

## 10. Peter and John (Acts 3–4:1-22)

“As for us, we can’t stop speaking about what we have seen and heard.” (Acts 4:20)



# PLAN

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### Session Outline

#### 1. Gather

Greeting  
Puzzlers  
Can't Stop Speaking  
Transition to Explore

#### 2. Explore

Sacred Conversations  
Hear and See the Bible Story  
Interact with the Bible Story  
Say the Bible Verse  
Transition to Respond

#### 3. Respond

Rise Up and Speed  
Walk  
What Would You Say?  
Loving God,  
Loving Neighbor  
Transition to Bless

#### 4. Bless

Inviting  
Praising  
Blessing  
At Home with God

### Supplies

**Basic Supplies:** Offering basket | Pencils | Paper | Dry erase board and marker | Tape | Markers

**Gather:** TV/DVD player | Microphone or something to represent a microphone

**Explore:** TV/DVD player | Two chairs

**Respond:** An open space | Tablecloth | LED candle

**Bless:** Tablecloth | LED candle | TV/DVD player

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### Before You Teach

Our Bible story for this week can be broken down into two parts. The first part, chapter 3, tells how Peter and John were on their way to the temple when they encountered a man who had been crippled since birth who begged at a gate called the Beautiful Gate. (This could have been any of the nine gates of Jerusalem, though it would likely have been the largest one and possibly covered with silver and gold or plated in Corinthian bronze.) The man asked Peter and John for money, but Peter said he didn't have any money. Instead, he offered the man healing in the name of Jesus. The man immediately got up and walked, jumped, and even leapt. This was the first miraculous thing done by the apostles in the name of Jesus. He praised God and went to the temple with Peter and John. People in the community were amazed. Peter began to speak to the community about Jesus and the events surrounding the Resurrection. He encouraged them to change their hearts and lives and follow Christ.

Chapter 4, verses 1-22, tells about what happened when the authorities heard about what Peter and John had been doing. They were upset because they didn't want people to believe in Jesus and for Peter and John's faith to become more powerful than the authorities. They put Peter and John in jail. Then they brought them before the council for questioning. They were shocked by how confidently Peter and John spoke because they knew them to be uneducated and inexperienced men. They also couldn't deny that the healing had happened because the healed man was standing in front of them. They wanted to punish Peter and John, but they feared that this would only make them and Jesus more powerful in the community. They told Peter and John to stop speaking about Jesus, but they answered that they could not. The authorities had to let Peter and John go because public support for them was so strong.

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# GATHER

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### Greeting

*Before class: Display either attendance chart (Class Kit—pp. 16–17 or 15 & 18) at eye level.*

- Play “Changed” (Adventure DVD), as you welcome each child.
- Show the children where to place their offerings on the worship table.
- Have the children mark the “Attendance Chart” by signing their first names on week #10.

**SAY:** Today, we are learning a story about two of Jesus’ disciples, Peter and John.

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### A—Puzzlers (Activity Sheets)

*Before class: Tear out the Session 10 Activity Sheets for each child.*

- Give each child a copy of “Peter and John’s Speech” (Activity Sheets—p. 21). Let them complete the puzzle.
- Allow them to work on the “Healing in the Story” activity (Activity Sheets—p. 22).

**SAY:** Our Bible story is about a time when Peter and John healed a man and spoke about Jesus.

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OR

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### B—Can’t Stop Speaking (Game)

*Before class: Gather a device for keeping time and a microphone or something to represent a microphone. A markerboard and dry erase marker or a pencil and paper.*

**SAY:** In our Bible story, Peter and John said they couldn’t stop speaking about Jesus. Let’s play a game to see who can speak about Jesus for the longest time.

- You will be the timekeeper. You will determine when each child may begin speaking and when his or her turn is over.
- Tell the children that the child holding the mic will try to say as many things as he or she can about Jesus, with a goal of speaking longer than anyone else. If he or she pauses for more than three seconds, his or her turn ends and he or she must pass the mic to the next person.
- Keep track of how long each person spoke on a markerboard or a sheet of paper. The person who spoke the longest wins. Optional: Increase the difficulty by deducting time for incorrect statements.

**TIP:** *Be prepared to gently correct incorrect statements a child may say about Jesus after he or she is done speaking.*

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### Transition to Explore

- Encourage children to bring a chair or to sit on the floor in a carpeted area.
- Invite children to form a circle on the floor.

**TIP:** *Transitions are a helpful way for children to move easily from one activity to the next.*

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# EXPLORE

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### Sacred Conversations

- Encourage children to join and sit in the circle.
- Demonstrate a listening position for the children.
- Ask wondering questions.

