

I'M A LIFER
9831098

EPHESIANS 3:1

**I'M A LIFER:
PAUL,
PRISONER OF
CHRIST**

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CHILDREN'S LESSONS

ACTS 9, 16, & 28

Lesson 1: Captured

Lesson 2: A Night in the Dungeon: Paul and Silas in a Philippian Jail

Lesson 3: Time Alone with God: House Arrest in Rome

GENERAL INSTRUCTIONS:

Any time you see quotation marks, that is what you will need to tell the students. All of this is subject to your own creativity. It is only a jumping-off place. If you feel better telling the story in your own words or adding helpful information to the story to make it more realistic, please, feel free to do so.

The activities are provided to hold the students' attention – keep them involved and they are more likely to remember the object of the lesson. Keep in mind that very few people, especially student-age people, are auditory learners, they don't absorb what they only hear, they need to see, touch, act out to really make this a part of their every day lives.

The lessons are designed to take up 45 minutes to 1 hour. If you have time left over, fill it with singing songs of the students choosing or with games such as Hang Man (using words that would be associated with the lesson) or Pictionary.

If the activity calls for the students to write, have them use their seats for a table if there is none available.

Definition of Church Answer: (comes in the form of an old joke) There was a kindergarten Sunday School class. One Sunday the teacher asked her students, "What is small, furry, has a big bushy tail and jumps from tree to tree?" After a little while one little boy stuck his hand up and said, "I think it's a squirrel but I'm going to say 'Jesus'." This is a church answer and we need to encourage our students to set aside church answers or stereotypes and answer from their hearts, from their own personal experiences and in their own type of language. It makes more sense to them and they are better able to communicate it to their friend.

Supplies that you will need to carry with you to camp:

Lesson 1: Colored paper in the colors of the “Wordless Book” (see Lesson 1 Kick It Off)

Lesson 2:

- 1. Various colors of posterboard. For this project you can cut large posterboard into four equal pieces or get the small size. Also, one large piece in a light color for you to write on.**
- 2. Markers (if you are buying them get 2-3 packages of the chunky ones – the students will finish their “costumes” quicker, you can also check into borrowing markers from your church’s supply)**
- 3. Copies of the Scriptures to Comfort page for each student.**

Lesson 3:

- 1. Copies of the Campus Journal Website printout.**
- 2. Copies of “Paul: What I Learned in Prison” for each student**
- 3. Posterboard for final exercise.**
- 4. Copies of the “My Two Weeks with Paul” for each student (when making copies of this it would be better to overestimate than underestimate because they will be taking this home with them).**

LESSON 1: CAPTURED

LESSON AIM: The student will understand how to accept God's gift of eternal life.

Acts 9 (and referral to Acts 26)

KICK IT OFF: The objective of this activity is to have the students, each with a piece of colored paper, make the Wordless Book. The Wordless Book is a tool that can be used to present the plan for salvation and the Christian walk. The colors and what they represent are as follows: Black, sin; red, Jesus' blood; blue, baptism; green, spiritual growth; gold or yellow, heaven. Explain this concept to the students, then give each student a piece of colored paper in one of the above colors. You may need to give one or more students more than one piece of paper. Have the students get in groups to make the Wordless Book. The first group to complete the Wordless Book wins (give them a prize).

STORY TIME: Acts 9: "How did Paul get out of the prison that sin was holding him in? Let's look at how Paul met Jesus.

"Saul, later known as Paul, was brought up in a strict Jewish environment in the town of Tarsus in Cilicia, which is modern-day Turkey. He was educated under the famous Jewish teacher Gamaliel – this would be like going to Harvard - in Jerusalem as a Pharisee. When the new Christian church began to grow and thrive in Jerusalem, Saul came back to Jerusalem to get in on the persecution (he thought he was helping God).

"After the stoning of Stephen, Saul set out for Damascus to jail and execute any Christians that he found there. Saul was so caught up in keeping the Law that he was chained to his own opinions in a way that was sinful; he even condoned the murder of a good man in the name of God, and was on his way to commit murder himself.

“However, on the way there, Saul had a strange encounter: A light and a Voice out of Heaven stopped Paul in his tracks. When the light shown onto Paul, he fell to the ground.

“Then, when Jesus had gotten his attention, He spoke, ‘Saul, Saul, why are you persecuting Me?’

“Saul answered Him, ‘Who are you, Lord?’

“I am Jesus whom you are persecuting. Get up, go into the city and you will be told what you must do.’

“So Saul and the men accompanying him went into Damascus. But Saul had been struck blind by the light and could not see for three days.

“The Lord then spoke to a follower of Jesus, named Ananias, who lived in Damascus and told him to go to Saul because Jesus had chosen Saul as an instrument to go to the Gentiles to show them the way from darkness into the light. (refer to Acts 26 because the account in Acts 9 does not include this statement.)

“So Ananias, against his own better judgment, went to Saul and layed his hands on him, saying, ‘Brother Saul, the Lord Jesus, Who appeared to you on the road by which you were coming, has sent me so that you may regain your sight and be filled with the Holy Spirit.’ Then, immediately, scale-like things fell from Saul’s eyes and he could see. And Saul got up and was baptized and began speaking in the synagogue, saying, ‘Jesus is the Son of God.’”

BRING IT HOME: Say, “You may be wondering how exactly do I do what Paul did? Let’s look at some scriptures that can help us.”

Have each student look up the following verses. Give them a few seconds to read it for themselves, then you read it to them from your Bible.

