

# Activity Pages

## SUMMER 2026 THE TESTIMONY OF FAITHFUL WITNESSES

## These Activity Pages Are Designed To:

- Engage students in a way that lecture and open-ended discussion don't.
- Gain insight on what has been learned and what hasn't.
- Encourage students to learn from one another and build vital relationships, in keeping with Proverbs 27:17 and Galatians 6:2.

## Tips For Using Activity Pages:

- Instructions are on each lesson's "Involvement Learning" page (for teachers) and Activity Page (for students).
- Use these pages as optional alternatives for "Involvement Learning" activities.
- Limit individual work time and focus on facilitating discussion among learners.
- Encourage students to complete take-home work by discussing their results in the next class session.

## Maximize Group Activity Time!

- Instead of viewing group activities as empty time for you as the teacher, look for opportunities to encourage and challenge your students.
- Pray silently during the activity for the participants' spiritual growth! Pray for them by name, calling on the Lord to bless each person.
- Circulate among the groups of learners and observe their interactions to discover your learners' level of spiritual maturity.
- Pray that the Spirit will fall on your classroom, equipping your students with knowledge and filling them with passion to boldly proclaim the good news.

# Deborah, the Dutiful Judge

Lesson 1, Judges 4:4–10, 14, 21–22, NIV

## Look at the Whole Chapter

Arrange the following sentences in the correct order, according to Judges 4. (Answers on page 512.)

- \_\_\_\_\_ 1. Deborah called Barak and told him God commanded him to fight Sisera and promised victory.
- \_\_\_\_\_ 2. Sisera took refuge in the tent of a woman who offered him respite.
- \_\_\_\_\_ 3. Sisera, the Canaanite commander, managed 900 iron chariots, which he used to oppress the Israelites.
- \_\_\_\_\_ 4. Barak assembled an army of 10,000 men, and Deborah went with him.
- \_\_\_\_\_ 5. Jael murdered Sisera by driving a tent peg through his head.
- \_\_\_\_\_ 6. Jabin, the king of Canaan, reigned over the Israelites because they did evil in God's sight.
- \_\_\_\_\_ 7. The people of Israel came to Deborah for judgment.
- \_\_\_\_\_ 8. The defeat of Sisera led to of the conquering of the Canaanite king, Jabin.
- \_\_\_\_\_ 9. Deborah told Barak to attack Sisera, promising Barak deliverance from God.
- \_\_\_\_\_ 10. Barak asked Deborah to accompany him into battle, and Deborah prophesied that Sisera would die at a woman's hands.
- \_\_\_\_\_ 11. Overwhelmed by the defeat of his forces, Sisera left his chariot and fled for his life.

## God is Calling

Take one minute to jot your responses to each of the following prompts:

*Ways I believe God calls me to serve . . .*

---

---

---

*Reasons I believe God calls me . . .*

---

---

---

*How I'm responding to God's call to serve him . . .*

---

---

---

## Hannah, the Faithful Supplicant

*Lesson 2, 1 Samuel 1:9–20, 25b, NIV*

## Two Prayers

Hannah and Mary, the mother of Jesus, each have a special prayer recorded in Scripture. Read Hannah's prayer in 1 Samuel 2:1–10 and Mary's prayer in Luke 1:46–55. Then spend some time comparing the two by filling in the chart below. List important words or phrases from each prayer. Then circle words that are similar.

Hannah's prayer

Mary's prayer

When you are done, discuss with a partner or your group: *How were the situations of the two women alike? How were they different?*

## My Prayer

Name a specific gift (or several) you received in response to prayer. Share your response with a partner or with your group.

Jot phrases you would use in a prayer of thanks to God for these gifts. After one minute, compare your answers with a partner. \_\_\_\_\_

---

---

---

---

Compose a prayer of gratitude to God for the good gifts you have received.

# Jonathan and David, Resolute Friends

*Lesson 3, 1 Samuel 18:1–4; 20:16–17, 32–34, 42; 2 Samuel 1:26–27; 21:7, NIV*

## A Friend Is . . .

In the first column, write a list of positive qualities of a close friend. In the second column, note how the friendship of Jonathan and David demonstrates each quality.

