

# Preparing to Teach

## The Holy Spirit and the Followers of Jesus

### Unit Intro

After Jesus ascended into heaven, Jesus' followers received God's gift of the Holy Spirit so Jesus could be with us always, in every time and in every place. In the early church the Holy Spirit filled Peter, Philip, Dorcas, and John--among others--and caused them to do wonderful things in the name of and by the power of Jesus. As we listen to their stories, we can see the gift of the Holy Spirit is for us too. The Spirit can fill our hearts and affect the actions of our own lives as well.

### Prayer for teachers:

Holy Spirit, please fill us so that the words of our mouths and the meditations of our hearts would be pleasing to you. Amen.

### Lessons in this Unit:

Lesson 1. April 23rd: Ascension, *Young Children and Worship*, Acts 1:1-11.

Lesson 2. April 30th: Pentecost, from *Young Children and Worship*, Acts 2

**Lesson 3. May 7th: "Peter, Follower of Jesus, Heals a Lame Man in Jerusalem," *Following Jesus*, Acts 3:1-16**

Lesson 4. May 14th: "Philip, Follower of Jesus, Teaches in Samaria," *Following Jesus*, Acts 8:4-25

Lesson 5. May 21st: "Dorcas, Follower of Jesus, Helps the Poor in Judea," *Following Jesus*, Acts 9:36-42

**May 28th: MEMORIAL DAY WEEKEND/NO KIDS MINISTRY**

Lesson 6. June 4th: "John, Follower of Jesus, Teaches throughout the World," *Following Jesus*, Revelation 21:1-4

### Today's Lesson:

Peter, by the power of the Holy Spirit and the name of Jesus, heals a lame man at the temple.

Today during response in the prayer corner, the kids will be Praying in Color. Take some time before Sunday to familiarize yourself with this practice as it is described below. You can find some examples here: <http://prayingincolor.com/examples>. Consider taking time this week to practice this. Bring in your own prayers in color from home and continue working on it with the kids on Sunday morning. They will be touched by your work.

## Lesson Plan

Peter, Follower of Jesus, Heals a Lame Man in Jerusalem

**Bible Story:** Peter Heals a Lame Man • Acts 3:1-16

**Memory Verse:** John 14:26 “But the Father will send the Friend in my name to help you. The Friend is the Holy Spirit. He will teach you all things. He will remind you of everything I have said to you.”

**Song:** Holy Spirit You are Welcome Here

### Welcome/Getting Ready:

What we need:

*Co-Teacher at door welcoming kids, helping kids to recognize this space as sacred. Co-Teacher with hands out and let kids respond/chose greeting, high five, “knuckles” or a hug.*

*(see options at the door on the wall-CONNECT)*

*Teacher on floor in a circle on the carpet (K-2) or at the table (3-5th), getting kids ready (i.e. helping them prepare their hearts and minds for today’s time together and specifically the story).*

**TEACHER:** Good morning! My name is \_\_\_\_\_.

Welcome the kids by name as they enter the ministry space. Direct their attention to the memory verse. Begin reciting as the first kids arrive. Keep repeating until everyone has arrived.

### UNITE AND DISENGAGE STRESS

**PreK-2nd:**

Read it through the memory verse a few times.

When you hear a word that begins with the letter ‘F’

Clap

Stomp

Snap

Wink

Once everyone has arrived, read it together one more time before proceeding to the story.

**3rd-5th Grade:**

Encourage them to copy the verse down on a piece of paper.

Then, ask them to please: Read through it a few times. Mark the word or phrase that captures your attention most. Pray by telling God what words stuck out to you and listen to anything God

may be trying to teach you.

To those who want to, give time to share their thoughts.

Then, read through the verse one more time together before proceeding to the story.

## **Storytelling:**

**What we need:** light brown felt underlay (approx 2-3' square), 3 male wooden figures (Peter, John, lame man), temple backdrop, crowd of 5-7 wooden figures (men, women, and children)

*I suggest that if kids try to talk to you during the story, you simply put a finger up to your ear to indicate 'listen' and wait for quiet to start again. If a child is persistent, then maybe offer a "no thank you" or remind them that they'll have a turn to talk when you finish the story.*

With minimal eye contact, read/recite the Godly play script below.

*Unroll the light brown underlay and smooth it out in front of you as you say:*

**This is the city of Jerusalem. So many important things happen in Jerusalem that we need a small piece of it to help us tell the stories.**

*Sit back and pause.  
Then say:*

**After Jesus went away, so that he could be with us always, in every time and in every place, Jesus' friends and helpers received God's gift of the Holy Spirit. The Holy Spirit gave them so much love that they could now see the world as Jesus would. They said the wonderful things that Jesus said, and they did the amazing things that Jesus did. They did these things first in Jerusalem.**

*Place the temple at the center near the edge of the underlay that is closest to you.  
Add the crowd of people, facing the Temple, in the center of the underlay as you say:*

**Now Peter and John were going up to the Temple to pray.**

*Present Peter and John. Then move them from your right-hand corner toward the Temple. Stop them near the Temple and say:*

