

**QUARTER &
SUBJECT****COURSE DESCRIPTION****BIBLE PASSAGES**

Fall 2014 James	The book of James presents steps of spiritual growth; e.g., correct response to trials and temptations; how to practice tongue control; avoiding partiality.	James
Winter 2014–15 Proverbs	Spiritual fitness comes through applying God's Word to daily situations, so the student will be challenged to apply Biblical principles to daily life.	Proverbs
Spring 2015 Joshua	Principles from the book of Joshua can be applied to living a victorious Christian life; e.g., obey God's commands; move forward by faith; remember that sin always has a price.	Joshua
Summer 2015 Current Issues	God's Word has answers to today's issues, such as war, homosexuality, postmodernism, substance abuse, the media, and suicide.	Selected passages throughout Scripture
Fall 2015 The Bible	Beginning with inspiration, this course includes Bible study fundamentals and Bible study methods.	Selected passages throughout Scripture
Winter 2015–16 Cults & False Religions	Recognizing that the Bible warns against false teachings and presents Jesus Christ as the only way to God, this course helps today's students understand the cults and false religions in our world today.	Selected passages throughout Scripture
Spring 2016 Romans	The book of Romans teaches us how to be Right with God and how to have Right Thinking and Right Living.	Romans
Summer 2016 Choices	We can learn from the choices made by Biblical characters such as Ruth, Jonathan, Ahab, Nehemiah, Judas, Peter, and others.	Selected passages throughout Scripture
Fall 2016 Genesis	God's sovereignty and man's accountability are presented through the major events and characters of Genesis: creation, the Fall, the Flood, Babel, Abraham, Isaac, Jacob, and Joseph.	Genesis
Winter 2016–17 Baptist Distinctives	The Biblical distinctives of eternal security, baptism, Communion, church polity, and the priesthood of believers are foundational Baptist beliefs.	Selected passages throughout Scripture
Spring 2017 John	Jesus' Public Ministry, Jesus' Private Ministry, and Jesus' Passion Ministry are presented in this study of the book of John.	John
Summer 2017 Exodus	Covering events from Israel's slavery in Egypt to worship in the tabernacle, this course deals with events and topics that have significance for today's teens.	Exodus
Fall 2017 1, 2 Timothy; Titus	The letters Paul wrote to Timothy and Titus provide instruction for young people today in the areas of Christian living, Christian service, and godly lifestyles.	1, 2 Timothy; Titus
Winter 2017–18 Future Events	This study of "last things" gives an overview of Biblical prophecy and then looks in detail at events from the Rapture of the church to the Great White Throne Judgment.	Selected passages throughout Scripture
Spring 2018 Philippians	Paul's letter helps believers realize that joy, an inward quality produced by the Holy Spirit, is expressed in a number of ways, including fellowship, the gospel, harmony, and contentment.	Philippians
Summer 2018 Acts	This study on the book of Acts emphasizes evangelism and missions in the early church and challenges today's teens to reach their world for Christ.	Acts





ACTS:

THE SPREADING OF THE CHURCH

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THE DOCTRINAL BASIS OF OUR CURRICULUM

A more detailed statement with references is available upon request.

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked

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Building Lives by the Book

HOW TO TEACH *REAL FAITH* LESSONS

Thank you for choosing *Real Faith in Life* as your Sunday School curriculum for senior high youth. This material has been designed to help you, a senior high teacher, clearly present God's Word to your students. It will guide you in using active learning methods that allow your students to interact with God's Word for themselves. It offers application ideas that will encourage your students to be *doers* of God's Word, not merely hearers (James 1:22).

Take a few moments to become familiar with the layout of this teacher book and with the other *Real Faith* products: the student book, the resource CD, and the memory verse card pack. All of these products work together. Notice these icons in the teacher book; they will help you know when to use the other products.



Use the suggested item from the **resource CD**.



Refer to the **daily devotions** or the **in-class** page in the **student book**.



Quote (or read) the **memory verse** in class, or use the verse in some other way.



Use the **worksheet** (from the resource CD) as part of a learning activity.

As you look through your materials, you will notice that we have built this course and the individual lessons around a central theme. As you emphasize the theme (and even decorate your room with the theme in mind), we believe your students will have an effective learning experience.

