

## Aim of lesson

To show that God's love for the world includes people from all races without discrimination.

## Bible background

Acts 10.

## Outline of lesson

Tell the class they are each going to 'be' one of the characters in this week's lesson, and later they will be interviewed as that character about what they have done and said. The two main characters are, of course, Peter and Cornelius. Depending on the size of your class, add the angel (this can include the voice of God by his Spirit in v13-20), one of the two servants of Cornelius or the soldier, one of the brothers who went with Peter, a friend or relative of Cornelius, and Simon the tanner.

You could choose a narrator or read the passage yourself. Ask the class to stand as they are mentioned and read their 'own' words. In this way read the whole of chapter 10. You may need to stop to ask the characters where they are, or what they are doing. For example, if someone is Simon the tanner, you could suggest he might be preparing the meal in v10. Encourage the class to enter into this by acting where appropriate. Peter could lie down while others lowered something for the sheet, while you read of his vision. It may be helpful to have them mime the baptism at the end to impress the significance of this event.

Interview each of the characters. You may like to have a special chair as though in court, and ask first for their name and address. Ask what they know about the events that happened and what part they took in them. Each will have to be fairly brief, but they will probably need extra questions to draw out the whole story.

## Cornelius' and Peter's diaries

The class may like to complete the worksheet. The left hand side is the diary, and prayer of Cornelius, and on the right is that of Peter. The diary has room for a summary of events only. Encourage the class to consider what each had learned about God and his love, and express that in the two prayers.

## Digging deeper

### For all nations

Three passages that show how Jesus had already tried to tell the disciples that the message of salvation was for Gentiles as well as Jews.

## Relevance to our lives

Have the class consider the last question on the worksheet. In particular have them consider how many of them would have the opportunity to have eternal life if the gospel had been preached to Jews only. Encourage them to consider what their attitude should be to people of different race from their own.

## Prayer

The class will have already written prayers that Peter and Cornelius might have said. Perhaps their thoughts in the final box could be formed into a prayer, or they could write a prayer about problems of racial prejudice in their own and other parts of the world.

## Other suggestions for activities

- An older class may like to consider Paul's words in Ephesians 2:10-22, thinking especially what they would mean to Cornelius and what they can mean to us.
- The class could form into two teams and each ask the other team questions about this chapter.