

YEAR C | QUARTER 2

6

Too Good Not to Share

Service

We follow Jesus by serving others.

POWER TEXT

"With the help of our God we dared to tell you his gospel in the face of strong opposition" (1 Thessalonians 2:2).

KEY REFERENCES

- Acts 14:1-7
- *The Acts of the Apostles,* chap. 18, pp. 177-179
- *The SDA Bible Commentary,* vol. 6, pp. 295, 296
- *The Bible Story* (1994), vol. 10, pp. 69-75
- student story on page 72 of this guide

OUR BELIEFS

- No. 11, Growing in Christ
- No. 17, Spiritual Gifts and Ministries
- No. 12, The Church

OBJECTIVES

The students will:

- **Know** that their commitment to service doesn't diminish when they encounter opposition.
- **Feel** empowered by God to speak up for Him even in the face of prejudice.
- **Respond** by serving their neighbors and helping to break down the walls of prejudice against Christianity.

POWERPOINT

We follow Jesus when we serve others in spite of obstacles.

The Bible Lesson at a Glance

Paul and Barnabas preach the good news about Jesus in Iconium on their first missionary journey. They preach so effectively that both Jews and Gentiles believe. But some Jews oppose their teachings and create a plot to stop them. When friends in Iconium learn of the plot to kill them, they tell Paul and Barnabas to leave their city. Paul and Barnabas listen to their friends and leave Iconium.

This is a lesson about service.

Often when we seek to serve those around us we will encounter opposition and prejudice from others. God has promised to equip us to accomplish what He has called us to do. We can continue to follow God and serve others in spite of opposition and prejudice.

Teacher Enrichment

"The apostles, however, were not turned aside from their mission, for many were accepting the gospel of Christ. In the face of opposition, envy, and prejudice they went on with their work, 'speaking boldly in the Lord,' and God 'gave testimony unto the word of His grace, and granted signs and wonders to be done by their hands.' These evidences of divine approval had a powerful influence on those whose minds were open to conviction, and converts to the gospel multiplied" (*The Acts of the Apostles,* p. 177).

"In every age and in every land, God's messengers have been called upon to meet bitter opposition from those who deliberately chose to reject the light of heaven. Often, by misrepresentation and falsehood, the enemies of the gospel have seemingly triumphed, closing the doors by which God's messengers might gain access to the people. But these doors cannot remain forever closed, and often, as God's servants have returned after a time to resume their labors, the Lord has wrought mightily in their behalf, enabling them to establish memorials to the glory of His name" (*The Acts of the Apostles,* p. 179).

What opposition or prejudice am I facing in my life? How will I serve God in spite of this difficulty? How has God revealed His approval of my efforts? In my prayer time, when do I remember to thank Him for His constant presence in my life?

Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson.

Ask: **What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?** Invite students to share their experiences and/or the handiworks they created for Sabbath School during the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

Have students begin the Readiness Activity of your choice. »

Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
Welcome	Ongoing	Greet students at door. Ask about their week.	
1 Readiness	10-15	*A. Balance Barriers* *B. Do You Get It?* *C. In Guarded Condition*	Bibles, coins
* Prayer and Praise	15-20	See page 67. Prayer and Praise may be used at any time during the program.	songbooks, serving tray, world map, pushpins
2 Bible Lesson	15-20	Introducing the Bible Story Experiencing the Story Exploring the Bible	 Bibles, New Testament map, white/chalkboard, markers/chalk Bibles
3 Applying the Lesson	10-15	*Pair/Share Scenario*	Bibles
4 Sharing the Lesson	10-15	*Stamp Out Prejudice* *Pair/Share*	paper, art supplies, index cards
* Closing		A. Prayer and Closing Comments B. Reminder to Parents C. Coming Up Next Week	

1

READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

A

YOU NEED:
- ☐ Bibles
- ☐ coins

Balance Barriers

Have a volunteer stand with their heels against the wall. Place a coin on the floor about 18 inches (0.5 meters) in front of their toes. Instruct them to bend over, pick up the coin, and stand back up without losing their balance. Let several students try to do this, working together in pairs.

Debriefing

Ask: **What made this exercise difficult?** (You couldn't do it without losing your balance.) **What made it possible?** (Having another person to help keep balance.) Say: **Our lesson this week is about two people doing something that was difficult to do. Let's find and read 1 Thessalonians 2:2, our power text, together.** Give them time to find the text and read it with you. Ask: **According to this verse, who helped them "keep balance" and accomplish their task?** (God) **Our power point is:**

We follow Jesus when we serve others in spite of obstacles.