IN PREPARATION FOR TEACHING . . .

- read the Scripture focus passage(s) several times. Look up words or concepts that you cannot clearly explain. Use Bible study tools as necessary to help you understand the passage(s).

- do the daily devotions in the student book. You need to know what your students are studying each day.
- memorize the memory verse throughout the week. (Note the suggested activities in the student book.)
- look at the materials list early in the week; note the items you will need from the resource CD.
- choose the activity you will use to focus students' attention on the Bible lesson. Usually two or more activities are suggested. You will not have time to do everything; choose the one best suited for your class. (Remember, this part of the lesson should take only five to ten minutes.)
- work through the Bible study section. Notice the active learning methods. Decide how you will involve your students in the Bible passage. These thirty to forty minutes are the heart of the lesson. Plan them carefully. Make notes in the margins of your book. Strive for maximum participation.
- decide how to apply the Bible truths and bring the lesson to a close. If more than one application idea is suggested, use the one best suited for your class. Don't assume your students will "just get it." Plan these final ten minutes of the class time carefully.
- pray for yourself, your students, and your lesson. The Holy Spirit is your divine Helper. Without Him, you cannot do anything of eternal value (John 14:16, 17; 15:5; 16:13).

ON SUNDAY MORNING . . .

- make sure you arrive in your classroom before the first student.
- look at your room. Is it attractive and inviting to students?
- commit yourself and your class to the Lord.
- teach with the confidence that God will work in your students' lives.

God has promised that His Word will not return to Him void; it will accomplish its intended purposes (Isa. 55:11). You can teach with confidence!

NOTES FOR THIS QUARTER

If you know where to look, you can find anyone's house on the Google satellite map. The Google browser allows you to zoom in on one location for "street view," or zoom back for a look at an entire city.

This survey of Acts will work the same way. Both you and your students will benefit from studying this big-picture history of the early church's first thirty years, written by Luke and intended as a second volume to his Gospel of Luke. You will also benefit by zooming in to learn from the details. Acts is filled with sermons, testimonies, travelogues, and intimate portraits.

In order to interpret Acts correctly, the teacher will need to understand an important distinction in Biblical narrative: the difference between what happened in the early church (descriptive) and what should happen in the local church today (normative). We embrace the idea of progressive revelation: The practice of doctrine described in Acts is later developed into the statement of doctrine in the epistles.

There are two ways for the teacher to get sidetracked in Acts. First, it is fairly easy to step into interpretive potholes. For instance, Acts 2:1–4 records the spectacular arrival of the Holy Spirit at the Day of Pentecost. But a student who is saved today should not expect the Holy Spirit to arrive in a similar manner. Because so many church groups use the book of Acts to justify their practices, this teacher's guide will sometimes warn the teacher to swerve the class discussion around the potential potholes. Second, the teacher may be tempted to zoom in too closely, rather than emphasizing the survey nature of this study. Some of the issues raised in the sidebars are probably not worth mentioning in the context of a lesson unless a student asks the specific question (in which case you should be ready to answer!)

Students and teachers will learn a lot about how a healthy church operates and how a healthy believer serves. In Acts, proclaiming the gospel was normal.

Missionary service was normal, as was personal testimony of faith in Jesus Christ. And learning to persevere through trials was normal.

If a person could use Google to zoom in on the spiritual health of your church, what would they see?

The lessons in this quarter's materials are geared to help your students identify ways they may be settling for less in their walk with Christ. We hope that this study of the beloved book of Philippians will challenge both you and your students to live lives focused on Christ, lives that can truly be defined as Living Large.

The *Real Faith in Life* student book and the resource CD for this quarter are essential to the design of the quarter's thirteen lessons. Avail yourself of these resources and use them as indicated to promote success in teaching.

