Using this Resource

This programme is designed to be adaptable. It can be used for a mixed 3-11s group or more age-specific groups.

Text in blue is generally applicable to younger children (3-7 years); green text is aimed at older children (7-11 years); and black text is applicable to all age groups, at the leader’s discretion.

Leaders are encouraged to engage with the study material in a devotional manner, seeking to apply God’s word to their own lives before attempting to teach others. We trust that you will be blessed as you do that. We also hope that once you have done that, your application of God’s word to the children you teach will be more deliberate and relevant.

Craft Symbols

We make use of the following symbols for the craft activities:

- ☐ Apply glue here
- → Cut along this solid line
- □ Cut out this shaded area
- ⊗ Fold outwards along this dashed line
- ☐ Fold inwards along this dashed line
- ✔ Staple here

Using Toilet Rolls and Egg Boxes

Some of the craft ideas in this resource suggest the use of either cardboard toilet roll tubes or egg boxes. If you use either of these they should be cleansed by placing them in a microwave on full power for ten seconds. This reduces the risk of disease from toilet rolls and traces of salmonella from egg boxes.

Suggested Session Outline

- Review
  Review the previous lesson using the questions provided as well as any of the visual aids that were used for the previous lesson. This is helpful for children who may have missed that session.

- Introductory Idea
  Introduces this week’s lesson.
  Pose the questions at the end of the Introductory Idea. This gives children something to look out for in the lesson and helps their concentration. These get answered later in the session.

- Teaching Plan
  The core of the session.
  The action of the Bible text is told as a story for younger children and explained. Or the Bible text is taught as a simple Bible study for older children.

- Game Idea
  Not essential.
  Reinforces the lesson aim in a fun way and provides a way of displacing energy!

  Review the questions posed in the Introductory Idea.

- Discuss and Apply
  Not to be missed!
  This is where the children can be quizzed on the content and meaning of the Bible story. Questions and discussion are needed to apply this Bible story to the children’s everyday lives. They should do most of the talking.

- Prayer Idea
  Use the prayer idea or just encourage each child to pray about an aspect of the lesson.

- Activity
  An opportunity to reinforce the lesson. For younger children, Activity A or B will be suitable. For older children, Activity C or D can be used to facilitate the Teaching or the Discuss and Apply section – some children prefer a lively discussion to completing written answers.

- Memory Verse
  A fun way of remembering the key verse for the series.
Crispus and Titus Justus

Text: Acts 18:1-17
Big Idea: The Jews in Corinth opposed Paul and the gospel, but he stayed there anyway because God had promised to save many people.
Aim: To teach that God has chosen people to believe and be saved, so we must keep telling everyone about Jesus despite discouragements.

Lesson Language
English

Series Outline

Crispus and Titus Justus
Acts 18:1-17
To teach that God has chosen people to believe and be saved, so we must keep telling everyone about Jesus despite discouragements.

The Sons of Sceva
Acts 19:8-20
To teach that God is powerful in bringing people to repentance and faith in Jesus.

Felix
Acts 24:1-27
To teach that we must continue to faithfully tell people the good news about Jesus even when we are treated unfairly.

Festus and Agrippa
Acts 25-26
To teach that our personal story about how Jesus has changed us is a powerful way to share the good news with others.

Sailors and Soldiers
Acts 27:1-28:1
The teach that God will preserve the lives of his people until their work for him is done.

Jews and Gentiles
Acts 28:11-31
To teach that God works in all circumstances – no matter how difficult or unexpected – to create opportunities for his people to share the gospel.

Reflect

- Have you ever felt discouraged by opposition or a lack of progress in your ministry or witness? Are you ever tempted to give up or move on?
- What motivated Paul to stay in Corinth despite opposition? How does knowing that God has chosen certain people to be saved help you to keep going in your ministry and evangelism?
- Give thanks to God that he has already chosen those who are his. Ask that he would help you to faithfully continue the work of telling others about Jesus – especially when it’s hard.
Series Intro Idea

Meet Me. Before the lesson gather a list of pictures of different people that the children might have met personally, e.g. their headmaster, a celebrity, the Queen, a pen-pal.

Show them the pictures one at a time – have any of the children had an encounter with (or met) one of these people? When did this happen? How did they feel? What did they talk about?

This series of lessons is about different people who met the Apostle Paul. For some of them, it changed their lives forever.

Introductory Idea - Option 1

Net Listening! Before the lesson draft a list of a few topics such as favourite foods; favourite games/sports; what you did at the weekend, etc. Choose a topic and a keyword that the children must listen out for e.g. banana, tree, dog, a person’s name. Start a timer for thirty seconds and use that time to talk about your chosen topic. You will need to try to slip the keyword into your speech before the thirty seconds are up, without being too obvious. If the children notice your keyword, they must shout ‘Stop!’ over the top of you when they hear it.

Play a few more rounds of the game; you could even invite one or two of the children to have a go at speaking. In today’s true story from the Bible, Paul tried to talk to some Jews in Corinth, but when they heard about Jesus, they stopped listening and wanted to stop Paul from speaking. [Use the Bridge Questions below to create a link with the lesson.]