**A man who had never been able to walk was being carried to the gate of the Temple.**

*Present the man lying down on our left hand with your right hand underneath, supporting your left hand. Move your hands, with the man, toward the Temple. Stop and place him on the*

*underlay near the Temple.*

**He sat there every day and begged.**

*Move Peter and John toward the Temple, and when they get to the lame man say:*

**The man called out, "Money. Money."**

*Stop Peter and John.*

**Peter and John looked at him. "Look at us," they said. And he looked. Peter said, "I don't have any money, but I will give you what I have. In the name of Jesus Christ, stand up and walk." He got up.**

*Stand the man up.*

**He began walking...and leaping and praising God.**

*Walk and leap the man around and move him toward the Temple.*

**And he entered the Temple with Peter and John, still praising God.**

*Move them toward the Temple entrance.*

*Motion to the people as you say:*

**The people were filled with wonder and amazement. Then Peter said to them, "We did not heal this man. He was healed by the name of Jesus the Christ, whom you crucified, the one God raised from the dead. By Jesus this man is standing here well. Repent, change the ways you live, and follow the way of the kingdom of God." And about five thousand people did.**

## **WONDERING:**

*While you may choose to use all of the questions, **be sensitive to the Spirit's leading** as you move into this phase. You may find that one or more of the questions seems particularly important to spend time with. Also, it is okay if the children speculate inaccurately. They are processing the story.*

*Teachers can share their wondering as well since building relationship with the children is one of the goals. It may be best for teachers to share after the kids so kids aren't tempted to mimic the teacher.*

**TEACHER:**

*Slowly move the figures to the starting point of the story. As you continue wondering, move the characters to better match the questions.*

- I wonder why the man begs for money? I wonder how he feels about that?
- Peter and John might have seen this man everyday as they entered the temple. I wonder what was different about this day?
- I wonder how the man feels about Peter and John?
- I wonder how this man feels about Jesus the Christ?
- I wonder what the man will do now that he can walk?
- I wonder how the people feel about what Peter said to them?
- I wonder how they feel when they remember that Jesus was crucified?
- I wonder how they feel when they hear that God made Jesus alive again?
- I wonder what they will tell others about Jesus and the kingdom of God?
- I wonder what your favorite part of the story is?

**Additional questions for 3rd-5th graders:**

- I wonder why Peter and John say “Look at us”?
- I wonder what Peter and John learn from the man?
- I wonder how they will change the way they live?
- I wonder what it’s like to follow the way of the kingdom of God?

**TEACHER:** “Will you pray with me? \_\_\_\_\_ Amen.”

*Tell them that over the next few minutes they get to work on something of their choosing as a response to today’s story. Describe what materials or activities are available to them and encourage them to think of how they will respond before they leave the circle. Let each child think about it for a second and then share what they have chosen to do (with the group) before releasing them. Remind the kids that they will have plenty of time to do their work (if they don’t finish something, they can take it home and finish it later or come back to it next week here). Also remind them that they’ll be coming back together for FEAST at the end.*

*At this time, remind children of our commitments. These are our behavioral expectations, which they may be reminded of throughout the morning as needed.*

**Our Commitments:** (see posters on the wall)

*Teacher, remind kids of the following (and unpack any of these as needed):*

*It is “my job to keep you safe, and your job to keep it that way....so we commit to the following....*

Helping hands

Listening ears

Quiet voices

Walking feet

Right to pass

After reviewing the expectations, please dismiss the children to their chosen response.

## **RESPONSE:**

\*During response time you may play the cd with *Holy Spirit You are Welcome Here* in the background.

*Co-Teacher should be responsible for oversight, set up, clean up (i.e. helping kids clean up and get things back where they belong--give kids responsibility) of the response time. When it is about 11:10 you should enter Feast.*

**TEACHER/Co-TEACHER:** During Response, we believe God is present and is accomplishing good work in the hearts of teachers and kids alike. **Wait and watch for the Spirit as you interact with the kids.** Have faith that parts of the story, if not all of it, did catch in their minds and hearts. Have faith the story will stick with them even after they leave this morning.

For the times when their Response work may not seem to connect with the story, first ask probing questions or remark on what you notice about their work. Perhaps they are connecting in a way we would never anticipate! If it appears this is not the case, then please help the kids focus on responding to the story **by asking them how their work helps them remember and/or understand today's story. Alternatively, ask the Spirit to inspire you with thoughts and questions that will connect with the kids and help them along with their response.** (We include a few thoughts to get your started after each Response Activity, but by no means are these exhaustive or meant to be a strict guide.)

**Ultimately, the kids have the right to pass when it comes to responding to the story. They are still required to be respectful of others who are working, but we cannot force a response from them. Faith journeys--for adults and children alike--are rarely efficient and often circuitous.**

All of what is outlined above is meant to keep **relationship** (with God and others) as an important and sacred part of the morning. **Pray and believe God will honor this and is honoring this desire--even when faced with apparent mess and disarray.**

## 1. Touch the Story

**What we need:** storytelling props

1-2 at a time, encourage the kids to retell the story to you or a friend. Instead of being quick to correct, but listen to what they remember--this may be the part of the story that is most important to them.

