

Peter, the Disciple in Galilee**Mark 1:29-39; 3:13-19; Luke 6:12-16; 8:40-56; Matthew 9:35–10:16; 14:22-33****Memory Verse:** *“The harvest is plentiful, but the laborers are few; therefore pray earnestly to the Lord of the harvest to send out laborers into his harvest.”* Matt. 9:37-38 (ESV)**Background Helps:**

This week’s readings include Peter’s appointment by Jesus to be one of the twelve apostles. A list of the Twelve appears three times in the Synoptic Gospels (Matt. 10:2-4; Mark 3:16-19; Luke 6:13-16) as well as in Acts 1:13. Each time, the Twelve are listed in three groups of four. Judas Iscariot always appears last, while Peter is always listed first. He seems to have been the spokesman for the others, a sort of first among equals (Jesus himself, of course, was the primary leader).

This week’s readings are all taken from what has been called Jesus’ Great Galilean Ministry, the year and a half that our Lord spent ministering mainly in Galilee. In addition to Peter’s appointment as an apostle, incidents in Peter’s life from this period include: the healing of his mother-in-law (Mk. 1:29-31), the sending out of the Twelve on a preaching tour (Matt. 10), and Peter’s walking on the water with Jesus (Matt. 14:22-33). Notice several occasions when Peter is mentioned as the apostle who takes the lead (Mark 1:36; Matt. 14:27ff.; Luke 8:45) and one occasion when Jesus specially includes him along with John and James as witnesses to a miracle of resurrection (Luke 8:51).

Lesson Helps:

It is recommended in the children’s classes that teachers use the story of Peter walking on the water toward Jesus (Matt. 14:22-33) as the basis for your lesson. This incident certainly brings out Peter’s impulsive nature as well as his leadership potential. A possible lesson aim: My students will learn the story of Peter walking on the water toward Jesus, so that they will put their faith in Jesus in the midst of life’s storms.

Here is an opportunity for dramatic story-telling (see the attached sheet). Discussion questions: What indications of Peter’s *faith* do you see in the story? What indications of his *lack of faith*? Trace the ups and downs of his faith as the story unfolds. Notice that Jesus rebukes Peter for his “little” faith – not for having no faith at all. See Matthew 17:20.

What are some of the “storms” of life (problems, difficulties) that your students face? How can this story help them to face those problems by trusting in the Lord?

Home Assignment:

- 📖 Read John 6:60-71; Matthew 16:13–17:8; 17:24-27; 15:15; 18:21-22; 19:27; Luke 12:35-48.
- 📖 Memorize Matthew 16:16.

Storytelling¹

Storytelling is one of the most effective teaching methods, for children and adults alike. It is true: Everybody loves a story. But good storytelling is an art that follows some time-tested principles. How can you tell a good story? Here are some suggestions:

- Use picturesque, vivid, descriptive, dramatic language.
- Use dialogue between the characters.
- Leave out extraneous details (but sometimes details that seem extraneous at the beginning of a story turn out to be important later on). Be as concise as possible.
- Make sure the story is clearly and logically presented in a manner appropriate to the age level of your audience.
- Arouse interest at the beginning of the story.
- Use questions from time to time to hold the attention of your audience.
- Use visual aids, if appropriate.
- Make sure your story has a point and conveys that point to the audience.
- *Above all, do not merely report the story, but relive the story by dramatic use of both voice and body.* (To achieve this effect, the teacher must know the story thoroughly and enter into the plot through the use of imagination.)
- Use the basic narrative plan as portrayed in the following diagram:

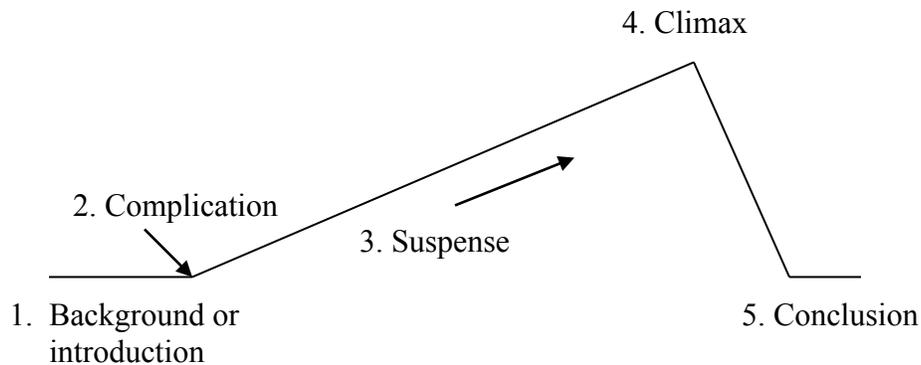


Fig. 6

There are five elements to the basic narrative plan: (1) the background or introductory material; (2) the introduction of some complication or problem; (3) suspense which builds through new complications, failures to solve the original problem, or new insights into the problem; (4) a climax or solution to the problem or problems; and (5) if necessary, a brief conclusion. The teacher is advised to read through the story of Esther in the Bible to see an example of masterful use of this narrative plan and a truly great story.

¹ Jay Adams, *Pulpit Speech* (Grand Rapids: Baker Book House, 1971), 21-40.