SENIOR HIGH MATERIALS LIST

- Teacher's personal Bible
- Students' personal Bibles and extra Bibles for visitors or students who do not bring Bibles to class
- Whiteboard and colored markers or chalkboard and chalk
- Pens (assorted kinds) and pencils (well sharpened; with erasers)
- Felt-tip markers (various widths and assorted colors)
- Colored pencils
- Pads of self-stick notes (various colors; ruled and unruled)
- 3 x 5 cards
- Masking tape (or other adhesive for mounting items on the wall)
- Glue sticks
- Scissors for teacher's and students' use
- Newsprint or butcher paper
- Construction paper; poster board
- Stapler

LEADING A STUDENT TO CHRIST

The highest privilege you have as a teacher is the opportunity to lead your students to Christ and help them strengthen their relationship with Him. Be prepared to talk to students about salvation or about other problems or decisions in their lives.

There is no set pattern for talking to someone about the Lord. In each situation, be sensitive to the leading of the Holy Spirit in your own heart and mind and to the needs of the individual teen. Deal with a student separately, rather than in a group. Allow the teen to tell you in his own words what his need is. Don't put words in his mouth. This is his decision, not yours!

EXPLAINING SALVATION

Stress the need for personal salvation, particularly if the student has grown up in the church. She may confuse her knowledge of Bible stories, her church-centered activities, her parents' salvation, or an external code of conduct with individual faith.

Thoughtfully rephrase the Christian clichés that your students may have heard so often or that may seem like a foreign language to some; e.g., ask Jesus into your heart; ask Jesus to be your Savior; have faith; trust in Jesus. Help the student understand that "trust" is having confidence that someone or something is always right; "Jesus died for me" means that I was condemned to die, but Jesus voluntarily took my place on the cross; "believe" means accepting/deciding that something is true and then acting on it. Don't let the personal nature of salvation become misunderstood through the use of trite phrases or pat answers.

THE PLAN OF SALVATION

Keep these basic points in mind when dealing with someone about salvation.

- Everyone is a sinner. No one can live up to God's standard (Rom. 3:23).

- Sin's penalty is death (Rom. 6:23).
- God loves us and sent His Son to pay the penalty for our sin. Christ died as our substitute, in our place (John 3:16; Rom. 5:8).
- When a person places his confidence in Jesus and what He did as sufficient payment for sins, Christ becomes his Savior. His sins are forgiven, and he receives God's gift of everlasting life (John 1:12; 5:24).
- Everlasting life begins immediately and is not temporary. (Use any verse where the word "eternal" or "everlasting" is used, such as in John 3:16.) Nothing we can ever do will take us out of God's hand; we are secure (John 10:27–29).
- The Christian should tell others of his decision (Rom. 10:9, 10).
- The experience of the new birth (being born into God's family) is not based on a feeling, but on confidence in God's Word (1 John 5:11, 12).

Encourage the student to pray, no matter how hesitantly. Prayer does not save a person, but it is the means of expressing to God what is in the heart.

Ask the new believer to explain to you what he has done and what has happened in his life.

DISCIPLESHIP

Encourage the new convert to read the Bible, and explain the importance of prayer. Help him understand how to pray. Point out 1 John 1:9 as God's instruction for dealing with sin in the Christian life.

Make it a priority to follow up with the new Christian. Visit in his home; encourage him to attend Sunday School and church regularly; help him with Bible study and prayer; guide him in his new life as a Christian.

LESSON 1

AN INCREDIBLE BEGINNING

SCRIPTURE FOCUS

Acts 1; 2

MEMORY VERSE

“But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judaea, and in Samaria, and unto the uttermost part of the earth” (Acts 1:8).

TOPIC

The gospel

THEME

Preaching the gospel brings spiritual decisions

MATERIALS

(in addition to supplies listed on page 3)

- *Real Faith in Life* student books, lesson 1 devotions (pp. 1–6)
- Map of Israel and surrounding areas
- Computer with Internet access (optional)
- Small, smooth stones
- Container
- Timeline Template from the resource CD
- Timeline Worksheet 1 from the resource CD
- Worksheet 1 from the resource CD
- Spreading of the Church statement for lesson 1 from the resource CD

DESIRED STUDENT RESPONSE

Each student will identify and carefully explain the content of the gospel.

NOTES TO THE TEACHER

It's never a good idea to start with Book 2. And this is exactly what the book of Acts is: a sequel to the narrative started in Luke. While you and your students will spend the next quarter studying Acts carefully, you should remember that no one really reads like this—no one starts by reading the second book of a series.

