



HEROES OF THE FAITH

Large Group

LESSON 8: LARGE GROUP

Peter and John

MAIN IDEA

John and Peter each served God in different and important ways. In the same way, each of us has something unique to offer to God's kingdom.

BIBLE PASSAGES

- Acts 3:1–4:22
- 1 Corinthians 12:12–27

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10-15 minutes)



Play large group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

MATERIALS NEEDED:

- A Bible
- (Optional) Zipper bags, 1 per child, each filled with one of the following items:
 - Marshmallows (large and small)
 - Toothpicks, straws
 - Small paper cups
 - Craft sticks
 - Paper clips
- (Optional) Item to keep track of time
- Blank poster board (or chart paper) and a marker
- Printout 1
- Name tags with characters' names

Large Group



Introduce the story of the Gospel.
(10-15 minutes)

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the “Who is Jesus” call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.



“Who is Jesus”
Call and Response

OPTION 1: BUILDING ACTIVITY

I am going to be giving you one zipper bag full of a particular “building material”. (See supply list for details.) **You are to build the strongest and best-looking house that you can in a five-minute time period.**

There are two rules. First, you may not talk at all. Second, you may work together with anyone you choose and share materials amongst yourselves.

Hand out the supplies and then start the 5 minute timer.

It was possible to build a house with only one kind of material, but the best houses used several types of materials and several people cooperating together. Each material and each person was significant for accomplishing the task.

Ask, **What types of people and materials are needed to build a real house?**

Make a list of their answers on a poster board or flip chart. Put their answers into two columns: materials and people.

Examples of materials include: bricks, lumber, wires, pipes, paint, etc.

Examples of people include: carpenters, painters, masons, electricians, plumbers, etc.

OPTION 2: PETER AND JOHN HEAL SKIT

Use Printout 1 for the skit. Consider how many characters you will use for this skit depending on the size of your group. You may choose to split your large group up into two or three groups to represent groups of characters.

Let students know that they will be acting out the skit silently while you narrate the script in Printout 1. Use name tags with characters’ names so that the students know which person is playing each character.

Characters:

- Peter (Apostle of Jesus)
- John (Apostle of Jesus)
- Lame Man (Beggar at the Temple gate)
- (Optional) Crowd (People at the Temple)
- (Optional) Priests (Religious leaders)
- (Optional) Captain of the Temple Guard
- Sadducees
- Annas (High Priest)
- Caiaphas (High Priest)
- (Optional) Other Members of the Sanhedrin

WRAP IT UP

Last week, we talked about Peter. One of the significant things about Peter is that he was a very good speaker. Often we see him preaching and teaching others about Jesus.

Today's hero is named John. John is presented in the Bible as being mild-mannered and quiet. The interesting thing is that John and Peter worked well together.

Why do you think this might be? (Take students' answers.)

God uses all different types of people to build his church. Just like when you built those houses and you needed different people with different sorts of materials, God uses different people with different personalities, abilities, talents, and gifts.

Games



Play large group games.
(25 minutes)

MATERIALS NEEDED:

- Large, lightweight ball (e.g., beach ball or playground ball)
- 2 goals (cones, chairs, or any markers to define the goal area)
- Ball or frisbee

LARGE GROUP GAME: CRAB SOCCER

Materials: A large, lightweight ball (e.g., beach ball or playground ball), two goals (can be cones, chairs, or any markers to define the goal area)

Object of game: Get the ball in the goal to score

How to play: Set up a rectangular playing area with goals at each end. The size of the field can vary depending on the number of players and available space. Divide players into two equal teams. Assign each team a goal to defend. All players must move in the “crab position” during the game. To get into the crab position, players sit on the ground with their hands and feet on the floor, belly facing up and hips lifted off the ground. Players can move in any direction but must remain in the crab position throughout the game. No standing or crawling on all fours is allowed.

