

# Voyage to Rome

## The Ministry of Paul Lesson 7

### Lesson Objectives

- The student will hear the story of Paul's voyage to Rome.
- The students will describe one way that Paul showed his trust in God.
- The students will name one way they can show courage for Christ.

### Lesson Text

Acts 27-28

### Scripture Memory Verse

Now I want you to know, brothers,  
that what has happened to me has  
really served to advance the gospel.  
*Philippians 1:12*

### Lesson Plan

Greeting and Registration

Preclass Activity: Fire and Rain

Welcome and Singing

Centers:

Bible Story: Courage Under Fire

Craft: Cube Review

Scripture Memory: I Want You to Know

NOTE: Allow time for a snack.



**GENERATION**  
*next*

**3rd and 4th Grades**

# Voyage to Rome

## Fire and Rain

The students will preview today's lesson as they create props for the Bible Story.

### Materials

*For each student:*

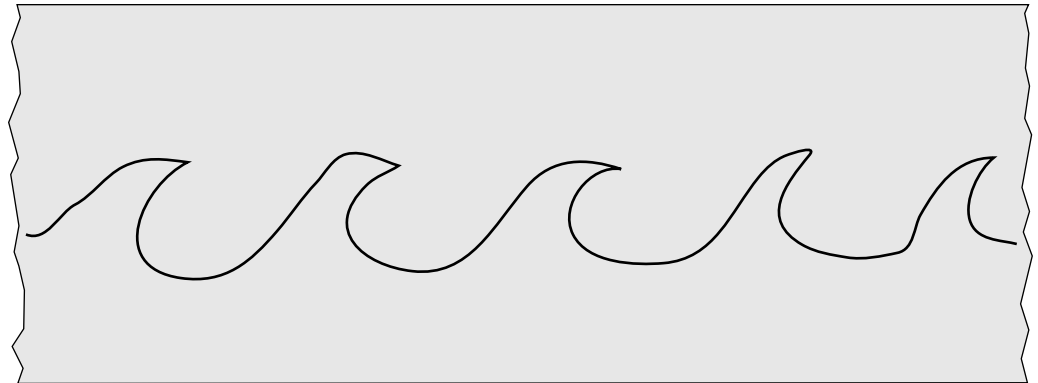
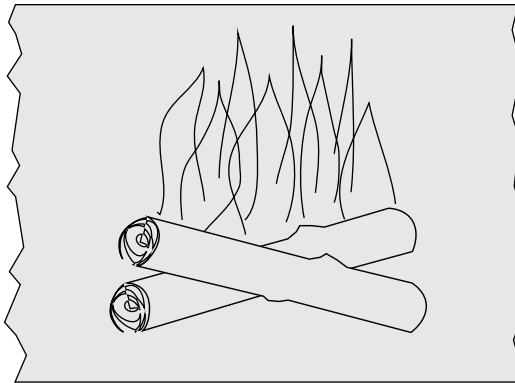
- markers, crayons or colored pencils
- red, orange and yellow tissue paper
- scissors

*For teacher:*

- 1 piece of banner paper, 8'
- 1 piece of banner paper, 4'
- tape

### Preparation

1. Measure and cut off the banner paper. Set the pieces in separate areas on the floor or wall.
2. On the larger piece of paper, draw an outline of waves. On the smaller piece of paper, draw an outline of logs and a campfire. See examples below.



### Instructions

1. Greet the students as they arrive. Explain to the students that today they will be learning about Paul's voyage to Rome. In today's activity they will be making two scenes for the Bible Story: a campfire and a sea.
2. Tell the students to spend time at both areas. Distribute the markers, crayons and scissors to the students. Give the tissue paper to the students who are working on the campfire scene.
3. Circulate among the students to offer help and suggestions for how to make the scenes creative and three-dimensional.
4. Give both scenes to the Bible Story teacher.

### Teachers Tips

- Bring extra materials such as cardboard tubes or paper bags for the students to roll and make logs for the fire; or blue and green cellophane for the students who make the sea scene.

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## Courage Under Fire

The students will reenact Paul's amazing and courageous journey to Rome.

### Materials

*For each student:*

- 1 chair

*For the teacher:*

- scenes from the Preclass Activity
- picnic blanket
- rubber snake
- fan (optional)
- spray bottle with water (optional)

### Preparation

1. Hang the sea scene on a wall or the side of a table.
2. Set up the chairs in rows of two or three to create a "ship" beside the sea scene.
3. Place the campfire scene at another place in your Bible Story area. Set the picnic blanket beside that scene. If possible, conceal the rubber snake somewhere in the fire so that the students cannot see it.
4. Practice telling this story with energy and excitement.

