- How do you think Judas felt at the Last Supper when Jesus said someone would betray him? (confused / scared)
- Jesus told Judas and the others that someone would betray him and that it would be Judas. How do you think he felt when he understood that Jesus knew what he had done? (guilty / fearful / wondered what Jesus might do to him)
- Was Judas sorry? (yes) Was he humble enough to go to Jesus for forgiveness? (no)
- If Judas had been open about what he had done right then, how might things have been different for him? (Jesus might have forgiven him. / He would not have killed himself.)

Choose another volunteer to read Matthew 26:31-35.

- Peter made a very bold statement to Jesus about never leaving him. How would you describe his attitude? (proud / overly confident / may have wanted to look good in front of the other disciples)
- How do you think Peter felt when Jesus told him that he would disown him not once, but three times? (may not have believed him / may have been afraid / didn't think it would happen / probably felt hurt that Jesus would say such a thing about him)

Select another volunteer to read Matthew 26:47-50.

- Judas' signal to the chief priests was for him to kiss Jesus. If you were Judas, how would you have felt giving that kiss? (guilty / angry / frightened)

- How do you think Jesus felt when Judas kissed him? (sad / disappointed / let down)

Have one of the students read Matthew 26:69-75.

- Even though all the disciples left Jesus at Gethsemane, Peter went to the courtyard of the High Priest. Why do you think he did that? (curious / wanted to help Jesus / to find out what was happening)
- Do you think Peter expected to deny Jesus the first time? (probably not)
- Did he know what he was doing during the second and third times? (yes—he decided to stay with the lie.)
- How was Peter feeling with each successive denial? (angry / frustrated / mad at himself / powerless)
- How do you know? (He wept bitterly.)

Choose a student to read Matthew 27:1-5.

- What did Judas feel in this passage? (powerless / guilty / frustrated / weak / felt he wouldn't be forgiven)
- What were the consequences of Judas' sin? (Jesus was crucified. / Judas' guilt led him to kill himself.)

Select another student to read John 21:7-9, 15-19.

- How did Peter act when he saw Jesus again? (excited / ran to him)
- What could Peter have been thinking? (sorry for what he had done / that he could be forgiven / that he could apologize to Jesus)
- Do you think Peter became concerned when Jesus was questioning him about whether he loved him? (yes—might have thought Jesus didn't believe in him or didn't trust him)
- What was the consequence of Peter staying faithful and trusting God? (became one of the greatest leaders in the kingdom)

Let the students know that both Judas and Peter knew what they were doing when they betrayed and denied Jesus. Both were sorry, but only Peter was humble enough to go back to Jesus to try to make things right. He took responsibility for his actions, and God blessed his life in a great way because of his repentance and humility. When we take responsibility for our actions, God can change us and use our lives in great ways.



Activity

The Excuse List—Part 2

Materials Used

For each student:

- pen or pencil
- 1 piece of lined paper

Reproducible Pages:

- Page C (already handed out)

Instructions

1. Have the class divide into groups of two.
2. Give each student his or her own excuse list (written in the preclass activity—Reproducible Page C). Then have the students switch lists with their partners.
3. Explain to the class that they are to write a contrasting statement that would express taking responsibility for each one of the excuses they made up. For example: Excuse = "I didn't make my bed because I didn't have enough time." Contrasting statement = "I didn't plan well and therefore I didn't make time to make my bed."
4. Give each team ten minutes to write the contrasting statements on the lined paper.
5. Finish by asking each group to read two or three of their excuses and contrasting statements.
6. Have the students get their own papers back to use during the next section.





Scripture Memory

"Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."

Acts 2:36

Materials Used

For each student:

- pen or pencil
- Reproducible Pages:
 - Page D (already handed out)

Instructions

1. Have the students each take out their copy of Reproducible Page D (Word Search)
2. Have the class recite the verse aloud together several times.

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 students were to work on being responsible in a specific way which they shared with a partner in class previously this week, and they were to call their partners to encourage them on their decision to be responsible.

Discuss any obstacles or challenges the students have experienced in carrying out the challenge this week. Discuss ideas about how to overcome these. Encourage the students with examples from your own life, and remind them to pray for success. Remind them also to be keeping up with their daily quiet times.

Conclusion

End the class with a prayer.



Weekly Challenge

Decide to grow in one area of responsibility this week.

Work on this every day, calling your partner for encouragement and prayer.

Taking Responsibility

Ben had always been a good student. In fact, he didn't seem to have to work hard at it. Every time the teacher gave back the test papers in his math class, Ben made an "A."

One day in the middle of February, though, Ben came home with a "D" on his report card for math. His parents were shocked. Since both his dad and his mom worked, they didn't really know exactly how he spent his time after coming home from school each day. A teenage friend of the family was there with him and his sister in the afternoons, and usually Ben got his homework done quickly. Then he was off to play video games or outside if the weather was good.

His parents asked him what had happened that his grade dropped so drastically. The truth was that Ben had stopped doing his homework. The math was getting a little more complicated and a little more difficult to understand. He didn't like having to think that much, so he just quit doing his homework and went on to do something he enjoyed more. He had also stopped writing down his assignments. He had decided that he simply didn't care and was not going to pay any attention to his math homework. He played video games instead.

What did he say to his parents, though? He said the teacher just expected too much and the homework was too difficult. He also told his parents it was their fault because they were not home in the afternoons to make sure he did his homework.

If you could talk to Ben, what would you share with him?



Scripture Memory

"Therefore let all Israel be assured of this:
God has made this Jesus, whom you
crucified, both Lord and Christ."

Acts 2:36




Weekly Challenge

Decide to grow in one area of responsibility this week.

Work on this every day, calling your partner for
encouragement and prayer.

The Excuse List

Directions: Look at the statements below. Think about and write down beside each situation two excuses that someone could give in that circumstance.

<p style="text-align: center;">1</p> <p>No homework turned in to the teacher</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">2</p> <p>Chores not done on Saturday</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;">3</p> <p>Family pet has no food / water / exercise / bath</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">4</p> <p>Not obeying parents</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;">5</p> <p>Fighting with brothers and sisters</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">6</p> <p>Not reading Bible</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;">7</p> <p>Being rude or impolite to someone</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">8</p> <p>Not inviting someone to church</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Word Search

Directions: Write out the memory verse beneath the puzzle. Then find and circle each of the words in the puzzle.

F	O	X	E	I	Q	T	A	H	B	L	E
N	R	M	R	S	A	H	L	D	T	C	E
W	D	A	O	L	R	E	Y	E	D	O	N
F	J	D	F	H	T	R	D	I	B	E	B
T	H	E	M	D	W	E	Z	F	I	A	S
E	H	J	S	L	R	F	P	I	B	O	T
R	I	I	E	U	D	O	G	C	G	S	F
P	S	D	S	O	S	R	L	U	I	I	H
V	R	S	E	Y	A	E	B	R	E	H	E
W	A	N	A	S	F	Q	H	C	H	T	R
U	E	L	I	N	T	C	S	U	R	E	E
B	L	K	C	J	D	L	A	U	R	E	Z