A friend is . . .	How David and Jonathan demonstrate this quality of friendship:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Showing Loyalty

List specific ways friends show loyalty to each other in each context.

**Conversations** \_\_\_\_\_

**Gifts** \_\_\_\_\_

**Service** \_\_\_\_\_

**Sacrifice** \_\_\_\_\_

Think of a close friend. Circle a listed method or example you could use to show love and loyalty to that friend.

# Amos, the Courageous Prophet

*Lesson 4, Amos 1:1; 2:11–12; 3:7–8; 7:10–15, NIV*

## Song for Justice

Using the themes and format of Amos 2:11–12 and 3:7–8, compose a song that asks God to reveal his justice. The song should express grief over the injustices present in the world, plead for leaders to promote justice, and request God’s intervention in restoring justice.

---

---

---

---

---

---

---

---

---

---

## Justice Acrostic

Use the word *justice* to create a seven-line acrostic of words and phrases reflecting aspects of biblical justice. After completing the acrostic, answer the questions below.

J  
U  
S  
T  
I  
C  
E

Define *justice*. \_\_\_\_\_

\_\_\_\_\_

How can believers give witness to justice? \_\_\_\_\_

\_\_\_\_\_

# The Believing Centurion

Lesson 5, Matthew 8:5–13, NIV

## Anatomy of an Appeal

Every appeal we make has an intended beneficiary, comes from an implied position, and is made for specific reasons on specific grounds. Fill out the table below by analyzing each appeal on the left according to the aspects to the right. The first one is done for you.

	Beneficiary	Position	Reason	Grounds
A loan from a bank	<i>Oneself</i>	<i>Subordinate</i>	<i>Financial need</i>	<i>Good credit history</i>
A cup of sugar from a neighbor				
A child to clean their room				
Healing for a family member				

## Tale of Two Appeals

Matthew 8:5–10 and Mark 10:35–38 both contain examples of appeals made to Jesus. Read both passages and then list the following elements from each in the appropriate column: who is asking, what are they asking for, the grounds for their appeal, and Jesus’ response. Be sure to note positive and negative elements in each passage.

### The Centurion’s Appeal (Matthew 8:5–10)

---

---

---

---

### James and John’s Appeal (Mark 10:35–38)

---

---

---

---

What differences do you see? What do the contrasts indicate about God’s values?

---

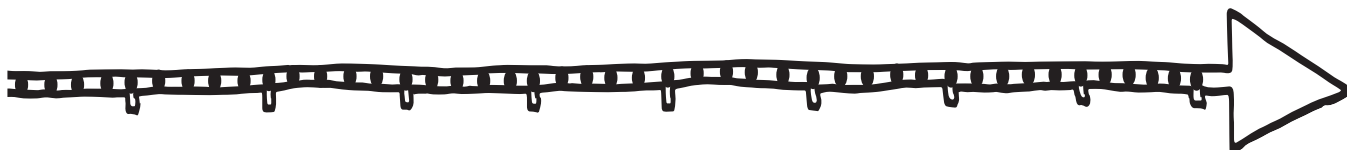
---

# Simon Peter, the Restored Disciple

*Lesson 6, Mark 8:27–29; Luke 22:31–34; John 18:25–27; 21:15–17, NIV*

## The Life Of Peter

Work with a partner to create a timeline of key events in Peter's life. Use the lesson commentary, study Bible notes, or online resources in your research.