### Introducing the Bible Story

Open your Bible to Acts 27. Tell the students that today's story comes from Acts 27-28. *Last week you learned that Paul was arrested in Jerusalem. The Jews again planned to kill Paul, so the commander removed him to Caesarea. The commander there told the governor, Felix, what had happened. Felix listened to Paul's story. Paul stayed in Caesarea under arrest for two years. Festus became the governor. He, too, heard Paul's story. This time Paul appealed his case to Caesar, the emperor who lived in Rome.*

*During this time, Paul also had the opportunity to speak with King Agrippa, who was visiting Festus. Even though Paul was under arrest, he preached the good news about Jesus to many high officials. Agrippa and Festus wanted to set Paul free, but Paul appealed to Caesar so he would begin his trip to Rome.*

Direct the students to the ship and have them all take a seat. Explain that they will help you by participating in the story of this amazing voyage to Rome.

### Presenting the Bible Story

SEA SCENE 1: *So Paul and other prisoners boarded a ship to go to Rome. After a couple of stops along the way, Paul warned those he was traveling with that the next part of the journey would end in disaster. But they wouldn't listen to him.* (Tell the students to cover their ears and shake their heads.)

*As they were sailing along, a hurricane came upon them.*

(Have the students rock from side to side and make wind noises. If available, blow the fan and spray the students lightly with water.)

SEA SCENE 2: *Over the next two days, in order to lighten the ship, the crew threw all of the cargo and tackle overboard.* (Tell the students to pretend to toss things overboard.) *The storm raged on for several days. Paul comforted the sailors. He told them that an angel of God told him that all of them on the ship would live and that only the ship would be lost. For fourteen days they were in the storm. They worried and worked hard to save the ship. They did not eat. Paul told them they must eat. Paul took some bread, gave thanks to God and ate. Then they all ate some. There were 276 of them.* (Have the students pretend to eat.)

*The ship hit a sand bar, they all jumped overboard and miraculously everyone made it to shore.* (Have the students jump off the ship and pretend to swim to shore and gather on the blanket around the fire.)

CAMPFIRE SCENE: *On the shore, the islanders treated them very kindly. They built a big fire to keep them warm because it was cold and rainy. Paul was gathering sticks for the fire.* (Have the students warm their hands by the fire.) *Suddenly, a poisonous snake came out and bit Paul's hand.* (Show the rubber snake and act as if it bit you. Shake it off into the fire like Paul did.) *The islanders believed that he would die, but he did not. At first they thought he must be an escaped murderer, but then they thought he was a god because he did not die from the snake bite. Later*



**3rd and 4th Grades**

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*Paul healed the father of an island official, so the islanders brought all of the sick to Paul to be healed.*

**PICNIC SCENE:** *After three months, they set sail on a different ship. (Have the students get back on the ship.) It took almost two weeks to arrive in Rome. (Have everyone get off of the ship and celebrate that they finally made it.)*

*Paul stayed in Rome for two years while he was waiting for his trial. During this time he met with many people and boldly preached Jesus and the kingdom of God. Many people believed in God because of Paul's preaching.*

### Sharing with Others

*What do you think it would be like to be under arrest? How would you feel? What did Paul do while he was under arrest waiting for trial in Rome? (He preached the good news about Jesus to people and encouraged the disciples.) Paul did not feel sorry for himself. He trusted in God and continued to preach about Jesus no matter what was happening.*

Ask the students to say one way that they think Paul showed his trust in God. Encourage them to share today's story with a friend. Close with a prayer for the students to remember Paul's great courage and boldness this week.

### Teacher Tips

- Think of other additional actions or props you can add to this story.



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# Voyage to Rome

## Cube Review

The students will make cubes helping them to recall major events in Paul's travels covered in this unit.

### Materials

*For each student:*

- scissors
- invisible tape

*Reproducible Pages:*

- Page A, 1 copy for each student (Optional - heavy paper)

### Preparation

Complete a sample of the craft for the students to see.

### Instructions

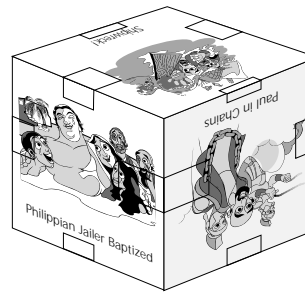
1. Distribute the copies of Reproducible Page A and scissors. Have the students cut out the picture cubes.
2. Have the students fold up the sides of the cube along the dotted lines, as shown in Figure A.
3. Distribute the tape. Have the students tape the picture cubes together. See Figure B.