If you are able, set aside about four hours this week—that's how long it will take to read Luke and Acts in succession. Encourage your students to do this as well.

Introductory lessons sometimes get bogged down with background details, proofs of authorship, and detailed explorations of historical data. Perhaps in this introductory lesson for Acts it would be better to jump right into the narrative of the book, giving a few introductory details and then letting the story unfold for the students. As you explore the first two chapters, you will notice that many of the key themes are introduced in rapid succession, such as a careful definition of the gospel, the ministry of the Holy Spirit, the importance of prayer, and the activities of the local church. The first two chapters of Acts also introduce the important role that sermons, speeches, and testimonies will play in the developing story.

Luke and Acts are both about Jesus Christ and His finished work of salvation. Use this first lesson to help your students learn what the gospel really is. Make sure they understand this key theological truth and can explain it using the careful descriptions taught in the lesson. Move through the beginning parts of the lesson quickly so that you leave plenty of time to discuss the gospel message.

Most importantly, make sure your students have made the truth of the gospel personal. Don't assume all of them are believers or that they have assurance of their salvation. Pray that your students will gain more than an academic understanding of theological principals. Pray that they will learn the content of the gospel so they are able to share the gospel with others. Pray that they will learn the history of the early church so that they can minister and lead in their own church.

OUTLINE

- I. Luke's Introduction (Acts 1:1–3)

- II. The Ascent of Christ (Acts 1:4–11)
- III. An Apostle Chosen (Acts 1:12–26)
- IV. The Descent of the Holy Spirit (Acts 2:1–13)
- V. Peter’s Sermon at Pentecost Acts 2:14–36)
- VI. The Sermon Invitation (Acts 2:37–47)

BEFORE CLASS

Learn about the Timeline of Acts project by reading the About the Timeline document in the Timeline folder found in the Helpful Resources folder on the resource CD. Ask a student who is interested in computers to help produce a timeline of Acts that will be updated each week. Give the student the Timeline Template file and give him or her Timeline Worksheet 1, which explains this week’s installment of the project.

Choose either the Zooming In activity or the Concise Truth activity to use during the Focus Their Attention time. If you choose the Zooming In activity, set up a computer with Internet access in your classroom.

For the Lot Casting activity, find several small, smooth stones and label each one with a student’s name, using a fine-point marker. Place all the stones in a container.

FOCUS THEIR ATTENTION (5–10 MINUTES)

ZOOMING IN

Have students gather around the computer. Ask a volunteer to do the following steps:

- Go to www.maps.google.com.
- Click on the “satellite” button in the upper right section of the screen.
- Google “Jerusalem Temple Mount.”
- Zoom out so that a larger view of the Middle East can be seen.
- Zoom out to reveal the whole world as a satellite map.

Then discuss the following questions:

- What are the benefits of being able to zoom in on an object?
- What are the benefits of being able to zoom out?

Explain that this quarter’s study of Acts will contain “zoom in” points, such as details about individuals and unique events, and it will contain “zoom out” points, which will provide a larger look at the content and purpose of the book.

Hang the poster board on the wall to keep it visible throughout the quarter.

CONCISE TRUTH

Have students choose partners. Give each pair a 3 x 5 card and instruct pairs to write six words commonly used when presenting the gospel. When pairs are ready, have them share their words. Record the words in large print on a sheet of poster board.

Explain that this week's lesson focuses on the gospel, a recurring theme in the book of Acts.

SINGING

Each week's Focus Their Attention section will include suggested songs to introduce the truths of that lesson. Every week, ask a student or another adult to accompany songs on piano or guitar and give them the music ahead of time to practice. Never underestimate the teaching value of a well-chosen song!

- "Our God Reigns" (Leonard E. Smith, Jr., © 1978 New Jerusalem Music)
- "In Christ Alone" (Keith Getty and Stuart Townend, © 2001 Thankyou Music)
- "Tell Me the Story of Jesus" (Fanny Crosby and John R. Sweeney)

STUDY THE BIBLE (30–40 MINUTES)

I. Luke's Introduction (Acts 1:1–3)

Have half of your students turn to Luke 1:1–4 and the other half turn to Acts 1:1–3. Ask a volunteer from each group to read the passage aloud. Then discuss the following questions:

- **To whom did Luke address both of these books?**
- **How would reading these two books give Theophilus more certainty about what Jesus Christ did?**
- **How can these two books bring certainty to believers today?**

Use the following commentary to introduce the background of the book of Acts.