Romans 3:23

Romans 6:23

Romans 5:8

Romans 10:9

Discuss these verses with your class: ask them what the verses mean in their own words (no church answers – see the General Instructions for the definition of a “church answer”).

WRAP IT UP: Close this session very reverently – if any of your students are under conviction of the Holy Spirit we want to preserve that mood and allow Him every available opportunity to work in the heart of those students.

Say, “Let’s close by praying silently. If you have already received this gift of eternal life from God, also known as being saved, I would like for you to quietly think of a person you know who has not been saved and pray for that person right now.”

As you close, be sure to stress to the students that you are available all week to answer any further questions they have about eternal life. Encourage them to ask any questions they may have.

TEENS LESSONS

ACTS 9, 16 & 28

Lesson 1: Captured

Lesson 2: A Night in the Dungeon: Paul and Silas in a Philippian Jail

Lesson 3: Time Alone with God: House Arrest in Rome

GENERAL INSTRUCTIONS:

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Supplies that you will need to carry with you to camp:

Lesson 1: Handcuffs or piece of rope long enough to tie up a student's wrists.

Lesson 2:

- 1. Various colors of posterboard. For this project you can cut large posterboard into four equal pieces or get the small size. Also, one large piece in a light color for you to write on.**
- 2. Markers (you can also check into borrowing markers from your church's supply)**
- 3. Copies of the Scriptures to Comfort page for each student.**
- 4. 3 or 4 sets of handcuffs or pieces of rope long enough to tie a student's hands up.**

Lesson 3:

- 1. Copies of the Campus Journal Website printout.**
- 2. Copies of "Paul: What I Learned in Prison" for each student**
- 3. Posterboard for final exercise.**
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LESSON 1: CAPTURED

LESSON AIM: The student will understand how to accept God's gift of eternal life.

Acts 9 (and referral to Acts 26)

KICK IT OFF: Using the handcuffs or a piece of rope, tie up one student. You can lead the student around some, pretending that he is a prisoner and you are the jailer.

Ask the class, "What can _____ (student's name) not do if he/she is in prison?" (Have the students yell out things.) Ask the "prisoner," "How do you think it would feel if you were really locked up in jail or if you were a slave?" Then ask the class also.

Say, "Did you know that the sin nature (your natural desire to do wrong) that you were all born with is a prison, or is like being in slavery?"

For high school classes, have them read Romans 7:14-25. Then you read it to them – act a little out of breath when you finish (this is a very difficult passage to read and understand) so that they will see that even adults sometimes have difficulty with some Scriptures. Then ask them what they think that Paul is saying in this paragraph. Then help them out. For example: "Even Paul experienced the confusing way that his natural-self fought with his spiritual-self."

STORY TIME: Acts 9: "How did Paul get out of the prison that sin was holding him in? Let's look at how Paul met Jesus.

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BRING IT HOME: Say, “You may be wondering how exactly do I do what Paul did? Let’s look at some scriptures that can help us.”

Have each student look up the following verses. Give them a few seconds to read it for themselves, then you read it to them from your Bible.

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Romans 10:9

Discuss these verses with your class: ask them what the verses mean in their own words (no church answers – see the General Instructions for the definition of a “church answer”).

WRAP IT UP: Close this session very reverently – if any of your students are under conviction of the Holy Spirit we want to preserve that mood and allow Him every available opportunity to work in the heart of those students.

Say, “Let’s close by praying silently. If you have already received this gift of eternal life from God, also known as being saved, I would like for you to quietly think of a person you know who has not been saved and pray for that person right now.”

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ADULT LESSONS

ACTS 9, 16, & 28

Lesson 1: Captured

Lesson 2: A Night in the Dungeon: Paul and Silas in a Philippian Jail

Lesson 3: Time Alone with God: House Arrest in Rome

LESSON 1: CAPTURED

LESSON AIM: The student will understand how to accept God's gift of eternal life.

Acts 9 (and referral to Acts 26)

KICK IT OFF: As they are entering, give everyone a sheet of paper and have them fold it in half, turning it sideways like a book (we'll do this every day). At the top of the first page write "Lesson 1: Captured". Then have everybody draw a person bound like a prisoner. Give them a few minutes and then have them show them around as a kind of icebreaker.

Game: Make sure that everyone has a Bible. Using the concordance and any other study aids that their Bible may have, find as many verses as they can regarding Paul's imprisonment, or his reference to being a prisoner. They can write down the scripture references on the second page of their booklet. Then go around the room and have each person tell what verses they found. If someone else has that verse, then it has to be marked off everyone's list. The person with the most verses at the end wins. Meanwhile you will keep a running list of the verses and look at them at the end of class.

READ FROM THE BOOK: Acts 9, Acts 26:14-18

BRING IT HOME: Have each student look up the following verses. Give them a few seconds to read it for themselves, then you read it aloud.

Romans 3:23

Romans 6:23

Romans 5:8

Romans 10:9

Discuss these verses with your class: ask them what the verses mean in their own words (no church answers – see the General Instructions for the definition of a “church answer”). This is called to “Roman Road”, which is one method of leading someone, from Scripture, to salvation through Jesus Christ.

Begin a discussion about how to effectively win a student (or anyone else) to the Lord. What do they think would make it easier to talk to a student? What have some of their experiences been? Do they have a particular student that they are having a problem with? Someone they want prayer for?

WRAP IT UP: Check out some or all of the verses from the game played earlier. Discuss what is interesting about Paul’s imprisonment.

Close in prayer for the students at the camp and for anyone that was mentioned for pray that needs salvation.