Place the ball in the center of the field. Players attempt to move the ball into the opposing team’s goal by kicking or pushing it with their feet while staying in the crab position. A goal is scored when the ball crosses the goal line completely. After a goal is scored, the ball is returned to the center and play resumes. No hands are allowed to touch the ball. Players can only use their feet or body to move the ball.

If the ball goes out of bounds, it is returned to play by the nearest player using a foot pass or kick. The game can be played for a set amount of time (e.g., 10-15 minutes) or until a predetermined number of goals are scored.

Variations:

- **Smaller Teams:** If there are fewer players, reduce the size of the field.
- **Time Limits:** Introduce time limits for holding the ball to encourage faster gameplay.
- **Multiple Balls:** Add more balls to the game to increase the challenge.

LARGE GROUP GAME: SAY AND CATCH

Materials: Ball or frisbee

Object of game: Say something on-topic before catching the ball

How to play: Have all the students stand in a circle. Decide on a topic to be used during the game (for example, the topic could be animals). Then, toss the ball to any student in the circle. The student must say something in the chosen topic before catching the ball (in the animal example, students could say “Elephant!”). If the student does not say something before catching the ball or does not catch it, they are out.

LARGE GROUP GAME: FREEZE TAG

Materials: None needed

Object of game: Freeze all of the other players

How to play: Choose one student to be "it". This student has the power to freeze anyone in their tracks with a simple touch! As the player who is "it" tags people, they will freeze where they are. Other students that are not frozen can touch the frozen students to unfreeze them. Play ends when all students are frozen or when time runs out.

Variations:

- Time-Limited: Set a time limit for how long each round lasts.
- Multiple "It" Players: For larger groups, you can have two or more players as who are "it" to increase the challenge.
- Safe Zones: Designate certain areas as safe zones where players cannot be tagged, but they can only stay there for a limited time.



HEROES OF THE FAITH

PRIMARY
Small Group

LESSON 8: PRIMARY SMALL GROUP

Peter and John

MAIN IDEA

John and Peter each served God in different and important ways. In the same way, each of us has something unique to offer to God's kingdom.

BIBLE PASSAGES

- Acts 3:1–4:22
- 1 Corinthians 12:12–27

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

MATERIALS NEEDED:

- Bible
- Name tags
- Snacks, 1 per child
- Printouts 2-3; 1 per child
- Pens or pencils, 1 per child
- 2 hula hoops or ropes to make 2 circles
- Memory Verse Cards, 1 per child

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Go around your small group and ask each student:

- **What is something that you enjoy doing?**
- **What is a hobby or interest that you like to do?**

Say, **Each of us has our own interests, and sometimes we are able to meet people with similar interests. This doesn't mean that we are the same in every way. God has created each of us to be special and unique. We might have a friend who enjoys some of the same things, but we are not identical to anyone else. God has made each of us unique and special.**

HELPFUL HINT

This is a great opportunity to share a story with your students. If you have a sibling or good friend who has similar interests to you, you could share about what you have in common. Then share the differences you have between the two of you. This will help students grasp the point of the following activity and provide them with ideas to consider.

Pick an activity that you believe would work best with your small group. You could also allow both activities depending on time.

OPTION 1: FINDING THE SAME & DIFFERENT

Ask the students to get with a partner and to list similarities and differences between them. For example, one student might say, "I'm good at soccer," and the partner might say, "I'm good at basketball." Their difference is that they are good at different sports but the similarity is that they both play a sport. Give the students about five minutes to complete this activity. When they finish, take about five minutes to have the group share the findings from this activity out loud.

OPTION 2: FIND THE DIFFERENCE

Give each student Printout 2 and allow them a few minutes to complete the activity. They are to find all the differences between the two pictures and mark them with pen or pencil.

Say, As we get ready for our lesson we will get to hear about two of Jesus' disciples. Last week we talked about Peter who spoke his mind and was someone Jesus chose to use in some special ways. Peter's name means "Rock". Sometimes we think that all leaders have to be able to get up in front of people and speak loudly and boldly, but God has made each person unique and special. We get to hear today about one of Jesus' other disciples, John. God used John in some great and special ways even though John and Peter were very different people. We get to see how God uses different people to do great things!