Under the inspiration of the Holy Spirit, Luke wrote the book of Acts to Theophilus. Theophilus was likely a Roman official, but

little more is known about him. The author of Acts connected the book to Luke by immediately referring to “a former treatise” (Acts 1:1) he had written, the Gospel of Luke (cf. Luke 1:1-4). Neither books formally name the author, but this does not mean the original readers were unaware who wrote them. Both books have been attributed to Luke since the early days of the church. The author used the word “we” at certain points of Acts (Acts 16:10–17; 20:5—21:18; 27:1—28:16), indicating that he accompanied Paul and participated in the events of these sections. Paul mentioned Luke three times in his writings (Col. 4:14, 2 Tim. 4:11, Philemon 24). In each case, Paul was writing from prison and mentioned that Luke was with him.

Luke wore several hats. He was a doctor, described by Paul as “the beloved physician” in Colossians 4:14. He was a historian (Luke 1:1–4), carefully researching his material and consulting with eyewitnesses (Luke 1:2, Acts 20:4, 5; 21:15-19). Luke was a journalist who carefully quoted from more than twenty different sermons and speeches in the book of Acts. Luke was also a Bible teacher who disciplined Theophilus, training him to “know the certainty of those things, wherein thou hast been instructed” (Luke 1:4).

At the close of the book of Acts Paul was still alive and preaching the gospel without hindrance (Acts 28:31). The book makes no mention of Nero’s persecution of Christians (AD 64) and does not mention the destruction of the temple in Jerusalem (AD 70). Because of this, many Bible scholars feel the book was written around AD 61.

Have the student helping with the Timeline of Acts display the first part of the completed timeline on the classroom wall.

II. The Ascent of Christ (Acts 1:4–11)

Have students choose partners. Instruct one student in each pair to look up Luke 24:46–53; instruct the other student in each pair to look up Acts 1:4–11. Tell students to read their passages aloud to their partners and to find the similarities between the two passages written by Luke.

After several minutes, have students share the similarities they found. Then use the

commentary to discuss the following questions:

- What details are found in Acts 1:4–11 that are not found in Luke 24:46–53? (The promise of the Father was identified as the baptism of the Spirit; the disciples questioned Jesus about the kingdom; the angels spoke to the disciples after Jesus' ascension.)
- What did the disciples want from Jesus? (For Him to establish His kingdom.)
- What would they get instead? (The Holy Spirit; opportunity to be a witness.)

Forty days after His resurrection, Jesus gathered with His disciples and commanded them to remain in Jerusalem until they had received “the promise of the Father” (Acts 1:4). This promise, He explained, was the baptism of the Holy Spirit, which they would experience not many days later. Not fully understanding Jesus' intentions, the disciples asked Him if He were now going to set up His kingdom and rule on earth. Jesus responded by reminding them that God's timing was not their concern. Once they received the Holy Spirit, their concern would be to be witnesses “in Jerusalem, and in all Judaea, and in Samaria, and unto the uttermost part of the earth” (v. 8).

After commissioning His disciples to be His witnesses, Jesus ascended into Heaven. The disciples were still staring at the sky when two angels appeared and promised that Jesus would return in the same way that He had ascended (v. 11).



If you don't have a wall map at your disposal, ask a teacher of a younger Sunday School class if he or she has a map you could use.

MEMORY VERSE: Read or recite this week's memory verse, Acts 1:8. Explain to the students how this verse provides an outline for the book of Acts. (The gospel spreads to Jerusalem [Acts 1–8], then to Palestine and Syria [Acts 9–12], and finally to Rome and “the uttermost part of the earth” [Acts 13–28].) Refer students to Tuesday's *Real Faith in Life* devotions. If students have not already marked the headings in their Bibles, encourage them to do so. Then use a wall map to identify all of these regions for the students.