### Conclusion

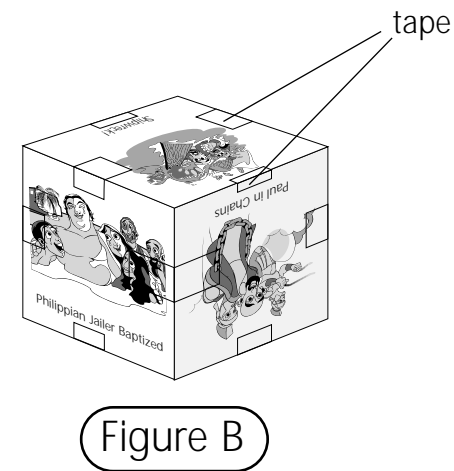
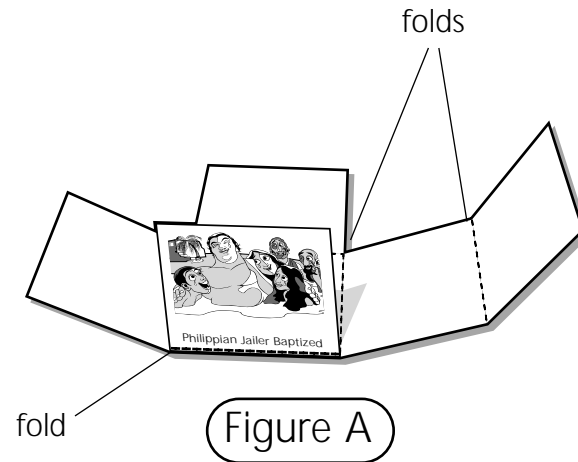
Spend some time reviewing the different places that Paul went and the events that took place there. End the class with a prayer thanking God for sending his message all over the world.

### Teacher Tips

- Copy Reproducible Page A onto card stock for a more durable craft.



# Voyage to Rome



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## I Want You to Know

The students will learn and memorize today's Scripture Memory Verse through this fun activity.

### Scripture Memory Verse

Now I want you to know, brothers, that what has happened to me has really served to advance the gospel.

*Philippians 1:12*

### Materials

*For each student:*

- 1 piece of paper
- 1 pencil

*For the teacher:*

- large writing surface

### Preparation

1. Neatly print the Scripture Memory Verse on the large writing surface. Underline the words: brothers, advance, happened, really, served, gospel.
2. Practice leading this activity.

### Instructions

1. Introduce today's activity: *This week in your lesson you are learning about Paul's amazing journey to Rome. Paul was in a shipwreck and afterwards was bitten by a snake. Paul trusted God to take care of him. Even though difficult things happened to Paul, he continued to preach to others about Jesus. Paul used the difficult times as opportunities to advance the Gospel. He believed that he was a prisoner just so that he could preach to the guards and others that he would normally never be able to speak to. In your Scripture Memory Verse this week, you will learn how Paul felt about being a prisoner.*
2. Show the students the Scripture Memory Verse on the back of the Lesson Card. Say it to them three times as they follow silently. Point to the words as you say them. Ask the students to say the verse three more times together with you.

3. Show the students the large writing surface. Say the verse together with the students using the words you prepared. Tell the students to stand every time they come to a word that is underlined, and then sit back down again until the next one. Do this three times, each time increasing in speed.
4. Divide the girls and the boys. Tell the girls to say the verse as described in Step 3. Then have the boys do the same.
5. Divide the students into two groups. Give them each five minutes to practice saying the verse until they think that they can say it from memory. After five minutes, let each group take a turn.
6. Divide the students into pairs and invite them to take turns saying the verse from memory.
7. Distribute the paper and the pencils. Have the students work with a partner to write the Scripture Memory Verse on their papers from memory. When they are all done, have them take turns reading and correcting each other's papers.

### Conclusion

Ask the students what they think it means when Paul says that the gospel had been advanced. Explain to the students that even though Paul had been arrested for preaching about Jesus, many more people heard about Jesus because of it! Close with a prayer asking God to help the students to want to have faith like Paul's.

### Teacher Tips

- Think of additional ways to help the students review this verse.

Now I want you to know, brothers, that  
what has happened to me has really  
served to advance the gospel.

Philippians 1:12



**Lesson Objectives**

- The student will hear the story of Paul's voyage to Rome.
- The students will describe one way that Paul showed his trust in God.
- The students will name one way they can show courage for Christ.

**Lesson Text**

Acts 27-28

**Scripture Memory Verse**

Now I want you to know, brothers, that what has happened to me has really served to advance the gospel.

*Philippians 1:12***Lesson Plan**

Greeting and Registration

Preclass Activity: Police Report

Welcome and Singing

Centers:

Life Application: Brave Hearts

Game: Voyage to Rome

Bible Skills: Places in Time (Part 7)

NOTE: Allow time for a snack.

**Police Report**

The students will review this week's Bible Story as they consider the meaning of "chains for Christ."

**Materials***For each student:*

- pencil

*Reproducible Pages:*

- Page B, 1 copy for each student

**Preparation**

Complete the activity on your copy of Reproducible Page B.

**Instructions**

1. Greet the students as they arrive. Remind them that they are learning about Paul's arrest for preaching about Jesus and his voyage to Rome to stand trial before Caesar.
2. Distribute the copies of Reproducible Page B and pencils. Tell the students that they will complete this first-century police report on Paul by looking up the scripture references for each item listed on the report. They can write out their answers in the spaces provided. Tell the students to work with a partner to complete this activity.
3. Circulate among the students to offer assistance and encouragement.