Pray and dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20-25 minutes)

Small Group Session 2

Peter and John also had similarities and differences.

Prior to club, print and cut Printout 3B. Hand students Printout 3A and allow them to place the cards that fit in each column. Consider allowing students to work together, or have them do this activity individually.

Say, **This time, we will be comparing and contrasting Peter and John based on a story that we are going to read from the Bible.**

Read Acts 3:1–15 and Acts 4:1–10 slowly out loud as the students place the cutouts in each column using Printout 3. You may need to pause several times to help students decide in which column to place the cards. Give cues to students, if needed, to help them choose the correct column to place the cutouts.

Say, **Peter was older than John; they were both fishermen; they were both in Jesus' inner circle of friends; Peter was more known for speaking up in front and John for his care for others; Peter was killed for following Jesus while John lived a very long life; and both of them had brothers who were close friends of Jesus.**

Peter and John each had their own strengths. Jesus chose them and used each of them based on their strengths. Jesus can do that today with us!

Ask:

- **What are some of your strengths?**
- **How do you think God could use you to help build his Kingdom?**

ACTIVITY: SIMILARITIES AND DIFFERENCES HOP

Set down Hula-Hoops or ropes to create two overlapping circles. Students stand in the circles if they share an interest or characteristic with the topics given. The overlapping area if they share an interest or characteristic with both. Choose two topics such as "Cats" and "Dogs". Designate which circle stands for what interest or characteristic. If both apply, students can stand in the section where the circles overlap.

Examples of interests or characteristics:

- Cat or dog
- Scooter or bike
- Markers or crayons and colored pencils
- Drawing or painting
- Minecraft or Roblox
- Playing an instrument or listening to music
- Basketball or football
- Playing inside or outside
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- Organized or messy
- Patient or impatient
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- Kind or honest
- Optimistic or realistic
- Thoughtful or spontaneous
- Planner or flexible
- Independent or cooperative

Ask:

- **Were there some choices that were really hard to decide on?**
- **Why did you choose to stand where you did?**
- **Did everyone choose the same things?**

Say, Each one of us is unique. We all have different personalities, likes and dislikes, skills and abilities. Each one is valuable to God. God wants us to use all the gifts and talents he has given us to serve him just as Peter and John did.


HELPFUL HINT

This is another great opportunity to share a story of how God has used you. God has always used all kinds of people for his purposes and his glory. Allow students to share how God has used you.

Hands



Lead kids to live out the mission of the Gospel.
(5-10 minutes)

Small Group Session 2

WRAP IT UP

Ask:

- **How might God use you right now to serve him?**
- **How might God use you in the future?**
- **How has God used you already?**

Say, **Maybe it's just inviting a friend to join you at club or telling them about how Jesus has impacted your life. Both Peter and John did this with their brothers, their families, and friends. They did this in their own way because each was different, but the one of things that made them similar was that they both loved Jesus and wanted to follow him and tell everyone they could about him!**

RESPONSE & REFLECTION

Ask:

- **Who is someone that you could tell about Jesus?**
- **What would you say to them about who Jesus is?**

Say, **Take home a printout of The Gospel Hand or watch the "Who is Jesus" video to be able to share with your friend or family member about Jesus. You could even give them the link to look at it themselves.**

Print out the memory verse.

Practice the memory verse for this unit (Romans 5:8).

Pray with the students and dismiss them.



Bible Memory Verse
Games



HEROES OF THE FAITH

INTERMEDIATE
Small Group

LESSON 8: INTERMEDIATE SMALL GROUP

Peter and John

MAIN IDEA

John and Peter each served God in different and important ways. In the same way, each of us has something unique to offer to God's kingdom.