Accommodation for students with special needs: Consider involving the students with special needs in observing, discussion, answering questions, if they cannot participate physically in the activity.

B

Do You Get It?

(Practice ahead and/or adapt as necessary.) Select one class member before class begins and tell them the object of this game. Say to the class: **Watch me and listen carefully. When you think that you can do exactly as I do, raise your hand, and I will let you try.** Begin by clearing your throat. Then clap your hands using a rhythmic pattern. **Who thinks they can do it?** Let someone try to imitate you. If they do not begin by clearing their throat, say: **I'm sorry. You don't get it.** Ask the student you selected to demonstrate how to do it for the class. Then demonstrate it again yourself. Let another volunteer try to do it. Repeat the activity until several students catch on. Tell everyone what the "secret" was (clearing their throat first).

Debriefing

Ask: **What did you think when you didn't get it?** (It was too hard; there was some trick to it.) **How did you feel when you caught on?** (relieved, happy) **What did you think of the people who got it before you did?** (happy for them, jealous) **Today our lesson is about a group of people who didn't get it because they didn't want to. They were prejudiced and wanted to stay that way. Paul and Barnabas learned that following Jesus means serving others in spite of obstacles like prejudice. They said,**

"With the help of our God we dared to tell you his gospel in the face of strong opposition" (1 Thessalonians 2:2).

We follow Jesus when we serve others in spite of obstacles.

C

In Guarded Condition

Create a place in your classroom to designate as a gate (perhaps with two chairs). Choose two students to stand beside and guard the gate. Before this activity agree on a prejudice for each "guard," such as they won't let students go through unless they are wearing white/red/blue; they won't let them go through if they were born in the summer; they won't let them go through if they are wearing slacks/a dress/a sari, etc. Each "guard" should have a different prejudice. The "guards" do not have to explain their reasons.

To the rest of the class, say: **I want you to imagine you are in a castle. This is the gate out. To leave the castle you must ask one of the guards. If you don't succeed with one guard you may ask another. Each of you is to leave the castle through the gate and form a circle on the other side.**

After all who are going to be allowed through have formed the circle on the other side, ask the others to join you there, including the guards.

Debriefing

Ask: **How did it feel when you were refused permission to go through the gate for no apparent reason?** Ask the guards to explain their reasons. **What did you do to try to make it to the other side? What could you do in real life if you were kept from accomplishing a mission because of prejudice?**

Say: **Let's read our power text in 1 Thessalonians 2:2 together.** Give students time to find and read the verse with you. **Prejudice is usually as senseless as the guards' reasons for not letting you out. In our lesson today we are going to hear how Paul and Barnabas fulfilled their mission in spite of prejudice. Our power point is:**

We follow Jesus when we serve others in spite of obstacles.

Accommodation for students with special needs:
If there are any students with disabilities ask them to be the guards. This way they will feel valuable participants in the activity.

Prayer and Praise

Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

Suggested Songs

"I Shall Not Be Moved" (*He Is Our Song,* no. 78)
"Take These Hands" (*He Is Our Song,* no. 127)
"Make Me a Servant" (*He Is Our Song,* no. 126)
"Be Bold, Be Strong" (*Praise Time,* no. 34)

Mission

YOU NEED:
- ☐ world map and push pins

Use Adventist *Mission* for youth and adults (go to www.juniorpowerpoints.org and click on MISSION) or another mission report available to you. For the mission story, have a map of the world where the students can identify the location of the mission story and compare it to where they are. You could use pushpins to mark where the mission story takes place.

Offering

YOU NEED:
- ☐ serving tray

To collect the offering this month, use a serving tray (one with edges or a rim so that the money doesn't slide off). Say: **Our offerings are one way we can serve God. The money we give helps others learn about Him.**

Prayer

Take prayer requests. For each request, ask for a volunteer to pray specifically for that request. When all volunteers have prayed aloud, close the season of prayer by thanking God for hearing and answering in the way He knows is best.

*Prayer and Praise may be used at any time during the program.

2

BIBLE LESSON

Introducing the Bible Story

Ask: **Think of a time when you met someone you felt was prejudiced against you. How did you feel? What did you do about it? How did that person respond?** Say: **Paul and Barnabas met prejudice when they tried to spread the good news of Jesus. But instead of being discouraged by this obstacle, they continued their work because they knew that they were serving Jesus.**

We follow Jesus when we serve others in spite of obstacles.