**Teacher Tips**

- Pair the students who heard this week's Bible Story with those who did not.

**Answer Key**

2. tentmaker, Pharisee
3. Tarsus in Cilicia
4. Jerusalem
5. commander of the Roman troops
6. teaching against the law and the temple; bringing Greeks into the temple, defiling the holy place

**3rd and 4th Grades**

## Brave Hearts

The students will review this week's Bible Story as they think of ways they can show courage for Christ.

### Materials

For each student:

- pencil

For the teacher:

- large writing surface (optional)

Reproducible Pages:

- Page C, 1 copy for each student

### Preparation

1. Read Acts 27-28 to review the events of this week's Bible Story.
2. Complete the activity on your copy of Reproducible Page C.

### Reviewing the Bible Story

Open your Bible to Acts 27. *This week you learned about Paul's arrest and voyage to Rome to appeal to Caesar. God wants us to see Paul's courage while he traveled from Jerusalem to Rome as a prisoner. He traveled mostly on ships that carried other prisoners and cargo. Who remembers why Paul was arrested? (He preached about Jesus; the Jews were jealous of him; the Jews lied about him, etc.)*

*Paul was a prisoner because he proclaimed the good news about Jesus to the Jews in Jerusalem. The Jews did not accept Paul's teaching. In fact, they believed that his teaching was against the law and worthy of death! The Roman leaders wanted to release Paul because they did not think he had done anything that deserved death, but the Jews insisted. So Paul appealed to Caesar who was the Roman emperor.*

*While traveling to Rome, the ship was in a violent storm! The sailors had to tie a rope under the ship to keep it from coming apart. The men were so frightened that they thought for sure that they would die! But Paul was not afraid. Ask the students why they think Paul had courage when everyone else believed they would die? (An angel told Paul that they would be safe so that he could preach the good news of Jesus to Caesar.) What are some of the things Paul did that showed his courage? (He warned the men of the*

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danger; he told the men not to worry because God had told him they would not die; he fed the men; he prayed; even though he was under arrest, he continued to teach people about Jesus.)

### Life Application

Distribute the copies of Reproducible Page C and pencils. Tell the students to imagine that they have been sent to the principal's office at school for talking to someone about their faith in God. Ask them to write down their thoughts and feelings about this. Help them to think of one way in this situation that they could show their courage like Paul did. If necessary, write words on the large writing surface if the students need help spelling.

### Conclusion

Have the students volunteer to share their thoughts and feelings about this situation. Encourage the students who do share, but do not force a student to share. Close with a prayer for God to help the students have brave hearts this week.

### Teacher Tips

- Be prepared to share about a time in which you showed courage for Christ.



3rd and 4th Grades



## Voyage to Rome

The students will review events of Paul's arrest and voyage to Rome as they play a board game.

### Materials

*For the teacher:*

- 1 piece of foam core, 9" x 12"
- 2 different colored pushpins
- glue stick
- watch or timer with a second hand
- scrap paper and pencils

*Reproducible Pages:*

- Page D, 1 copy for the teacher—enlarged to 9" x 12"

### Preparation

1. Mount the game board to the foam core with glue.
2. Practice leading this activity.

### Instruction

1. Introduce today's activity: *In this week's lesson, you learned about Paul's arrest in Jerusalem and his voyage to Rome to appeal to Caesar. Throughout this unit, you have been learning about Paul's amazing adventures as he traveled around the world to tell people the good news of Jesus. Although Paul was a Jewish leader, God used him to preach to many people who were Gentiles—or non-Jewish. Because the Jews were so angry and jealous of Paul, he spent most of his time teaching Gentiles. Paul went from persecuting the church to being persecuted for his faith. Paul shows us an awesome example of someone who loved everyone—even his enemies—and wanted everyone to know about Jesus. In today's game, you will trace the different locations of Paul's trip to Rome and answer review questions about Paul's ministry.*
2. Divide the students into two teams. Balance the students who heard this week's Bible Story with those who did not. Assign a color for each team and give out paper and pencils to designated team members.

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3. Show the students the game board you prepared. Point to each place and say it to the students. Have them repeat after you. Explain that the goal of this game is to get from Jerusalem to Rome. Each time their team answers a question correctly, they may advance one space. The first team to arrive in Rome is the winner.
4. Place both pushpins next to Jerusalem. Tell the students that you will read a question from the list on the back of this Lesson Card and they will have one minute to find an answer. They may use their Bibles to find their answers. Have the students write their answers on a piece of paper. When a minute is up, have them state and show their answers. If the team is correct, they may move their pushpin to the next location on the map. Play continues until the first team arrives in Rome. (Repeat or think of additional questions if necessary.)