BIBLE PASSAGES

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- 1 Corinthians 12:12–27

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

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Prepare your heart to teach.
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Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



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QUESTIONS

- How can you be praying for the students this week?
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- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

MATERIALS NEEDED:

- Bible
- Name tags
- Snacks, 1 per child
- Printouts 4-5; 1 per child
- Pens or pencils, 1 per child
- 2 hula hoops or ropes to make 2 circles
- Memory Verse Cards, 1 per child

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

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Say, **Each of us has our own interests, and sometimes we are able to meet people with similar interests. This doesn't mean that we are the same in every way. God has created each of us to be special and unique. We might have a friend who enjoys some of the same things, but we are not identical to anyone else. God has made each of us unique and special.**

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This is a great opportunity to share a story with your students. If you have a sibling or good friend who has similar interests to you, you could share about what you have in common. Then share the differences you have between the two of you. This will help students grasp the point of the following activity and provide them with ideas to consider.

OPTION 1: FINDING THE SAME & DIFFERENT

Pass out Printout 4. Ask the students to get with a partner and list similarities and differences between them in the circles found in the printout. For example, one student might say, "I'm good at hockey," and the partner might say, "I'm good at basketball." Each of the differences will be listed on the right and left sides of the diagram (one side for each student). Anything that the two have in common will be written in the overlapping part of the two circles. So, for example, the two partners might discover that each of them likes to watch football. This fact would be listed in the middle, overlapping section. Give the students about five minutes to complete this activity. When they finish, take about five minutes to have the group share the findings from this activity out loud.

OPTION 2: FIND THE DIFFERENCE

Give each student Printout 2 and allow them a few minutes to complete the activity. They are to find all the differences between the two pictures and mark them with pen or pencil.

Say, As we get ready for our lesson we will get to hear about two of Jesus' disciples. Last week we talked about Peter who spoke his mind and was someone Jesus chose to use in some special ways. Peter's name means "Rock". Sometimes we think that all leaders have to be able to get up in front of people and speak loudly and boldly, but God has made each person unique and special. We get to hear today about one of Jesus' other disciples, John. God used John in some great and special ways even though John and Peter were very different people. We get to see how God uses different people to do great things!

Pray and dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20-25 minutes)

Small Group Session 2

Peter and John also had similarities and differences.

Hand students Printout 5.

Say, **This time, we will be comparing and contrasting Peter and John based on a story that we are going to read from the Bible.**

Read Acts 3:1–15 and Acts 4:1–10 slowly out loud as the students place the cutouts in each column using Printout 5. You may need to pause several times to point out the things that they should be writing down.

Here are some things they could write down:

John

- In background
- Supporting role
- Writer
- Exiled to Patmos
- Younger

Peter

- Takes the lead
- Forceful
- Speaker
- Older
- Jailed at Rome

Both

- Ordinary fishermen
- Unschooled
- Had been with Jesus
- Jailed in Jerusalem
- Both brought brothers to Jesus

Say, **Peter was older than John; they were both fishermen; they were both in Jesus' inner circle of friends; Peter was more known for speaking up in front and John for his care for others; Peter was killed for following Jesus while John lived a very long life; and both of them brought their brothers to Jesus.**

Peter and John each had their own strengths. Jesus chose them and used each of them based on their strengths. Jesus can do that today with us!

Ask:

- **What are some of your strengths?**
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Hands



Lead kids to live out the mission of the Gospel.
(5-10 minutes)

Small Group Session 2

WRAP IT UP

Ask:

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RESPONSE & REFLECTION

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Print out the memory verse.

Practice the memory verse for this unit (Romans 5:8).

Pray with the students and dismiss them.



Bible Memory Verse
Games

Memory Verse Cards

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT

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Romans 5:8, NLT

Printout 1A

CHARACTERS:

- Peter (Apostle of Jesus)
- John (Apostle of Jesus)
- Lame Man (Beggar at the Temple gate)
- Crowd (People at the Temple)
- Priests (Religious leaders)
- Captain of the Temple Guard
- Sadducees
- Annas (High Priest)
- Caiaphas (High Priest)
- Other Members of the Sanhedrin

.....