YOU NEED:

- ☐ Bibles
- ☐ New Testament map
- ☐ white/chalkboard
- ☐ markers/chalk

Experiencing the Story

Ask the students to imagine that they are Paul and Barnabas in Iconium as you or student volunteers read Acts 14:1-7. After each verse, pause to ask the following questions. You might want to appoint a scribe to list sensory details from the story.

Verse 1: **Locate Iconium on our Bible map. Where do you go upon reaching Iconium?** (the synagogue) **What do you see?** (a Torah scroll in the synagogue, altar, priests/teachers, people being healed, etc.) **hear?** (the sound of your voice telling the story of Jesus and speaking boldly, people responding and praising God, etc.) **smell?** (candles, incense, etc.) **taste?** (your salty lips, water) **touch?** (the sick, children) **What happens as a result of your effective speaking?** (A great number of Jews and Gentiles believe.)

Verse 2: **Who doesn't like what you are doing?** (Jews who refuse to believe) **What do you see?** (people whispering and giving you angry looks) **hear?** (whispering, discontented voices) **smell?** (incense) **taste?** (dry mouth) **touch?** (Paul or Barnabas tapping each other to point out what is happening)

Verse 3: **What do you see?** (crowds gathering around, angry or happy faces) **hear?** (pleas for help) **smell?** (incense) **touch?** (the sick, lame, blind, demon-possessed, mentally ill, lepers, children) **taste?** (bread, fruits, juice for their meals) **What do you do in spite of this opposition?** (spend considerable time there; speak boldly for the Lord) **Following Jesus means serving others in spite of obstacles. How does God confirm your message?** (by enabling you to do miracles)

Verse 4: **What do you see?** (people who don't usually associate with each other talking) **hear?** (rumors) **smell?** (street smells) **taste?** (food prepared by those who love you) **touch?** (tension in the air, hands of believers) **What are the two sides?** (for you—Jews and Gentiles; against you—Jews and Gentiles) **What is significant about the fact that there are both Jews and Gentiles for and against you?** (It shows that people with cultural, religious, racial, gender, and ethnic prejudices can work together for a common goal whether it is positive or negative.)

Verse 5: **What is the plot?** (to mistreat and stone you) **Why are these people willing to use violence against you?** (because it would silence you once and for all) **What do you see?** (concerned faces of the believers) **hear?** (anxious voices) **smell?** (food cooking at the home where you are staying) **taste?** (dryness of your mouth as you hear the news, food prepared for you) **touch?** (hands and clothing of the brethren and each other as you pray)

Verse 6: **What do you do when you find out about the plot?** (flee) **What do you see?** (the brethren's goodbye waves; not much, probably leaving at night: stars, moon, shadows) **hear?** (sound of your own breathing as you run) **smell?** (dusty road, your perspiration) **taste?** (your own blood if you get pierced with a thorn or bite the inside of your mouth; sweat running down your face; warm water; stale bread) **touch?** (trees, rocks, grass, belongings) **Where do you go?** (Lystra and Derbe in Lycaonia)

Verse 7: **You've arrived safely in Lycaonia. What do you see? hear? smell? taste? touch?** (See answers for verse 1.) **How does running away turn out to be a good thing?** (You are still alive to take the message of Jesus to those living in Lystra and Derbe.)

3

APPLYING THE LESSON

YOU NEED:
- ☐ Bibles

Exploring the Bible

Divide the students into three groups.
Assign each group one of the following passages to read together. Tell them they should choose someone to summarize what their passage is about.

Romans 8:28, 35-39 (all things work together for good; trouble, hardship, persecution, famine, nakedness, danger, sword; nothing separates us from the love of God)

Revelation 2:7; 3:5, 12, 21 (eat from tree of life in Paradise; name in book of life; become a pillar in the temple; overcome as I overcame; sit with Father on the throne)

Matthew 20:20-28 (a disciples' mother's request; we serve because Jesus came to serve)

Have each group report.

Debriefing

Ask: **According to the verses we just read, what kinds of obstacles will Christians face? What promises are given to those who overcome obstacles? Why is overcoming obstacles important in service?** (Jesus overcame, and we are called to do the same.) **Our power text this week is:**

"With the help of our God we dared to tell you his gospel in the face of strong opposition" (1 Thessalonians 2:2).

Accommodation for students with special needs:
Use the Bibles with tabs to help students who don't know all the books of the Bible to become familarized with them.

YOU NEED:
- ☐ Bibles

Pair/Share

Have students, in pairs, share a situation in which juniors are called to follow Jesus when obstacles are present.