### Conclusion

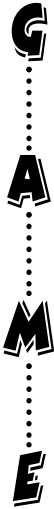
Ask the students to describe Paul. Ask them to say the one thing they most admire or respect about Paul and why. Close with a prayer thanking God for Paul's great faith and courage to take the gospel of Jesus around the world.

### Teacher Tips

- If for some reason the students in your class did not hear the Bible Story, adapt this activity accordingly. Present the questions as "multiple choice" and eliminate the time limit. To present multiple choice questions, simply offer three answers for each question, two of which are incorrect.
- Prepare an extra game board in case the first one gets too many holes.
- Remind the students to exercise caution when working with the pushpins.
- If possible, enlarge the game board to a larger size and mount it to the same size foam core. Use larger game pieces instead of pushpins.



**3rd and 4th Grades**



## Voyage to Rome

Questions and Answers

### Bible Story Review

- *In what city was Paul before he was arrested? Clue: Acts 21:17 (Jerusalem)*
- *Jews from what province stirred up the crowd against Paul at the temple in Jerusalem? Clue: Acts 21:27 (Asia)*
- *What were the Asian Jews' accusations against Paul? Clue: Acts 21:27-29 (teaching against the law; defiling the temple; bringing Greeks into the temple)*
- *To what ruler did Paul appeal after his trial before Festus? Clue: Acts 25:11 (Caesar)*
- *What weather did the ship encounter on the voyage to Rome? Clue: Acts 27:13-14 (storm; hurricane, northeaster)*
- *How many passengers were on board the ship that Paul was on? Clue: Acts 27:37 (276)*
- *How many people died on that voyage? Clue: Acts 27:42-44 (none)*
- *Why did the people from the island of Malta think that Paul was a god? Clue: Acts 28:3-6 (A snake or viper bit him and he did not die.)*
- *What did Paul do for Publius' father? Clue: Acts 28:8 (healed him)*

### General Review

- *In what business or trade was Demetrius, the Ephesian silversmith? Clue: Acts 19:24 (making shrines to the goddess Artemis)*
- *Why did Demetrius cause a riot against Paul? Clue: Acts 19: 23-27 (He did not want to lose business.)*
- *Where was Saul going when Jesus first appeared to him on the road? Clue: Acts 9:1-3 (Damascus)*
- *Who did Jesus choose to heal Saul's blindness? Clue: Acts 9:10-12 (Ananias)*

### Challenge Questions

- *Name one way Paul showed that he trusted in God? (Answers will vary.)*
- *Recite Romans 8:28 from memory.*
- *Who wrote the book of Acts? (Luke)*
- *Recite Philippians 1:12 from memory.*



3rd and 4th Grades

## Places in Time (Part 7)

The students will complete their timelines of the ministry of Paul.

### Materials

*For each student:*

- colored pens or pencils

*For the teacher:*

- timelines from Unit 18 Lessons 1-6
- tape

*Reproducible Pages:*

- Page E, 1 copy for each student

### Preparation

1. Complete the activity on your copy of Reproducible Page E.
2. Tape your copy of Reproducible Page E to your existing timeline.

### Instructions

1. Introduce today's activity: *In this unit you have been learning about Paul's life and ministry. Paul was a disciple who was full of faith and courage for the Lord. Paul went to many places and preached the good news of Jesus to many people. Paul was persecuted throughout his life. Finally in Jerusalem, he was arrested and taken to Rome where he would stand trial before Caesar.* Explain with enthusiasm that the students are going to complete their timelines and take them home today.
2. Distribute the copies of Reproducible E and pencils to the students. Tell the students to open their Bible to Acts 27-28.
3. Ask the students to work in pairs to look up the first scripture reference on their timelines and raise their hands when they have found it.
4. Tell the students to find the phrase in the box that best fits the scripture reference and write it in the blank provided. Remind them to circle the three phrases that do not belong.
5. Continue until all the blanks are filled in. Use the Answer Key on the back of this Lesson Card to check the students' work. When the students have filled in all the blanks on their pages, have them color the pictures.

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6. Distribute the previous timelines to the students. Have them tape today's timeline next to the one from the last lesson (Unit 18 Lesson 6). Then have the students review the events from the previous timelines.

### Conclusion

Refer to your sample timeline. Review the events from the ministry of Paul. Ask the students: *What is your favorite time in Paul's life or favorite character that Paul met? Why? When you look at Paul's life how do you feel? God wants us to be like Paul. He wants us to teach people about Jesus wherever we go.*

Close with a prayer asking God to help the students see ways that they can trust God like Paul did.

### Special Display Idea

Arrange a special display of the students' completed timelines that the parents can come and observe. Give the students a chance to point out their favorite events from this unit.

### Teacher Tips

- Have a few additional timeline sheets available from the previous lessons for students who may have missed a class.
- Think of additional ways to make this activity interactive and fun for the students.