Encourage them to ask you a Wondering question. Talk about the parts you liked the best.

If it seems appropriate, revisit a few of the Wondering questions.

## 2. Prayer

**What we need:** prayer journals or some blank paper, assortment of colored pencils or markers

(for examples of what the kids could create see: <http://prayingincolor.com/examples>)

Some children are reluctant to pray out loud or it may be difficult for them to focus on prayers. Praying in color is one way to keep hands busy and remove the pressure of praying aloud while talking to God and/or associating colors or designs with requests/praises/musings/etc. Encourage the process. Avoid praising the finished product. Be sure to participate and model this for the children. Have fun!

1. Think of a what you would like to talk to God about. (person, situation, thing, etc.)
2. Does the subject of your prayer remind you of a shape? Draw it and write a word or two (or draw a picture of it) in the shape. A color? Select that color and write a word or two of the prayer--just enough to remind you of what you want to talk to God about--in the center of the page.
3. Continue to pray as you create. Add more shapes or color to the page. As you decorate and doodle out from the center, continue to talk to God about whatever is at the center.

This may be a new practice for some of the kids. Encourage them to try it out with you.

**This activity could easily take up the whole of response time.**

## 3. Recreate

**What we need:** copies of the temple printed on copy paper, full sheets of light brown construction paper, smaller pieces of colorful construction paper, scissors, crayons/colored pencils, glue

Encourage the kids to create something that reminds them of the part of the story that was most important to them.

**Alternative for 3rd-5th graders:**

**What we need:** a bag of Skinny Pop (teachers may or may not use this)

**This discussion may be enhanced with food. Teachers, use your discretion about if/when in the morning this conversation takes place. You can add in grapes too and discuss this during Feast (leave extra time). If you think it would be better to have this conversation with popcorn first and then break up for silent reflection as they Pray in Color, then you have the freedom to switch up the order of the morning. Do what it takes to help the kids see the real implications of this story--and their place in it. Pray the Spirit would lead you and empower you to engage their hearts with God and they way of the Kingdom.**

What if the lame man had not been healed? What if Peter and John had befriended the man instead of healing him. What do you think would have happened next? (Encourage them to be honest. This is a judgement-free zone. Adults, bravely and honestly share your true heart and past experiences to model this for them.)

If they struggle to imagine possible outcomes, ask more questions like:

Do you think it would change the way Peter/John think about people who have different ability levels than them? If so, how?

Do you think it would change how other people in the temple view those who have different ability levels from them? If so, how?

If the man was still unable to walk, but had more friends, what could be different for him?

If the man was still unable to walk, but had more friends, what could be different for his friends?

I wonder why healing was the way that the power of Jesus' name was shown? I wonder how else the people would have understood?

Is the Spirit's work most powerful in obvious or subtle ways?

#### **4. Art/Movement/Explore**

**What we need:** a blanket or towel for the lame to rest upon, large pieces of fabric to drape on "Peter" and "John"

Encourage the kids to recreate the story with the props, themselves, and their imagination. (Peter and John do not have to be male--let them think about/discuss this if someone protests.) Notice what parts of the story they include (and forget). Allow different people to narrate the story. See how much they can remember before reading the script from the lesson.

Take care to encourage the kids to work together, take turns, and encourage each other with kind words and actions.

**"It is time to prepare for the feast! Please put your work in a safe place and clean up your work space."**

### **FEAST:**

**\*\*\*Please use "Feast" language (not "snack time") during this section of the lesson and remind children why we feast together (you may even ask them why we have feast and what our feast together helps us remember). Feast is a time to engage in relationship**

**building and fellowship around something to eat--in “communion” with one another. It should bring us back to the day’s story and God, but also into deeper community with one another.\*\*\***

**What you need:** grapes, hand sanitizer, napkins

*Invite kids to circle up again on the carpet with Teacher and Co-Teacher.  
Have everyone use hand sanitizer. Pass out napkins and the grapes.  
Welcome them to the Feast.*

*Engage in discussion with the kids. This is a time for relationship building.  
Go around the circle and let kids all have a chance to respond.*

Possible discussion questions:

[Name of child], I noticed you made \_\_\_\_\_. What did that mean? Why, etc.?

Who else would like to share their work with us?

(Teacher can share his/her response as well.)

-What are you looking forward to this week?

*Give each child an opportunity to share their work during the Feast  
and ask them how their work connects them to the story. Feel free  
to use any unused wondering questions (from the above “wondering” section  
if you’re looking for more conversation starters.)*

## **BLESSING:**

**What You Need:** Parent Cue sheets at the door, anything children worked on that they want to take home

**Co-Teacher, help dismiss kids from the circle. Teacher, keep kids in FEAST mode until their parents arrive. Bless them as they leave saying:**

***[Child’s name], God sent the gift of the Holy Spirit for you!***