Introductory Idea - Option 2

Reasons to Leave. Before the lesson draft a list of ten places the children might visit and one reason why they might decide to leave each of them e.g. school – because there were no teachers; a café – because the food was bad; a bus – because it broke down; a holiday destination – because it rained all the time. With younger children, you will need a picture for each of the destinations and reasons to leave.

Place the pictures/descriptions of the destinations in a column on one side of a board/wall and the reasons on the other side. The children must try to match up the destinations with the reasons to leave that place. You could make some wrong suggestions too e.g. a café – because it rained all the time.

In today’s true story from the Bible, Paul had a big reason to leave the city of Corinth – the Jews wouldn’t listen when he tried to speak about Jesus, but he stayed there anyway. [Use the Bridge Questions below to create a link with the lesson.]

Bridge Questions

The children must listen carefully to today’s true story from the Bible to discover the answers to the following questions:

- What did the Jews in Corinth do to Paul? [Opposed him, became abusive and attacked him (18:6, 12)]
- What did God tell him to do? [Not to be afraid, but to keep speaking (18:9)]
- How long did Paul stay in Corinth? [A year and a half (18:11)]

Teaching Plan

This story can be divided into four scenes:

1. Paul’s preaching and the Jews’ opposition (18:1-6)
2. Paul and Titius Justus (18:7-8)
3. God’s encouragement and Paul’s perseverance (18:9-11)
4. Paul and Gallio (18:12-17)

Use the Visual Aids provided in the Media section of this webpage, moving them around as you outline the story in your own words. Be sure to include the main points of Paul’s preaching; the Jews’ opposition; the encouragement of Crispus’ conversion and God’s promise; and the meeting with Gallio that proved God’s words to be true.

Place the synagogue and Titius Justus’ house next to each other on a board or wall and then place Gallio a short distance away. Move Paul between the locations as you tell the story. Add Crispus and his family when Paul goes to Titius Justus’ house. When you get to Paul’s vision (between Crispus/Titus Justus’ house and Gallio) add the speech bubble from heaven above Paul. Finally, move Paul on to Gallio and then back to Titius Justus’ house before talking about how Paul stayed there for a long time despite opposition.

Finish by talking about how God protected Paul during his time in Corinth. The inclusion of Sosthenes’ punishment at the end highlights the fact that no harm came to Paul while he preached the gospel there. He was not violently chased away as he had been in other cities, and even the Roman proconsul was not particularly concerned by what Paul had said or done.

For older children – outline the main flow of the story as described above. You could get the children to add and move the pictures around as you read the passage from the Bible. Alternatively, you could divide the group into two or three smaller groups; give each of them a set of pictures so that they can create their own storyboard/comic strip of the events. You will need to give each group four copies of the Paul picture – one for each scene.

You could then use some of the following questions to help them think about the passage in more detail:

- What did Paul do when he first arrived in Corinth? (18:4-5)
- What did the Jews think of his message? (18:6)
- How did the Jews cause trouble for Paul? What did they do? (18:6, 12, 17)
- How did God encourage Paul to keep going? Why was it important that Paul should stay and keep preaching? (18:9-10)
- Did God keep his promise to Paul? How? (18:14-17)
- How did other people respond to Paul’s message? (18:7-8) How long did Paul stay in Corinth? (18:11)

Game Idea – Option 1

For younger children – Don’t Despair! Have the children sit in a circle on the floor and place a pile of wooden building blocks in the middle. They must try to build a tower as high as they can by taking it in turns to each place one block on top of another. As each child lays a block, they say one word of the sentence, “Paul kept telling people about Jesus.” On the last word of the sentence, you must knock their tower down.
Play at least two more rounds of the game, building up the tower and knocking it down. When they start to get frustrated, encourage the children to have one more go – don’t knock the tower over this time!

Remind them that in today’s true story from the Bible, Paul kept telling people about Jesus, but they wouldn’t listen. The Jews made it hard for him to continue sharing the good news. They caused trouble and even tried to get him arrested, but one night God promised to protect Paul and encouraged him to keep going because God knew that some people in the city would listen and believe in Jesus.

How did the children feel when they kept knocking on certain doors that wouldn’t open? How did they feel when they knocked once, and it did open? Was it possible to know how many times to knock? Explain that there was no way to know; they simply had to persevere. When Paul preached the gospel in the synagogue, the people were not open to hearing the truth. Later one of them did believe, and many others who were not Jews also believed until there was an entire church of believers in Corinth! Paul needed to be encouraged by God to stay in Corinth and keep preaching.

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**Game Idea - Option 2**

**Perseverance.** Divide the group into two teams and have them line up at one end of the room. Place one bucket beside the first child in each team and one bucket opposite each team at the other end of the room. Fill the buckets next to each child with envelopes or pieces of paper with ‘good news’ written on them, one for every child in each team.

The first child in each team must run with the good news to the bucket opposite their team, drop their envelope/piece of paper into the bucket and run to the back of their team’s line. Continue the race in this way until most of the children have had their turn to run and then collect the contents of the buckets opposite the children and put the good news back into the buckets next to them. Get the children to keep filling up the new empty buckets with the good news as before. Do this once or twice more and then, when they start to get frustrated, encourage them to persevere and have one more go. Don’t empty their buckets this time!