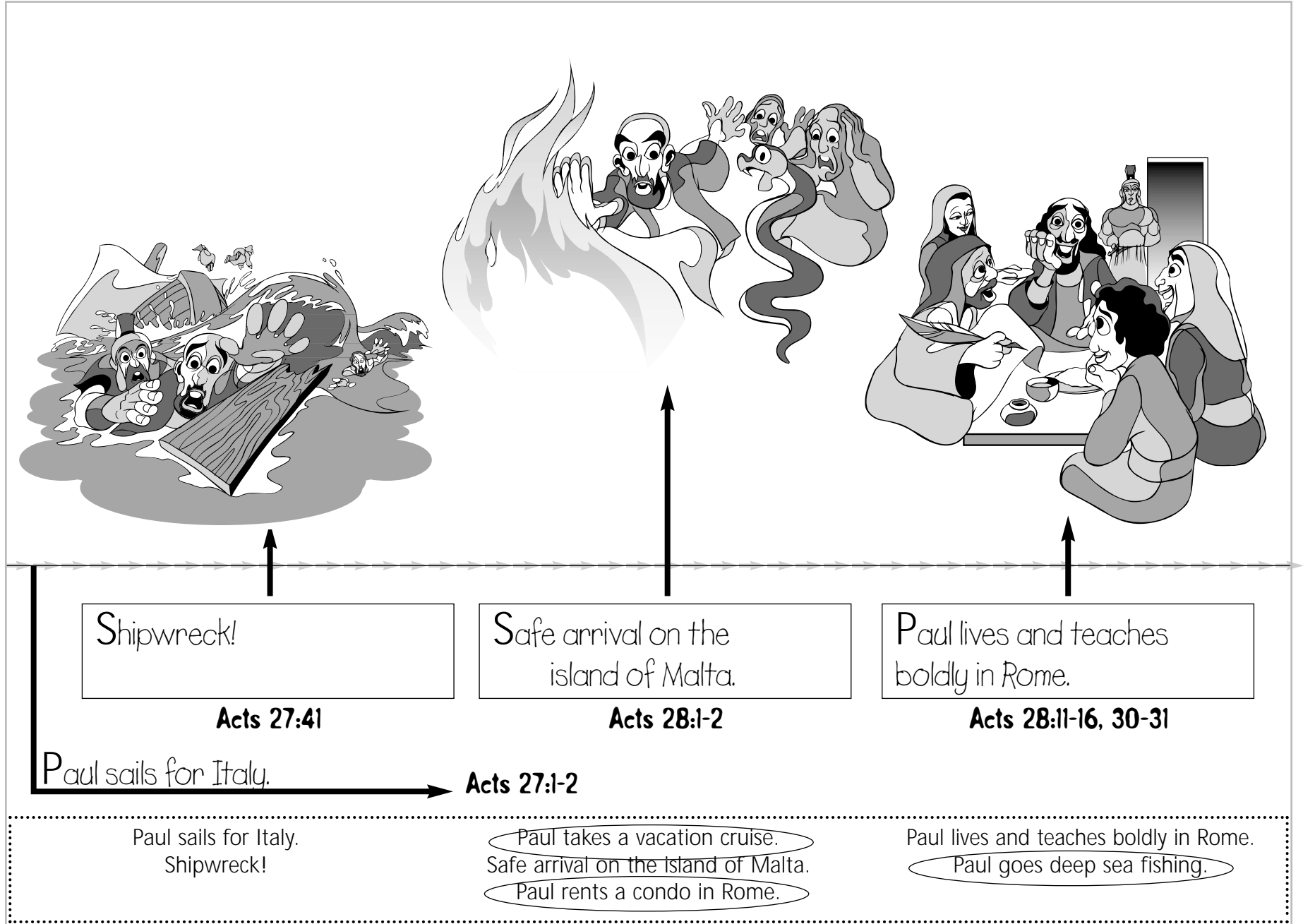
**3rd and 4th Grades**

# Places in Time Answer Key

## Voyage to Rome

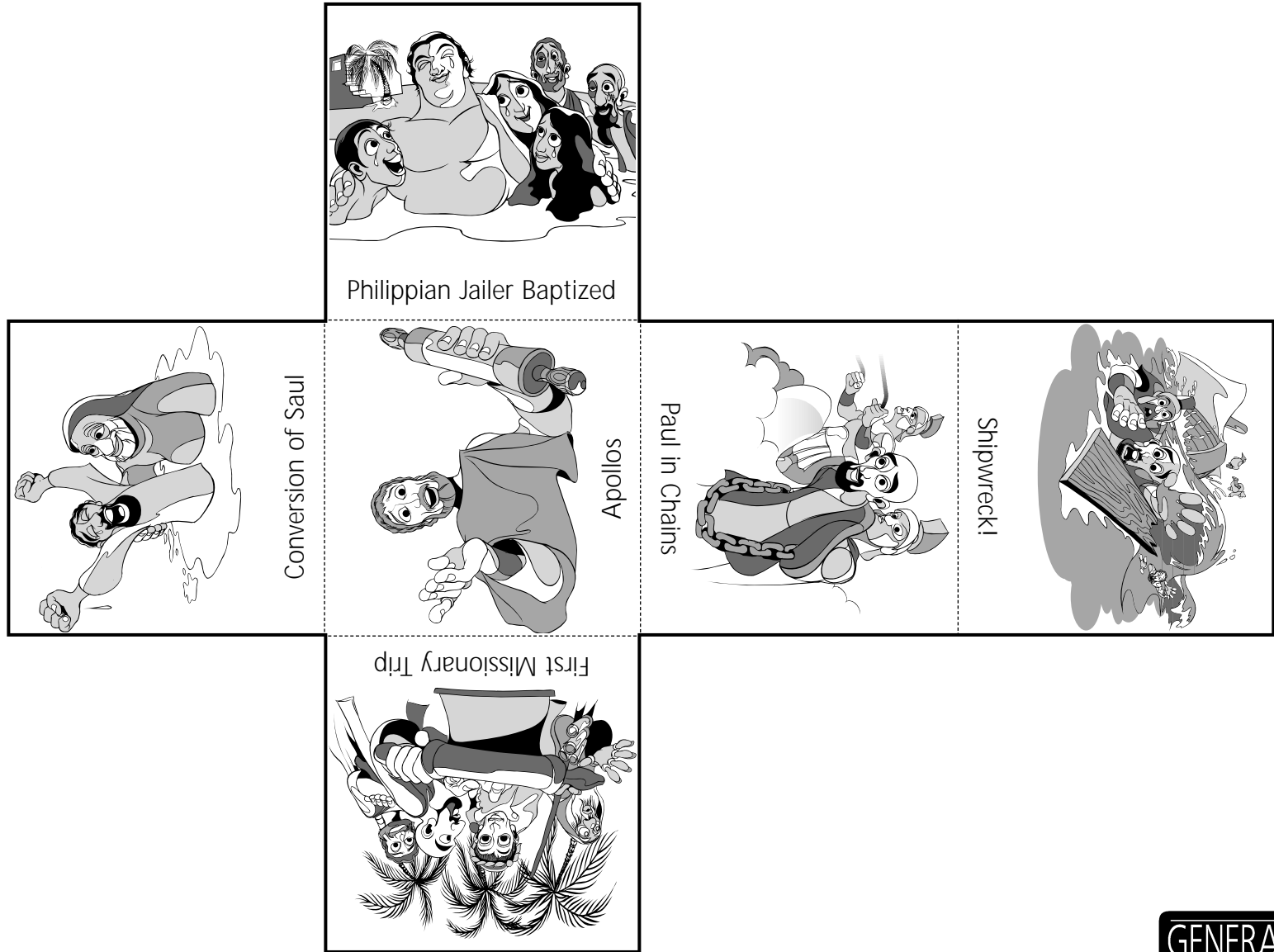
### The Ministry of Paul Lesson 7

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## Core/Craft

1 copy for each student (Optional - heavy paper)



cube

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***3rd and 4th Grades***



## Supplement/Preclass

1 copy for each student

### Kingdom Kids First-Century Police Report

Name \_\_\_\_\_

"Now I want you to know, brothers, that what has happened to me has really served to advance the gospel. As a result, it has become clear throughout the whole palace guard and to everyone else that I am in chains for Christ."

*Philippians 1:12-13*

Instructions: Before completing this report, read Acts 21:27-39 for the background information of this arrest. Use the words from the Answer Box on the right to fill in this police report.

1. Prisoner's Name: Paul (a.k.a. Saul of Tarsus)
2. Occupation(s): (Acts 18:3, 23:6) \_\_\_\_\_
3. Address: (Acts 21:39) \_\_\_\_\_
4. Where did the arrest take place: (Acts 21:30-33) \_\_\_\_\_
5. Arrested by whom? (Acts 21:31-33) \_\_\_\_\_
6. Accusations against Paul: (Acts 21:28) \_\_\_\_\_

#### For Further Thought

- Why did Paul appeal to Caesar? (Acts 25:8-12)  
\_\_\_\_\_  
\_\_\_\_\_
- What do you think about King Agrippa's comment that Paul could have been set free? (Acts 26:32)  
\_\_\_\_\_  
\_\_\_\_\_
- What is one way that Paul showed his trust in God?  
\_\_\_\_\_

#### Answer Box

teaching against the law  
and the temple; bringing  
Greeks into the temple,  
defiling the holy place

Tarsus in Cilicia

commander of the  
Roman troops

Jerusalem

tentmaker, Pharisee

brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts

brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts

brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts brave hearts

## Brave Hearts

Name \_\_\_\_\_

When I am afraid, I will \_\_\_\_\_

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When I am afraid,

I will trust in you.