Scenario

Read the following scenario to your students, or read the introduction and have three volunteers act out the parts of Biko, Boy 1, and Boy 2.

Biko has just moved to a new neighborhood. He goes to a neighborhood park and shoots baskets with his basketball. After some time, two boys join him. They shoot together for several minutes.

Boy 1: **You're pretty good, man**.

Biko: **Thanks.**

Boy 2: **We have a scrimmage game this weekend. Want to come?**

Biko: **Sure. When?**

Boy 1: **Saturday morning.**

Biko: **Sorry. I choose not to play on Saturday.**

Boy 2: **Why not?**

Biko: **It's the Sabbath day.**

Boy 1: **Huh?**

Biko tries to explain himself, but the boys aren't interested. Boy 2 tosses the basketball back to Biko, laughs at him, then shouts to Boy 1, "What a weirdo! Let's get out of here."

Debriefing

Ask: **How do you think Biko feels?** (sad, anxious, embarrassed, frustrated) **What advice would you give him?** (Try to set up a time to shoot baskets with them again; continue to be friendly toward them.) **Have you ever felt like this or been in a similar situation?** (Allow time for the students to share.) **What did you do in that situation? What could you do another time? What is our power point for today's lesson?**

We follow Jesus when we serve others in spite of obstacles.

4

SHARING THE LESSON

YOU NEED:
- ☐ paper
- ☐ art supplies
- ☐ index cards

Stamp Out Prejudice

Ask the students to brainstorm ways that people show prejudice toward others (leave them out of events, talk negatively about them, use violence against them, etc.). Brainstorm for ways people can help stop prejudice (accept others, include others, look for areas shared in common, etc.). Ask: **Can you think of a time you were prejudiced against someone? How?** Using art supplies, have the students make an advertisement that fosters acceptance (e.g., the word "prejudice" inside a circle with a line drawn diagonally through it).

Pair/Share

On each index card list a different thing people are prejudiced about: gender, athletic ability, amount of money, looks, etc. Give each pair of students a card. Have them brainstorm ways to combat that form of prejudice, and then share with the group.

Debriefing

Summarize ways of combating prejudice and encourage each student to commit to trying to break down prejudice wherever they meet it. Say: **Remember our power text and our power point.**

"With the help of our God we dared to tell you his gospel in the face of strong opposition" (1 Thessalonians 2:2).

We follow Jesus when we serve others in spite of obstacles.

Closing

Prayer and closing comments:

Close with a prayer of request, asking God to help each person to find ways to break down prejudice and serve others in spite of the obstacles they may face.

Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at www.juniorpowerpoints.org/podcast.php ?channel=1.**

Coming up next week:

Say: **Paul and Barnabas tell the people it is God who works miracles. In all things we should give God all the glory.**

Notes

Student lesson

Too Good Not to Share

Have you ever tried to explain your belief in God to someone else? When? Have you ever felt embarrassed or frightened because you were a Christian? How can you follow Jesus and serve others in spite of the prejudice they may have toward you? A story from Paul's missionary journeys helps explain how the followers of Jesus may deal with challenges.

Two weary-looking men trudged toward Iconium as the sun was setting. "We had to shake the dust off of our feet as we came to the last city," said one of the travelers, smiling, "but it looks like my feet are all dusty again." He looked at his companion, hoping that a little humor would bring a smile. Their trek east over the mountains from Antioch had been a tiring one.

Paul looked up as if he had just now realized he wasn't alone. Paul was often like that, so intense he almost lost contact with the people around him. "But the believers we did leave in Antioch were so full of joy. I would go through all the hassle again just to see the looks on the faces of those who believed what we told them about the Messiah. Do you remember their joy when they realized that through Jesus, God could be right with them all the time?" Barnabas nodded in agreement.

"Well, we're almost to Iconium," said Barnabas, looking around as they headed through the small merchant stalls on the outskirts of the town. "Let's ask for directions to the Jewish synagogue." They had agreed that they would begin their work in this Greek town exactly the same way they had in the larger Roman colony of Antioch. They would preach first at the synagogue, where Jews and even Gentiles were looking for the coming of the Messiah.

The synagogue worshippers were pleased to have visitors who had come from Jerusalem with messages to share. Once in a while visitors came from Jerusalem with news for the Jewish communities spread throughout these Greek hills. Often they came only to collect the tithes and offerings to be taken back to Jerusalem. Any such visitors were always welcomed. And so were Paul and Barnabas. The first Sabbath that they were there they began sharing their good news about the Messiah.