How did the children feel when you emptied the buckets? Did they find it hard to keep going afterwards? Did any of them want to give up? Remind them that in today’s true story from the Bible, Paul kept telling people about Jesus, but they wouldn’t listen. The Jews made it hard for him to continue sharing the good news. They caused trouble and even tried to get him arrested, but one night God promised to protect Paul and encouraged him to keep going because God knew that some people in the city would listen and believe in Jesus.

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**Game Idea - Option 3**

**For older children – Knocking Doors.** Before the lesson print two copies of Game Idea 3a from the Media section of this webpage onto paper or card and cut along the bold lines. Print one copy of Game Idea 3b onto paper, but don’t let the children see this page at any point in the game!

Arrange the doors in a four by four grid on a large board/sheet of card/wall. Label the rows from 1 to 4 and the columns from A to D.

Divide the group into teams. The teams take it in turns to choose a door to ‘knock’ on. Once they have chosen a door (e.g. A-3 or B-1) check your corresponding grid on the Game Idea 3a page. If the number on the matching door on the grid is 4 then they can take that door. If it has a number higher than 1 that door remains closed and will need to be knocked again.

Keep track of which doors have been knocked on and how many times by marking the checkboxes on your page. A group can only take a door once their knock brings the total to the same number as that on the grid. If a team manages to open a door, they can have another go. The team with the most doors at the end of the game wins.

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**Discuss and Apply**

It’s impossible to know who will respond to the gospel and when. Some people hear the gospel for the first time and respond; some only respond after many different contacts with the gospel message, and some never respond. It’s clear in this passage that even the Apostle Paul got discouraged with opposition to the gospel, but God graciously encouraged him to persevere. God knows whom he has chosen; our job is to tell anyone and everyone about Jesus faithfully.

Sometimes this will require telling the same people over and over – this may have been the case with Crispus and Titius Justus, who probably heard Paul preaching in the synagogue before they came to faith.

Help the children to understand that God needs to change a person’s heart before they can understand and believe the truth about Jesus. God knows exactly who will believe the truth, and when they will believe it. We cannot tell by looking at someone when they will respond or even if they will ever respond, but our job is to keep telling everyone – even those who want to hurt us when we speak the truth. Like Paul, we need to trust that God has chosen people to believe and that he chooses to use those who love and follow Jesus to tell others about him.

For older children – discuss as above and then use some of the following questions to help them think about the passage in more detail:

- Why did God have to encourage Paul? What had happened when he tried to tell people the good news about Jesus in Corinth?
- Have you ever had someone respond badly when you tried to share the good news with them? Did this discourage you from speaking to them again or from speaking to others instead? What encouraged you to keep going either with them or with others?
- What did Paul do when the Jews wouldn’t listen? Did he ever stop preaching the good news? Who believed immediately after he stopped preaching to the Jews and started speaking to the Gentiles?
- Does this mean we should only tell people the good news once? Why/why not? How many times should we try to share the good news with people? Is there a point at which it is worth giving up and speaking to others instead?
- Why did Paul stay in Corinth for so long despite opposition? How did God encourage Paul? What did God promise to do? Did God keep his promise to Paul? How do you know? What did he do?
• Is it possible to know whether or when a person will believe? Why should this challenge you to keep sharing the good news with them? How does this story encourage you to keep going? Who is in control of whether and when someone will believe?

Prayer Idea

Encourage the children to think about one person that they have already shared the gospel with and one person that they haven’t yet talked to about Jesus. They can then take it in turns to pray for those people, asking God to help them to ‘keep on speaking’ and not to be afraid.

Activity A

For younger children, choose either this activity or Activity B.

From the Media section of this webpage print Activity A (two pages) onto paper (one copy of each for every child).

Before the lesson, use a craft blade to cut the bold lines around all the windows on the first page so that they can fold open.

The children, colour in the pictures. Help them to align and paste the first over the second. Show them how to open the windows to see if the people were happy or angry when Paul told them about Jesus. How many angry people can they find? How many happy people are there?

Remind the children that God promised to protect Paul and told him not to stop speaking about Jesus because many people in Corinth would listen and trust in Jesus.

Activity B

For younger children, choose either this activity or Activity A.

From the Media section of this webpage print Activity B (two pages) onto paper (one copy of each for every child).

Before the lesson, cut along all the bold lines of the second page and glue the strip with the numbers and text to the right of the strip with Paul as marked. This will produce one long strip of paper.

Pre-fold the first page as marked before using a craft blade to cut away the three grey windows. The children, colour in the pictures. Help them to assemble the craft by folding and glueing the first page to produce a sleeve. The text along the long edge of the page must be folded back and glued down to form the bottom of the craft with the text positioned under the three windows. Use the glue tabs for the synagogue and Titus Justus’ house on the second page to paste them in place so that they can be folded to cover the people.

Help the children to insert the long strip into the sleeve so that Paul appears in the left window and the number 1 appears to the right of Gallio.