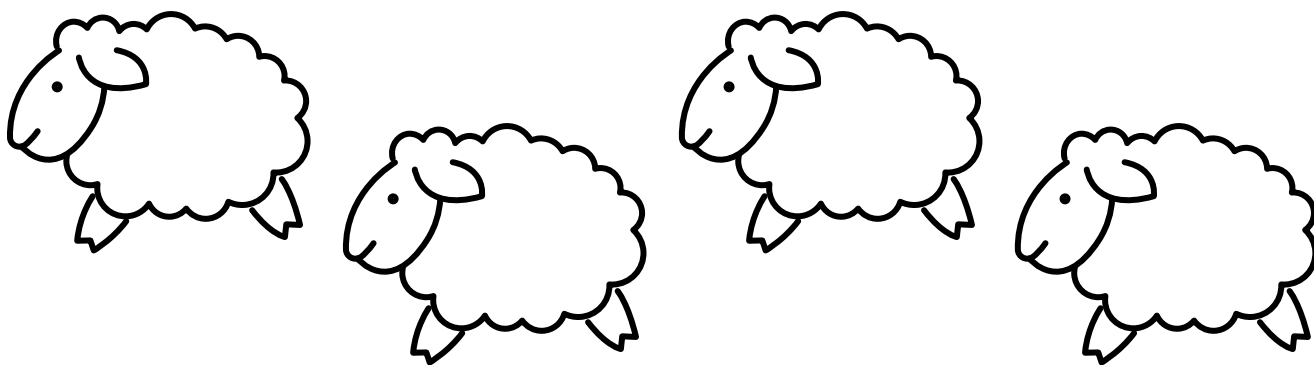


Write one sentence to summarize the life of Peter and his relationship with Christ.

---

## Feed the Sheep

Jesus commanded Peter, “Feed my sheep.” What does this directive mean to you? In each of the sheep below, write the name of a person or group of people to whom God has called (or might call) you to provide spiritual guidance and nurturing.



How has your life experience paved the way for you to reach these people?

---

What obstacles might you face in reaching them? How will you respond?

---

---



# Zacchaeus, the Repentant Tax Collector

*Lesson 7, Luke 19:1–10, NIV*

## Seen and Known

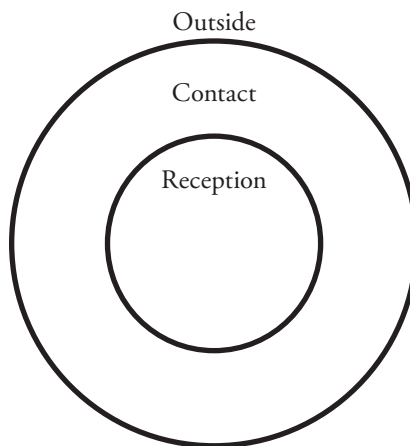
Take one minute to consider your life experiences and identify specific people who have made you feel seen and known. Write a name next to each applicable category. Do not feel obligated to fill in every row. Then choose one example and elaborate on how that person made you feel seen and known. Be specific.

- FAMILY MEMBER:
- TEACHER/COACH:
- SPIRITUAL LEADER/MENTOR:
- NEIGHBOR/COLLEAGUE:
- FRIEND:
- \_\_\_\_\_

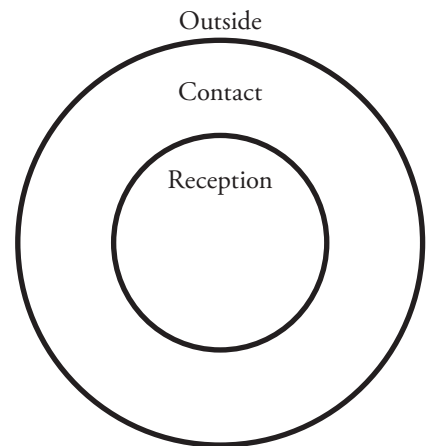
## Proximity

Read Luke 19:4–6. In Diagram A, write the words and phrases from Luke that indicate Zacchaeus's position in proximity to Jesus. Analyze the text verse by verse. Draw an X where you believe Zacchaeus to be at the end of the passage. Then read Ephesians 2:12–13, 19. In Diagram B, write the words and phrases from Ephesians that indicate your position in proximity to Jesus. Draw an X for yourself in the here and “now” (v. 13).

**DIAGRAM A:  
Luke 19:4–6**



**DIAGRAM B:  
Ephesians 2:12–13, 19**



## Then and Now

In the left column, list the attitudes and behaviors you recall displaying before you met Jesus. In the right column, list how Jesus' love transformed those attitudes and behaviors.