In God, whose word I praise,

in God I trust; I will not be afraid.

What can mortal man do to me?

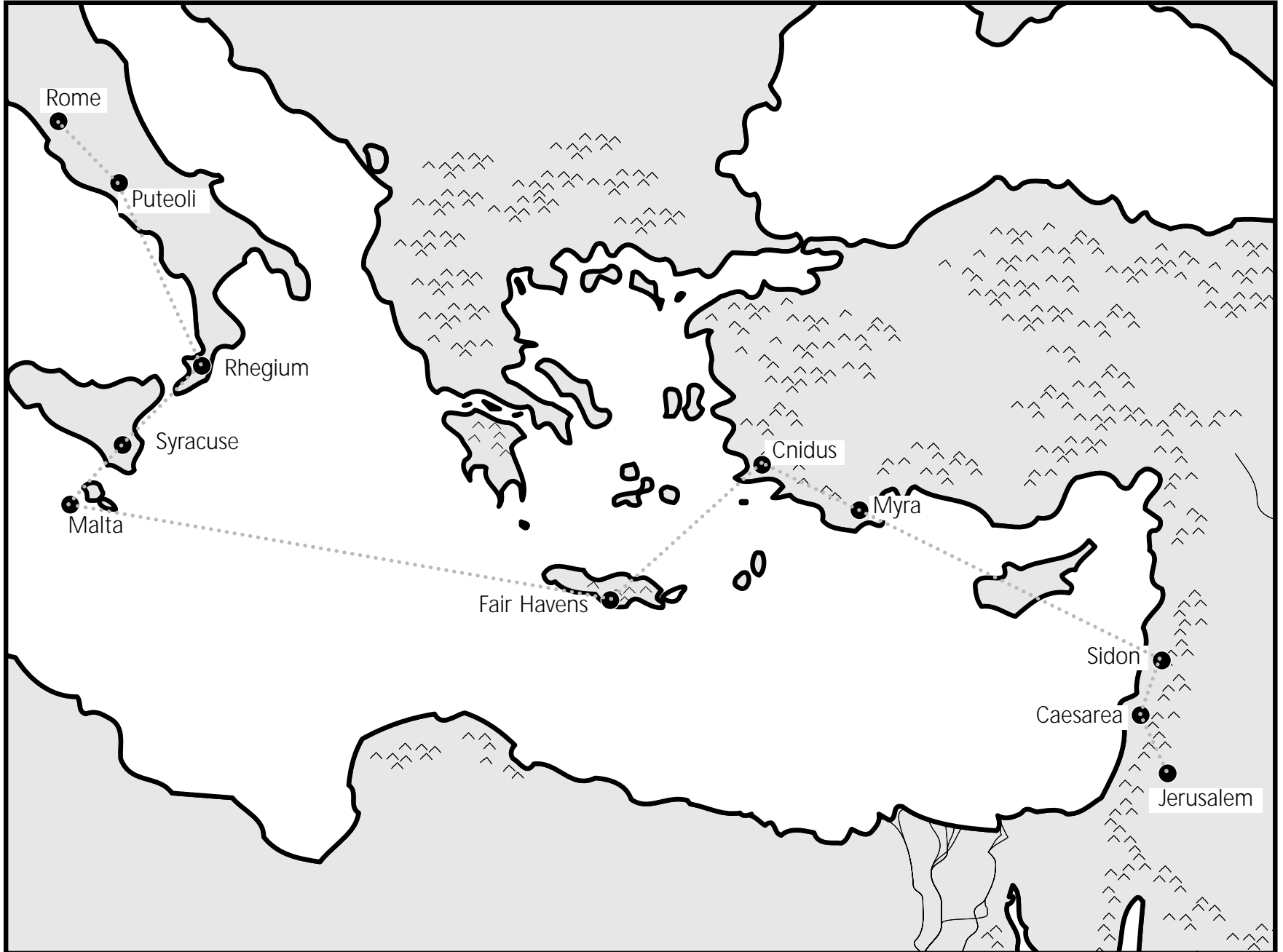
Psalm 56:3-4



3rd and 4th Grades

# Supplement/Game

1 copy for the teacher - enlarged to 9" x 12"



# Supplement/Bible Skills

1 copy for each student

## Places in Time (Part 7)

Directions: Look up the verse references below and select the phrases from the box that best describe the verses.  
Write them on the appropriate blanks on the timeline. Circle the phrases that do not belong.

## The Ministry of Paul Lesson 7

Name \_\_\_\_\_



S

Acts 27:41

S

Acts 28:1-2

P

Acts 28:11-16, 30-31

P

Acts 27:1-2

Paul sails for Italy.  
Shipwreck!

Paul takes a vacation cruise.  
Safe arrival on the island of Malta.  
Paul rents a condo in Rome.

Paul lives and teaches boldly in Rome.  
Paul goes deep sea fishing.