III. An Apostle Chosen (Acts 1:12–26)

Tell students that you have only one candy bar today, and you are willing to give it to one student, but you are able to select only one of them. Then draw one stone from the prepared container and award the candy bar to the named student. Ask: Was this procedure fair? Was it random?

Ask the students to quietly read Acts 1:12–26. Ask: How was the procedure we used for the candy bar alike or different from the procedure used to select an apostle? Review Wednesday’s *Real Faith in Life* devotions and use the following commentary to explain the process and temporary nature of lot casting.



Following the Ascension, Jesus’ disciples returned to Jerusalem, to an upper room where they had been staying (Acts 1:12, 13). While they were there, devoting themselves to prayer and waiting for the Holy Spirit’s arrival, Peter stood up among them and called for the election of a twelfth apostle to replace Judas (vv. 14–20). The chosen man had to be a witness of the life and resurrection of Jesus (vv. 21, 22). Two men named Joseph and Matthias were brought forth, and, through the casting of lots, Matthias was chosen (vv. 23–26).

The disciples who met in the upper room used a careful procedure for indentifying a replacement for Judas. Their decision was marked by prayer (Acts 1:14), Bible teaching (v. 15), careful consideration of a job description (vv. 21, 22), nomination of possible candidates (v. 23), and more prayer (v. 24).

This vote was not a democratic election, in the sense that we have “majority rule” elections for political figures today. Lot casting, a procedure of shaking marked stones from a container, was common in the Old Testament (the word “lot” in Hebrew means “pebble”). Proverbs 16:33 teaches that the lot was controlled by God.

There are seventy mentions of lot casting in the Old Testament and seven mentions of lot casting in the New Testament, but Acts 1:26 is the last mention of casting lots recorded in Scripture. With the advent of the Holy Spirit—which would happen just days after this event—and the completion of the New Testament canon—which would occur within the next several decades, lot casting was no longer necessary to determine the will of God.

IV. The Descent of the Holy Spirit (Acts 2:1–13)

Distribute a copy of worksheet 1 to each student. Draw student’s attention to the chart on the top half of the worksheet and explain that this chart describes three distinct ministries of the Holy Spirit found in Acts.

Instruct students to write “Baptism of the Spirit” in the first row of the first column. Then have several volunteers read aloud the corresponding verses in the second column. Use the following commentary to teach students about the baptism of the Spirit.

As promised in Acts 1:5, the Holy Spirit came to the believers gathered on the day of Pentecost. The event was marked by wind and the appearance of “cloven tongues as of fire” (2:2, 3). At Pentecost, the believers received “the baptism of the Holy Spirit,” the term used in Acts 1:5. Spirit baptism occurs once for each believer at the moment of salvation (see Acts 11:15, 16; Rom. 6:3; 1 Cor. 12:13). At this point, the believer becomes a member of the body of Christ.

Acts 2 marks a monumental turning point in the history of God’s dealing with mankind. When the Holy Spirit arrived and baptized the believers into one body, the church was born.

Have students write “one-time event; at salvation” in the first row of the third column on their worksheets. Then instruct students to write “Filling of the Spirit” in the second row of the first column. Have volunteers read aloud the corresponding verses in the second column. Use the following commentary to teach students about the filling of the Spirit.

At Pentecost, believers were also “filled with the Holy Spirit” (Acts 2:4). This is a different event than baptism of the Spirit. The filling of the Spirit may occur many times in the life of the believer. The book of Acts takes special note of the filling of the Holy Spirit (4:8; 6:3-5, 7:55, 9:17; 13:9, 52). While believers are never commanded to be baptized by the Spirit (because they automatically are when they place their faith in Christ as Savior), they are commanded to be filled by the Spirit (Eph. 5:18), indicating that believers can choose to be filled (and thereby controlled) by the Spirit.

Emphasize that the baptism of the Spirit was predicted in Acts 1:5 and occurred in Acts 2 at Pentecost. This may be a bit confusing to students.

Have students write “many times over the course of a believer’s life” in the second row of the third column. Then instruct students to write “Speaking in Tongues” in the last row of the first column. Have volunteers read the corresponding verses; then use the following commentary to discuss the sign-gift of tongues-speaking.