For a time all went well. Paul preached in the synagogue several times a week. Paul and Barnabas visited Jews and Gentiles alike in their homes and at their places of business. Wherever people were interested in hearing about Jesus, Paul and Barnabas shared. But not everyone at the synagogue, nor everyone in every home or every business, felt the same way about their message. As when friends and families disagree about something important, the Jews began to argue with one another concerning Paul and Barnabas.

Many of the Jewish leaders did not believe that this wonderful message about the Messiah was true. Some of them were jealous that so many people were listening to Paul and accepting the good news. They were especially furious when God blessed the work of Paul and Barnabas with miracles to show that He was with them. The Jewish leaders who opposed the teaching about Jesus convinced many Gentiles to reject this message as well. They wanted the town officials to tell Paul and Barnabas to stop sharing the message about Jesus and leave. Then things could go back to the way they had been. The synagogue leaders could be in charge again.

When the town authorities questioned Paul and Barnabas, or any of their followers, they found that their answers were clear and sensible. They couldn't press any charges. So many of the new believers were becoming good and orderly citizens. How could the authorities deny that? In fact, the more jealous people tried to point out what was wrong with the new message, the more people believed in it.

Finally the Jewish leaders who were so jealous and angry decided to do something about the situation themselves. They got an ignorant noisy mob who didn't really understand what was going on and created a huge riot. They hoped it would end in the death of Paul and Barnabas. They hoped Paul and Barnabas would not have another chance to defend themselves before the authorities.

Friends of the two messengers found out about the plot. They hurried to tell Paul and Barnabas. "Don't run the risk of getting hurt by this mob," they warned. "The message you have to share about the Messiah is too wonderful. Leave for a while so you can come back and teach us later."

Paul and Barnabas did as their friends suggested. They left before the angry mob could stone them. But they would be back. The news about Jesus was too wonderful to keep to themselves.

KEY REFERENCES

- Acts 14:1-7
- *The Acts of the Apostles,* chap. 18, pp. 177-179
- *The SDA Bible Commentary,* vol. 6, pp. 295, 296
- *The Bible Story* (1994), vol. 10, pp. 69-75 ("Mistaken for Gods")
- Our Beliefs, nos. 11, 17, 12

POWER TEXT

"With the help of our God we dared to tell you his gospel in the face of strong opposition" (1 Thessalonians 2:2).

POWER POINT

We follow Jesus when we serve others in spite of obstacles.







Sabbath

DO Do this week's activity on page 47.

Sunday

READ Read 1 Chronicles 29:11 and this week's story, "Too Good Not to Share."

LOCATE Locate Iconium on a map in your Bible.

LEARN Begin to learn the power text, 1 Thessalonians 2:2.

PRAY Pray that God will give you the wisdom to serve those who are prejudiced against Jesus' teachings.

Monday

READ Read Acts 1:8 and Acts 14:1.

EXPLAIN Explain how Acts 14:1 fulfills the prophecy of Acts 1:8.

THINK Why did Paul and Barnabas go to the Jewish synagogue in Iconium? Why is the phrase "as usual" used in verse 1?

PRAY Pray that God will use your "usual" worship habits to witness silently for Him.

Tuesday

READ Read Acts 14:2.

THINK How do you think Paul and Barnabas felt when opposition against them arose?

IMAGINE Imagine what Paul might have said to his fellow Jews who followed him from city to city to persecute him.

WRITE Under a parent's supervision, type "religious persecution" in an Internet search engine. See what you learn.

PRAY Pray for people in countries where they are persecuted for preaching about Jesus.

Wednesday

READ Read Acts 14:3; 19:11, 12; and John 4:48.

NOTICE What was the purpose of using miraculous signs and wonders?

COMPARE Read Acts 5:15, 16. In your Bible study journal, compare Paul and Peter.

PRAY Pray that your God-inspired acts will draw attention to Him.

Thursday

SKIM Skim Acts 13 and 14.

IDENTIFY Identify the people who persecuted Paul in all other cities.

RESEARCH Use a New Testament map to calculate how far the Jews from Antioch traveled to follow Paul to Iconium and Lystra.

PRAY Pray for those who persecute others.

Friday

READ For family worship, read Acts 14:1-7 and *The Acts of the Apostles,* p. 179.

DO Have someone stand with their heels against the wall. Place a coin on the floor 18 inches (0.5 meter) in front of their feet. Tell them to bend over, pick up the coin, and stand up without falling. Next do it in pairs. Discuss what made this exercise hard or easy.

COMMIT Make a commitment to serve God in spite of obstacles you encounter.

PRAY Thank God for friends and family who support you.