**BEFORE I MET JESUS . . .**

---

---

---

**BUT NOW, BY JESUS' LOVE . . .**

---

---

---

# Mary, the Loyal Mother

*Lesson 8, Luke 2:15–19; John 2:1–5; 19:25–27, NIV*

## Same News, Different Experiences

Mary and the shepherds each received the good news that the Messiah was coming to earth. Compare the experiences they each had in the categories below. Use the references as hints!

	MARY	SHEPHERDS
1. When would it be?	(Luke 1:26–30)	(Luke 2:8–11)
2. Where would he be?	(Luke 1:31, 34–35)	(Luke 2:11–12)
3. What sign was given?	(Luke 1:36–37)	(Luke 2:12)
4. What was their response?	(Luke 1:38, 46–55)	(Luke 2:15–18)
5. How did they process the news?	(Luke 2:19)	(Luke 2:20)

## Perspectives

Read John 19:25–27. Consider the many emotions, thoughts, and intentions represented in the scene. Use the space below to write down the thoughts and feelings Mary may have had that day at the cross. (Consider things like fears, hopes, disappointments, and comfort.)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# Thomas, the Hesitant Believer

Lesson 9, John 11:14–16; 14:5–8; 20:24–29; 21:1–2, NIV

## Tough Questions (Facilitator Page)

Cut out the questions, fold the slips in half, and place them in a bowl or hat. Ask each participant to select one to read aloud and attempt to answer.

Who invented calculus?	When does the average person stop growing physically?	Where is heaven?
What color is “true blue”?	Do mosquitos have a good/redemptive purpose?	Why do canines howl at the moon?
How many cures are there for hiccups?	Why is the sky blue?	Why do people have to grow old and die?

## Thomas's Journey

Read John 11:14–16; 14:5–8; 20:24–29; and 21:1–2. Then answer the questions below. When you are done, review your answers and reflect on Thomas's faith. How might it have grown through each experience?

### A. John 11:14–16

1. What does Jesus want for his disciples? (vv. 14–15)
2. What does Thomas think will happen next? (vv. 7–8, 16)
3. What does Jesus let Thomas witness instead? (vv. 40–44)

### B. John 14:5–8

1. What does Jesus want for his disciples? (vv. 1–4)
2. What causes Thomas concern and confusion? (v. 5)
3. What does Jesus show Thomas to address his question? (vv. 6–7)

### C. John 20:24–29

1. What does Jesus want for his disciples? (v. 29)
2. What does Thomas need to experience to really believe? (v. 25)
3. What does Jesus invite Thomas to do? (v. 27)

### D. John 21:1–2

1. What does Jesus want for his disciples? (vv. 12–14)
2. Where is Thomas, what is he doing, and with whom? (vv. 1–3)
3. What does Jesus do for Thomas and the other disciples? (vv. 4–11)

# Stephen, the Unwavering Martyr

*Lesson 10, Acts 6:7–10; 7:54–60, NIV*

## Filled Up

Consider how you fill your time throughout a typical day. Below, write down the number of hours or partial hours you spend on the following activities. The total should add up to 24 hours.

_____ Eating	_____ Working	_____ Using social media
_____ Praying	_____ Browsing the Internet	_____ Engaging with family/
_____ Sleeping	_____ Completing household	friends
_____ Commuting	chores	_____ Studying/Meditating
_____ Watching TV	_____ Attending classes/	on the Bible
_____ Volunteering	meetings	_____ Other:

### **24 Total Hours**

On which activity do you spend the most time? \_\_\_\_\_

On which activity do you spend the least time? \_\_\_\_\_

Which activity do you want to lessen? \_\_\_\_\_

Which activity do you want to increase? \_\_\_\_\_

What do you find surprising after doing this inventory? \_\_\_\_\_

## Good News and Bad News

Read each passage and summarize the “good news” and “bad news” mentioned in each passage.

### **PART A**

1. GOOD NEWS: Acts 6:7–8 \_\_\_\_\_
2. BAD NEWS: Acts 6:9 \_\_\_\_\_
3. GOOD NEWS: Acts 6:10 \_\_\_\_\_

### **PART B**

1. BAD NEWS: Acts 7:54 \_\_\_\_\_
2. GOOD NEWS: Acts 7:55–56 \_\_\_\_\_
3. BAD NEWS: Acts 7:57–58 \_\_\_\_\_
4. BAD NEWS/GOOD NEWS: Acts 7:59–60 \_\_\_\_\_

Do you think the good news outweighed the bad news, or vice versa, and why?