The Holy Spirit gave the new believers power to speak in other tongues. These tongues were specific languages understood by the Jewish people living in Jerusalem (Acts 2:5, 6). The tongues were a miracle that “amazed and astonished” the listeners (v. 7), provoking them to ask “how is it that we hear?” (v. 8). Though the tongues speakers were proclaiming “the mighty works of God” (v. 11), those who heard them still did not understand the content of the gospel. They responded by asking, “What does this mean?” (v. 12). Though the tongues miracle served as a powerful sign and testimony to the power of God, it was not until Peter preached that the crowd fully understood their significance.

The miracle of speaking in tongues was intended to authenticate the formation of the church, which was new to everyone at this time. The supernatural gift was a sign to the unbelieving Jews (“tongues are for a sign, not to them that believe, but to them that believe not,” 1 Cor. 14:22). The gift of tongues-speaking had a specific purpose, and the gift was “done away” when that purpose was fulfilled (1 Cor. 13:8–10).

Have students write “for a specific purpose and a limited time” in the last row of the third column on their worksheets.

V. Peter’s Sermon at Pentecost (Acts 2:14–36)

Review students’ answers to Friday’s devotions and use the following commentary to discuss Peter’s first recorded sermon.

Some who heard the apostles speaking in tongues assumed that these people must have been drunk. Peter quickly corrected this assumption by giving a powerful sermon. In his sermon, Peter responded to those who attributed the tongues speaking to mere drunkenness. Peter reminded his audience that there could be other possible explanations for the unusual occurrence (besides drunkenness). Namely, what they were hearing could be the work

These languages were unknown to the speakers but clearly understood by those who heard them speak. This fact gives clear insight into the tongues mentioned later in Acts 10; 19; and 1 Corinthians 12–14.



Joel's prophecy will not be fulfilled until just before the second coming of Christ. Only then will the sun be turned to darkness and the moon to blood. (Compare Acts 2:20 to Revelation 6:12.)

Read "Should We Include the Gospel in Every Sermon?" at www.baptistbulletin.org/?p=2891.

of the Holy Spirit. To prove his point, Peter quoted Joel 2:28–32, a passage that shows how the Holy Spirit will empower many signs and miracles in the last days. In essence, Peter appealed to his audience's knowledge of the Old Testament by suggesting they should have realized signs and miracles were still possible. Peter then suggested that Jesus of Nazareth also demonstrated signs and miracles (v. 22) and was not accepted either. In fact, Christ was nailed to the cross (v. 23).

ASK: What is a basic definition of the gospel? (The good news about the death and resurrection of Jesus Christ.) Have a volunteer read aloud Acts 2:23 and 24. Use the following commentary to discuss Peter's presentation of the gospel.

Peter preached this good news, reporting of Christ's death in Acts 2:23 ("ye have taken, and by wicked hands have crucified and slain") and resurrection in Acts 2:24 ("Whom God hath raised up, having loosed the pains of death").

Christ was crucified at Passover, a Jewish spring feast that commemorates the liberation of Israel from Egypt. According to the Jewish calendar, Pentecost was celebrated fifty days later, so the crucifixion event was still very fresh in the listeners' minds. Many who heard Peter preach had also heard Christ teach in person, had seen Christ's miracles, and were witnesses to His death.

Peter quoted Psalm 16:8–11 to construct a logical argument (Acts 2:25–36). David was referring to the promised Messiah in the Psalm passage. Since the listeners were witnesses that God had raised Jesus from the dead (v. 32), Jesus had to be the Messiah (v. 36).

Read aloud 1 Corinthians 15:1–8. Explain that because the book of Acts is filled with gospel proclamations, understanding the gospel is a key to interpreting Acts. Direct students to the bottom half of worksheet 1 and use the following commentary to guide students in completing the worksheet. Encourage students to take notes as you share the material.

The gospel is rooted in Jesus Christ. Salvation does not come in any way but from Christ (Acts 4:12). Paul described the gospel as "delivered unto you first of all that which I also received" (1 Cor. 15:3), literally saying that the good news of

Jesus Christ was “of first importance.” Church ministry should be motivated by a desire to declare this message. “Yea, woe is unto me, if I preach not the gospel!” (1 Cor. 9:16).

