



# Philip

**Shares the  
Good News**

**“Philip!**

**It’s time to go,”  
said the angel.**

Philip got ready at once.  
He listened for the angel’s  
directions.

“Travel south to the desert  
road that goes from  
Jerusalem to Gaza,” said  
the angel.

Philip set off to obey. He  
had never heard directions  
like **THESE** before. *What  
would God do?* he wondered.

Meanwhile, in Jerusalem, an  
Ethiopian officer climbed  
into his royal chariot. He  
was the top boss over all  
of Queen Candace’s gold,  
silver, and jewels.

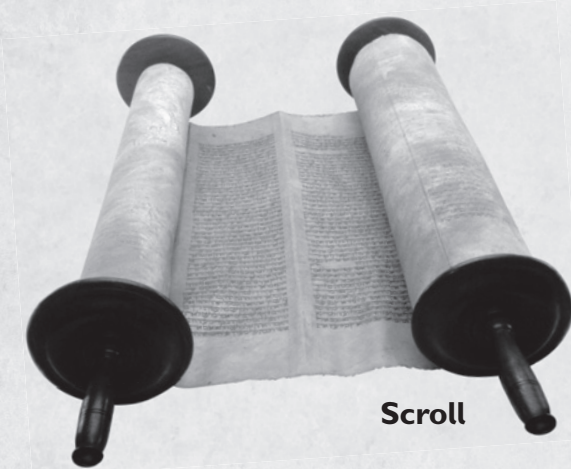




“It’s time to go!” he called to his driver.

The officer had come to Jerusalem to worship God. Now he was returning home to the country of Ethiopia in Africa.

“Let’s take the quiet desert road,” said the officer. “I want to read my scroll.”



CRACK went the whip. The horses neighed, and the chariot started off down the road.

Philip walked along that very same road. But Philip didn’t see the chariot. In fact, he didn’t see anybody!

*What will I do HERE?* Philip wondered.

Philip loved telling others the good news about Jesus Christ. But the only “others” he saw along that lonely road were a couple of lizards and a porcupine!

Just then, Philip heard wheels creaking behind him. He jumped out of the way – and a chariot rolled past him, stirring up dust on the road.

God’s Spirit said to Philip, “Go and catch up with that chariot!”

Philip sprinted to the chariot and ran alongside it. He saw the tall, dark-skinned officer sitting inside.

Philip leaned in close to listen.

“He was led to the slaughter, just like a sheep,” the Ethiopian read aloud from his scroll.

“And just as lambs are quiet when they are sheared, He was quiet too. He did not open His mouth.”





Philip smiled. He knew those words! They were written in the Old Testament book of Isaiah.

“Do you understand what you are reading?” asked Philip.

“No, I don’t,” said the Ethiopian, sadly. “Will you sit with me and teach me?”

Philip climbed into the chariot. As they rode along, Philip explained, “The prophet Isaiah tells us about Jesus Christ.”

“Jesus Christ is the lamb of God. People led Him to the cross to be killed, and He didn’t say a word to stop them. Then, on the third day,

God raised Him from the dead. All persons who believe in Jesus will be forgiven for their sin.”

The officer listened carefully. Then his face lit up with excitement.

“NOW I understand!” he cried. “I believe Jesus is the Son of God. I trust Him as my Savior.”

They traveled along and came to some water. “Stop the chariot!” ordered the officer. “I want to be baptized.”

Philip and the officer stepped down from the chariot and waded into the water. Then Philip baptized the officer.





As they came up out of the water, the Ethiopian felt like splashing and jumping for joy. *Finally*, he understood the good news about Jesus! He couldn't wait to share it with everyone back home in Ethiopia.

"Thank you," he said as he turned to Philip. But WAIT – Philip was gone!

The officer didn't know it – but somewhere, in another town, Philip was jumping for joy too. God's Spirit had snatched him away. And Philip was doing the thing he loved best – sharing the good news of Jesus with everyone he met.

**Learn from Philip's biography:**

- God wants men, women and children from all countries to trust Jesus as Savior.
- God wants US to help people near and far to understand the good news about Jesus.

