

Unit Four - Lessons 128 - 134

Quiz Questions

1. When Paul went to a new place, where did he always go first?
2. What was Paul's profession?
3. What altar did Paul use to interest the Athenians in the one true God?
4. At Corinth what did God tell Paul in a vision?
5. Which tent-making couple did Paul meet in Corinth?
6. Later, why did Paul write to the Corinthians?
7. What were some of the problems?
8. To show that they should be unified, to what does Paul liken a group of believers?
9. What quality is 1 Corinthians 13 all about?
10. What were the Corinthians doing wrong when they met to take the bread and wine?
11. What do the bread and wine represent?
12. What false belief did the Corinthians have which made their faith useless?
13. What did the Ephesians do with some handkerchieves and aprons?
14. What did some of the Ephesians burn?
15. What was Demetrius' profession?
16. In Ephesus, why did Demetrius dislike Paul so much?
17. For how long did the people shout out 'Great is Artemis of the Ephesians'?
18. When Paul wrote to the Ephesians he told them to 'put on _____'?
19. Also in this letter Paul talks about walking in the light. What does this mean?
20. From where did Paul write the letter to the Ephesians?

Answers

1. The synagogue
2. Tent maker
3. Not to be afraid because there were many people God wanted Paul to preach to
4. Altar to the unknown god
5. Priscilla and Aquila
6. Because he heard they had a lot of problems
7. They were arguing, problems about marriage, food offered to idols, the breaking of bread, spiritual gifts and resurrection
8. A person/body
9. Love
10. Arguing about who was most important as well as eating and drinking too much
11. The body and blood of Jesus.
12. They denied that there was resurrection from the dead
13. Taking them from Paul to heal people
14. Sorcery scrolls – totalling 50,000 drachmas
15. Metal worker making shrines of Artemis/ Diana
16. Paul preached against idols and Demetrius would lose money if people didn't buy his shrines
17. Two hours
18. The full armour of God
19. Being imitators of God, walking in righteousness, goodness, truth etc.
20. Prison - probably Rome



Activities and Games

Activity 1: Problems, problems... (35 mins)

Aims

- To review some of the problems facing the early church
- To apply some of the early problems to problems facing us today – and find possible solutions

Equipment needed

- One copy of the Problems, problems... sheet (next page) each and a spare
- Scissors
- Maybe Blu-tack

Instructions

Much of the recent lessons appear to have been taken up with the problems faced by the early church. The aim of this activity is to take an overview of the problems and to see the relevance for today.

1. Read through the problems, briefly discussing the context of each one.
2. Students cut up their problem sheet so that they have 11 quotations.
3. On their own to start with, the students should arrange their problems in order of seriousness. Explain that there isn't really a correct order but they should begin to think about how far reaching some problems are. Ask questions like 'How many people does this affect?', 'What are the underlying causes of this problem?'
4. There is no need for the students to share their order with anyone else but start to create a class list. Ask for a suggestion from the class as to which they think is the most serious.
5. Using the spare set, put the suggested problem on the table or Blu-tack it on the wall and ask whether everyone agrees. If someone doesn't agree they should say why. eg. 'That would be easy to put right so not as bad as ..'
6. Be prepared to shuffle the problems round to reach a consensus.
7. Help the students to come to an understanding of why Paul said that 'love' is the answer to everything.

Extension Activity

Improvise a short play showing how to deal with that problem in a modern context.



Problems, problems...

Acts 17:16/Acts 19:23

'While Paul was waiting for them in Athens, he was greatly distressed to see that the city was full of idols.'

Acts 19:4

'John's baptism was a baptism of repentance. He told the people to believe in the one coming after him, that is, in Jesus.'

Acts 19:19

'A number of them who had practised sorcery...'

1 Corinthians 1:11/12

'My brothers, some from Chloe's household have informed me that there are quarrels among you. What I mean is this: One of you says, 'I follow Paul'; another, 'I follow Apollos'; another, 'I followed Cephas'; still another, 'I follow Christ.'

1 Corinthians 8:4/7

'So then, about eating food sacrificed to idols: We know that an idol is nothing at all in the world... But not everyone knows this...'

1 Corinthians 11:17

'In the following directives I have no praise for you, for your meetings do more harm than good... When you come together, it is not the Lord's Supper you eat, for as you eat, each of you goes ahead without waiting for anybody else.'

1 Corinthians 15:12

'But if it is preached that Christ has been raised from the dead, how can some of you say that there is no resurrection of the dead?'

1 Corinthians 12:14/15

'Now the body is not made up of one part but of many. If the foot should say, 'Because I am not a hand, I do not belong to the body,' it would not for that reason cease to be part of the body.'

1 Corinthians 13:1

'If I speak in the tongues of men and of angels, but have not love, I am only a resounding gong or a clanging cymbal.'

1 Corinthians 15:1

'Now, brother, I want to remind you of the gospel I preached to you, which you received and on which you have taken your stand. By this gospel you are saved, if you hold firmly to the word I preached to you. Otherwise, you have believed in vain.'

Ephesians 4:17/18

'So I must tell you this, and insist on it in the Lord, that you must no longer live as the Gentiles do, in futility of their thinking. They are darkened...'



Activity 2: The Armour of God - Soldier (time variable)

Aims

To revise the elements of the complete armour of God

Equipment needed

- A photocopy of the Roman centurion worksheet per student. If you think you will want to play the game more than once you will need extra copies
- Pens or pencils
- A dice
- A help sheet

Instructions

This activity is based on the game Beetle

1. The students take it in turns to throw the dice and annotate the soldier on their sheet.
2. Depending on the ability of the class, have the help sheet clearly visible. It should have some or all of the following information:
 - throw 1 - belt truth
 - throw 2 - breastplate righteousness
 - throw 3 - shoes readiness
 - throw 4 - shield faith
 - throw 5 - helmet salvation
 - throw 6 - sword spirit
3. The simplest version is for the students just to write the word from the third column on the correct piece of armour according to the number on the dice when it's their turn. You could remove the third column so they have to remember which attributes go with each piece of armour or you could remove the help sheet altogether so they have to remember the order as well. A variation could be to have to get the attributes in the right order (you have to have a belt before you can have a breastplate)
4. The first student to get all the components calls out 'Soldier' and the game finishes.
5. If you have enough children you could play a 'Soldier' Drive where the students are in groups of 4 and at the end of each game the winner moves on to the next table. Of course it is purely a game of luck so winning doesn't mean being better than anyone else.



Ephesians 6 - The Armour of God