The gospel is rooted in Biblical statements. “Christ died for our sins according to the scriptures” (1 Cor. 15:3) and “he rose again the third day according to the scriptures” (v. 4). The infallible Bible record spoke of Christ’s death in Isaiah 53:5-12 and spoke of His resurrection in Psalm 16:8-11. Without this record, “according to the scriptures,” we would not understand the gospel.

The gospel is rooted in a historical event. Christ’s death, burial, and resurrection are presented as a matter of history, attested by many eyewitnesses (1 Cor. 15:3-8). Paul argued that if Christ’s resurrection did not actually occur, then His claims are powerless (vv. 16, 17).

The gospel is personal. Christ’s death, burial, and resurrection provide for the believer’s *personal* salvation. The gospel is more than a mere religious fact—it has a personal application: “which also ye have received, and wherein ye stand” (1 Cor. 15:1).

VI. The Sermon Invitation (Acts 2:37–47)

Have students read Acts 2:37–40 silently. Then ask: What was the response to the gospel? Use the following commentary to supplement students’ answers.

At the conclusion of Peter’s sermon in Acts 2:37, the listeners were under the conviction of the Holy Spirit (“they were pricked in their heart”) and knew that a response was necessary (“Men and brethren, what shall we do?”). When the gospel is rightly preached, the Holy Spirit brings conviction and spiritual decision.

Not only did Peter’s gospel sermon result in the salvation of many, but it also resulted in believer’s baptism and the rapid expansion of the church.

Review students’ answers to question 3 of Saturday’s devotions. The following is a list of responses taken from Acts 2:41–47.

- “They that gladly received his word were baptized” (v. 41).
- “They continued stedfastly in the apostles’ doctrine (v. 42).
- “Fellowship” (v. 42).

Encourage students to fold their worksheets and keep them inside their *Real Faith in Life* student books for reference throughout the quarter.

The phrase “whom ye crucified” in Acts 2:36 is sometimes misunderstood. Read “Who Was Responsible for Christ’s Death” at www.baptistbulletin.org/?p=3140.

The phrase “for the remission of sins” (2:38) does not imply that water baptism brings salvation. This phrase means “because of” the forgiveness of sins. Read more about the relationship between baptism and salvation at www.baptistbulletin.org/?p=2347 and www.baptistbulletin.org/?p=4025.

See Acts 6:7, 9:31, 12:24, 16:5, 19:20, and 28:31 for other summary statements. These statements will be explored further in Lesson 3.

While the examples are deliberately absurd, the issues are real. As this curriculum goes to press, a Florida church gained national publicity when it gave first-time visitors Hannah Montana concert tickets, free iPhones, and \$15 iTunes gift cards.

- “Breaking of bread” (communion; v. 42).
- “Prayers” (v. 42).
- “Sold their possessions and goods, and parted them to all men” (v. 45).
- “Continuing daily with one accord in the temple” (v. 46).
- “Breaking bread from house to house” (v. 46).
- “Praising God, and having favour with all the people” (v. 47).

The passage concludes with the first of seven summary statements in Acts: “And the Lord added to the church daily such as should be saved” (v. 47). These summary statements note the progress of the gospel to the locations mentioned in Acts 1:8—in Jerusalem, Judea, Samaria, and the “uttermost part of the earth.”

APPLY THE TRUTH **(10 MINUTES)**

Refer students to the In-Class worksheet in their student books (p. 8). Have students work in small groups. Assign a scenario to each group, asking groups to identify the essential problem in each scenario. Ask each group to suggest ways to bring the gospel back into these youth groups.

After several minutes, have the groups share their ideas. Emphasize the need for the death, burial, and resurrection of Jesus Christ to be at the center of all presentations of the gospel.

Post the lesson 1 Spreading of the Church statement on the bulletin board display: The church grows when I understand what the gospel is. Then close in prayer, praising God for His provision of salvation through Jesus.

Ask students to describe people in their lives they consider to be bold. Encourage students to complete their week 2 devotions to study how boldness was crucial in the beginning days of the church.

Also challenge your students to read the book of Acts this week. Refer them to page 6 in their student books.