# Saul of Tarsus, the Unlikely Apostle

*Lesson 11, Acts 22:3–15, NIV*

## Saul's Resume

Use Acts 22:3–5 as a guide to fill out a professional job resume for Saul.

Name: \_\_\_\_\_

Birthplace: \_\_\_\_\_

Hometown: \_\_\_\_\_

Education/Training: \_\_\_\_\_

Field Experience: \_\_\_\_\_

Notable Qualities: \_\_\_\_\_

Character References: \_\_\_\_\_

What job positions do you think Saul's resume qualifies him to do?

---

---

---

---

---

## Tell Your Story

Use the following prompts and questions to write your story of meeting Jesus and how your life has changed as a result of the encounter.

### **Describe your life before encountering Jesus.**

- What sort of person were you before you met Jesus?
- How would you describe your heart, relationships, and decision-making before meeting Jesus?
- How would your life be different, and what sort of a person would you have been if you hadn't encountered Jesus?

### **Describe how you encountered Jesus.**

- What led you to encounter Jesus and accept him as your Lord and Savior?
- Who led you to that encounter?
- How did you decide to place your faith in Jesus?

### **Describe your life after encountering Jesus.**

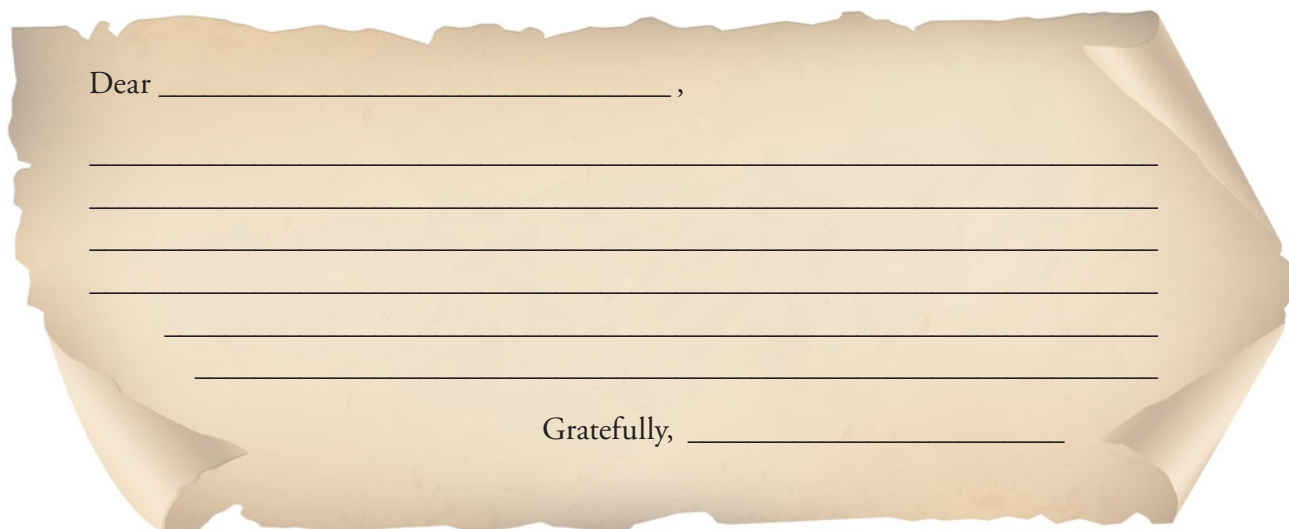
- What has changed in your life since you encountered Jesus?
- How has God used your personal weakness(es) for good?
- How have you experienced Jesus' love, forgiveness, and peace?

# Timothy, a Leader with a Legacy

*Lesson 12, 2 Timothy 1:1–6; 3:14–16, NIV*

## Letter to a Mentor

Using the space below, write a short letter to someone you consider a mentor in the faith. Consider including elements you think Timothy might have written to Paul. Explore things you're thankful for, nuggets of wisdom you appreciate, and ways this person has influenced your life. Sign your name at the bottom.



Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

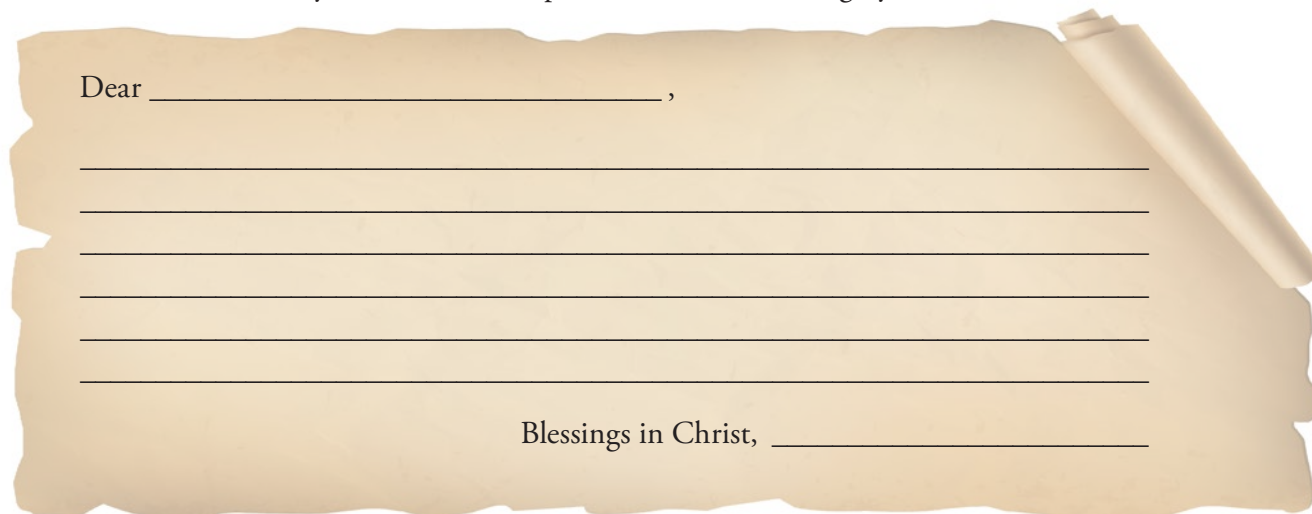
\_\_\_\_\_

\_\_\_\_\_

Gratefully, \_\_\_\_\_

## Letter to a Mentee

Using the space below, write a short letter to someone who is younger in the faith. Encourage this believer to try spiritual practices that are meaningful to you. Identify gifts they have that may need to be “fan[ned] into flame.” Communicate your care and compassion toward them. Sign your name at the bottom.



Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Blessings in Christ, \_\_\_\_\_

# Lydia, the Generous Hostess

Lesson 13, Acts 16:11–15, 40, NIV

## Finding the Way

In the puzzle below, find the names of the 11 people and places mentioned in today's Scripture text and commentary. The words may be vertical, horizontal, or diagonal.

Lystra	Neapolis
Phrygia	Philippi
Galatia	Paul
Troas	Silas
Macedonia	Lydia
Samothrace	

P	H	P	I	U	L	U	J	F	H	O	U	V
Z	N	Z	X	Y	B	G	E	A	X	A	L	A
A	K	E	S	D	X	X	S	D	O	U	I	P
U	I	T	A	I	G	Y	R	H	P	N	T	H
W	R	T	J	P	E	F	E	C	O	G	Q	I
A	S	T	A	D	O	G	W	D	W	W	K	L
U	R	W	P	L	W	L	E	K	M	M	Z	I
M	A	A	K	N	A	C	I	A	J	L	Q	P
A	U	U	T	O	A	G	S	S	I	S	I	P
L	Z	X	R	M	Z	O	A	E	Q	D	V	I
U	S	A	L	I	S	Y	O	N	N	C	Y	T
P	Y	R	C	V	R	G	R	Q	B	W	Y	L
H	M	T	S	A	M	O	T	H	R	A	C	E

## Planning Hospitality

Complete the following chart to list acts of hospitality you can offer various groups over the listed periods.