# Parent Ideas

## Philip Shares the Good News

Scripture: Acts 8:26-40

### KEY LEARNING POINTS

- God wants men, women and children from all countries to trust Jesus as Savior.
- God wants US to help people near and far to understand the good news about Jesus.

#### 1. Read-together activity

Read the first line of the biography aloud and ask your child to read the next line. Continue alternating lines/paragraphs for the whole reading. Or, ask your child to read the dialogue of the Ethiopian officer while you (or other family members) read the dialogue of Philip and the narrator lines.

#### 2. Discussion activity

Draw a Venn Diagram (two side-by-side, overlapping circles) on a sheet of paper. Ask your child to tell you all the ways Philip and the officer were alike (e.g., they both traveled on the same road, they both read God's Word, they both wanted to share the good news at the end, etc.). Write these details in the space where the circles overlap. Then ask your child to tell you some of the ways the two men were different (e.g., Philip understood the good news, but the officer needed someone to teach him; the officer lived in Ethiopia, but Philip moved to many cities in the areas near Jerusalem.) Write these details in the outer circles. Label each circle with the appropriate character's name.

Explain that God wanted the Ethiopian officer to know Jesus, so he sent Philip to teach him. God wants men, women and children from all over the world to hear about Jesus and trust Him as Savior.

#### 3. Discussion activity

Locate a map of Palestine in New Testament times. Find a map on the Internet or in a study

Bible or Bible reference book. Show your child the map and point to the cities of Jerusalem and Gaza. Philip and the officer traveled on a road between these two cities. When the men parted ways, Philip went to share the good news in Azotus and the other towns along the coast (e.g., Lydda, Joppa, etc.) until he settled at Caesarea (Acts 8:40, 21:8). The officer continued southwest on his way home to Ethiopia. Ethiopia was directly south of Egypt at that time, possessing different borders than the present-day country.

Point out the regions of Judea and Samaria, to help your child visualize his handbook section verse, Acts 1:8.

Emphasize that before Jesus returned to His Father in heaven, He told His disciples to share the good news with everyone, everywhere. We must share the good news too! We share with people who live near our homes, and sometimes, like Philip, God sends us to new places to share the good news.

#### 4. Application activity

If you have a globe at home, take it out and ask your child to spin it. After a few seconds, ask her to place her finger somewhere on the globe to stop it from spinning. Identify the part of the world where her finger points and pray for people in that area to hear and understand the good news of Jesus. Repeat this activity several times. Enrich your time by studying the history or culture of some of the people you pray for.

# Parent Ideas

## Philip Shares the Good News

Scripture: Acts 8:26-40

### 5. Application activity

Help your child with the missionary activities in his *SkyStormer* handbook (Green Jewel 2:1 and 2:2). Your Sparks director or Sparks leaders can give you information about your Awana missionary.

### 6. Review activity

Cut out the seven biography cards on the next page. On a large sheet of paper (at least 11" x 17" [27.9 x 43.2 cm]), make a timeline that includes these chronological events:

- Jesus lives on earth.
- Jesus dies on the cross.
- Jesus rises to life and returns to heaven.
- The church tells the good news about Jesus.
- Jesus will someday return to earth.

Ask your child to place each of the seven biography cards in the right place on the timeline. (For reference, see the timeline included with each biography in the handbook.)

Save the timeline and cards to use in a future review activity.

### 7. Review activity

Play a review game together. Gather about 20 sheets of scrap paper. Give 10 sheets to your child, and keep the other half for yourself. On the back of each paper, you should each write a question about one of the biographies you have studied. You will probably need to help your child write questions – but this is part of the review process too. Try to include factual questions and more reflective questions, like the ones included in the discussion activities.

With the papers, you can play a stepping stone game. Play in a large, open room. Stand near one wall and pretend the floor is a stream. To start, ask your child a question from one of your sheets. If he answers it correctly or insightfully, give him the sheet. He will lay it on the floor and step on it. Pretend the paper is a stepping stone to help him cross the stream. (He will lay future papers in front of it.) Next, your child asks you a question and you try to earn your own stepping stone. Continue in this pattern. Whoever gathers enough “stones” to step across the “brook” to the other wall first is the winner.