**ASK:** I wonder:

- What do you like to talk about the most?
  - Have you ever gotten in trouble for talking too much? If so, what was the situation?
  - When have you had to stand up for something that you believe in by speaking about it?
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### Hear and See the Bible Story

- Read the Bible story together (*CEB Deep Blue Kids Bible*—Acts 3–4:1-22).
- Watch the Adventure DVD Session 10.

**SAY:** In our Bible story, Peter and John served the community by healing a man and speaking to people about Jesus.

**ASK:** Jesus taught us how to serve. How do you serve others?

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### Interact with the Bible Story

- Assign parts and act out “Peter and John” (Bible Story Sheets—Session 10).
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### Say the Bible Verse

*Before class: Display the “Unit 3 Bible Verse” poster (Class Kit—pp. 10 & 23).*

- Tell the children the Bible verse: “As for us, we can’t stop speaking about what we have seen and heard” (Acts 4:20).
  - Invite the children to say the verse with you.
  - Then, have the children say the verse to as many children as they can to show that they can’t stop speaking about Jesus! You can decide when to call time to stop speaking.
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### Transition to Respond

- Encourage children to put away their chairs and/or get back to their places.

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# RESPOND

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### Rise Up and Speed Walk (Game)

*Before class: Locate an open space in which to play. Gather paper, markers, tape, and two chairs. Write “temple” on two sheets of paper and tape one sheet to each chair. Set the chairs up on one end of your play space with some distance between them.*

**SAY:** In our Bible story, Peter and John healed a man who was disabled. They told him, “in the name of Jesus Christ the Nazarene, rise up and walk!” Let’s play a game to remind us of God’s healing.

- Have the children form two teams and gather with their teams on the opposite end of the room from the chairs. Have each team form a line and sit down. Tell the children that this will be a “speed walking” relay. Running disqualifies the individual player and requires a player from his or her team who has already walked to take another turn in his or her place immediately (starting from the original position).
- The first person in line for each team will walk quickly to the chair, sit down, and then walk quickly back to their team. He or she will extend a hand and gently help the next person stand up and say, “rise up and walk!” That person will repeat the actions that the first person in line did. Continue until all children have had a turn. The team who finishes first wins.

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OR

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### What Would You Say? (Activity/Discussion)

*Before class: Photocopy “What Would You Say?” (Leader Guide—p. 66) for each child. Gather a pencil for each child.*

- Give each child a copy of “What Would You Say?” (Leader Guide—p. 66) and a pencil.

**ASK:** If you were asked to say three things about Jesus to help people get to know him, what would you say?

- Have the children write their thoughts in the thought bubble on the handout.
- Allow the children who would like to share to do so, and have a class discussion.

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### Loving God, Loving Neighbor

*Before class: Display the “Mission” poster (Class Kit—p. 2).*

- Read the poster about the Wesley Centre to the children.

**SAY:** We’ll be learning about and supporting the Wesley Centre over the next several weeks.

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### Transition to Bless

- Ring a bell to announce the transition.
- Create a worship center on a small table with a tablecloth and an LED candle.

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# BLESS

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### Inviting

*Before class: Display “Unit 3 Bible Verse Signs” poster (Class Kit—p. 31) on a wall or bulletin board.*

**SAY:** Let’s learn to sign our Bible verse.

- Gather the children around the Bible Verse Signs poster. Have the children read the Bible verse.
  - Teach the children to sign the verse.
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### Praising

*Before class: Gather a TV/DVD player and the Adventure DVD.*

**SAY:** Today, we’re learning about how faith changed a disabled man’s life and changed Peter and John’s lives by giving them the desire to go out and speak to others about Jesus.

**SAY:** Let’s learn a song about being changed by God’s love.

- Play “Changed” on the Adventure DVD.
  - Let the children sing along if they would like.
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### Blessing

**SAY:** In our Bible story, a man with a disability experienced healing because of his faith, and Peter and John spoke about all they had seen and heard about Jesus. Let’s take a moment to speak about the goodness of God before we ask God’s blessing over our lives.

- Gather around the worship center, and light the LED candle.

**SAY:** Let’s each take a moment to speak a word of thanks for something that God has done for us. This could be healing like the man in the story. It could be something as simple as giving us a family who loves us, or giving us a good church community, or giving us good neighbors. Let’s start our statements by saying, “Thank you God for . . .”

- Take the LED candle in your hand. Provide an example by making your own thank-you statement. Then pass the LED candle to the child next to you.
- Let each child who would like to speak have a turn. Then pray the following prayer.

**PRAY:** Dear God, thank you for all that you have done for us. We pray for your help and presence in each of our lives as we go through the week ahead. Amen.

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### At Home with God

**SAY:** What was one thing that you learned today about Peter and John? Can you share what you learned with your family?

- Send Bible Story Sheets—Session 10 and the Unit 3 Song Sheet home with each child.

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### What Would You Say?