*Possible examples might include taking someone out for coffee, bringing food to a coworker, or volunteering with a local community organization.*

	Today	This Week	This Month	This Year
My family:				
My neighbors:				
My church community:				
My coworkers:				
Strangers in my community:				

## Lesson 1

### Look at the Whole Chapter:

The correct order is 6, 3, 7, 1, 10, 4, 9, 11, 2, 5, 8.

## Lesson 2

### Two Prayers:

Hannah's Prayer (1 Samuel 2:1–10)

My heart rejoices (v. 1)

God is holy (v. 2)

Proud and arrogant condemned (v. 3)

God raises the poor (v. 8)

Mary's Prayer (Luke 1:46–55)

My soul glorifies the Lord (v. 46)

God is mighty (v. 49)

God scatters the proud (v. 51)

God lifts up the humble and fills the hungry

(vv. 52–53)

## Lesson 7

### Proximity:

Diagram A–

Outside: (v. 4) before, climbed up, to see, pass that way;

Contact: (v. 5) Jesus came, looked up, said unto him, come down;

Reception: (v. 6) came down, received.

Diagram B–

Outside: (v. 12) separate, excluded, foreigners, without hope, without God;

Contact: (v. 13) now in Christ Jesus, brought near;

Reception: (v. 19) no longer foreigners, fellow citizens, members of God's household.

## Lesson 8

### Same News, Different Experiences:

1. Mary had nine months' notice; Shepherds learned the night it happened.
2. It would happen inside Mary's womb; Shepherds had to go into Bethlehem.
3. Mary's sign was her older relative Elizabeth's miraculous pregnancy; Shepherds' sign was finding the baby in a manger.
4. Mary responded with submissive obedience; Shepherds responded by going to see and then telling everyone about it.
5. Mary treasured it all in her heart; Shepherds gave all glory to God for what they saw and heard.

## Lesson 9

### Thomas's Journey:

A1—to believe,

A2—Jesus will be killed,

A3—Jesus raised the dead;

B1—to believe,

B2—lack of details and direction,

B3—himself (the image of the Father);

C1—to believe,

C2—see the marks and touch the wounds,

C3—see the marks and touch the wounds;

D1—to believe (and commune with him),

D2—at sea fishing with other disciples,

D3—provides abundance of fish and makes breakfast

## Lesson 10

### Good News and Bad News:

A1—God's Word spread, the Church grew, Stephen did signs and wonders;

A2—Opposition arose;

A3—the Spirit gave Stephen wisdom;

B1—Sanhedrin were furious;

B2—Stephen saw and testified to the glory of God;

B3—the crowd dragged Stephen away and stoned him;

B4—Stephen died, but was faithful to the end.

## Lesson 11

### Saul's Resume

Name: Saul;

Birthplace: Tarsus of Cilicia,

Hometown: Jerusalem;

Education/Training: studied under Gamaliel and taught the law of the ancestors

Field Experience: persecution of the Way unto death and arrest and imprisonment of Christ-follower;

Notable Qualities: zealous toward God;

Character References: high priest and the council

## Lesson 12

### Finding the Way

P	H	P	I	U	L	U	J	F	H	O	U	V
Z	N	Z	X	Y	B	G	E	A	X	A	L	A
A	K	E	S	D	X	X	S	D	O	U	I	P
U	I	T	A	I	G	Y	R	H	P	N	T	H
W	R	T	J	P	E	F	E	C	O	G	Q	I
A	S	T	A	D	O	G	W	D	W	W	K	L
U	R	W	P	L	W	L	E	K	M	M	Z	I
M	A	A	K	N	A	C	I	A	J	L	Q	P
A	U	U	T	O	A	G	S	S	I	S	I	P
L	Z	X	R	M	Z	O	A	E	Q	D	V	I
U	S	A	L	I	S	Y	O	N	N	C	Y	T
P	Y	R	C	V	R	G	R	Q	B	W	Y	L
H	M	T	S	A	M	O	T	H	R	A	C	E