Narrator: Peter and John stand to one side, looking towards the Temple Gate. The Lame Man is positioned by the gate, sitting with crutches or miming the use of them.

- **Lame Man:** (Pose with outstretched hand, looking up with hope and desperation.)
- **Peter and John:** (Stand together, looking at the Lame Man with compassion. One hand on their hearts, the other hand extended towards the Lame Man.)

Narrator: Peter reaches out to the Lame Man, helping him to stand. The Lame Man is in mid-motion standing up, with a look of amazement and joy.

- **Lame Man:** (Standing with arms raised in joy, looking at his healed legs, maybe in a mid-jump pose.)
- **Peter:** (One hand extended to the Lame Man, the other hand raised towards heaven, showing the power of Jesus.)
- **John:** (Standing beside Peter, pointing to the heavens.)

Narrator: The crowd gathers around the Lame Man and Peter, showing amazement and excitement. The crowd can be positioned in various poses of astonishment, pointing, and whispering.

- **Crowd:** (Some with hands on cheeks, others pointing towards the Lame Man, showing shock and awe.)

Narrator: The priests, Captain of the Temple Guard, and Sadducees enter, looking stern and authoritative. Peter and John are positioned in a defensive stance, with the guards miming the act of arresting them.

- **Peter and John:** (Standing together, looking resolute and firm.)
- **Priests and Guards:** (Mimic grabbing Peter and John, showing anger and authority with stern expressions.)

Printout 1B

Narrator: Peter and John are positioned in the center, facing the Sanhedrin. Annas and Caiaphas are seated at a table, with serious expressions. Other members of the Sanhedrin are in the background, watching.

- **Peter:** (Standing confidently, arms outstretched as if explaining the miracle and power of Jesus.)
- **John:** (Standing beside Peter, looking supportive and resolute.)
- **Annas and Caiaphas:** (Seated at a table, with raised eyebrows and stern expressions, one or both pointing towards Peter and John as if questioning them.)

Narrator: The Sanhedrin is shown in various poses of frustration and contemplation. One member of the Sanhedrin gestures to release Peter and John, while others show reluctance or displeasure.

- **Sanhedrin Members:** (Various poses showing anger, discussion, and decision-making.)
- **Peter and John:** (Standing tall, with relieved expressions as they are released.)

Narrator: Peter, John, and the believers are gathered together outside the Temple. The believers are shown in poses of celebration, gratitude, and praise.

- **Peter and John:** (Standing with the believers, looking joyful and triumphant.)
- **Believers:** (In poses of worship, hugging, or raising hands in thanks, showing unity and praise.)

Printout 2

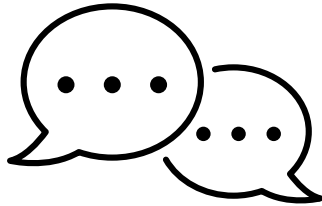


Printout 3A

Peter	Both Peter & John	John

Printout 3B

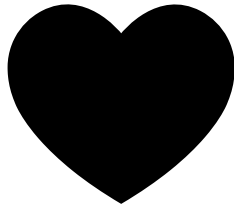
Known for speaking



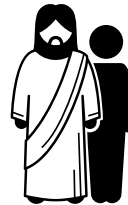
Younger



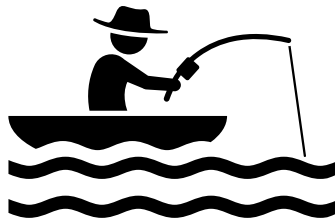
Known for caring for others



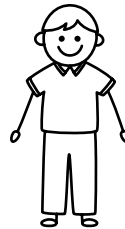
Brother was a friend of Jesus



Ordinary fisherman



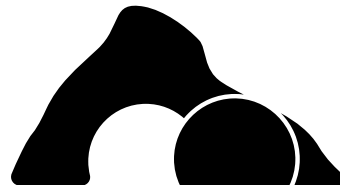
Older



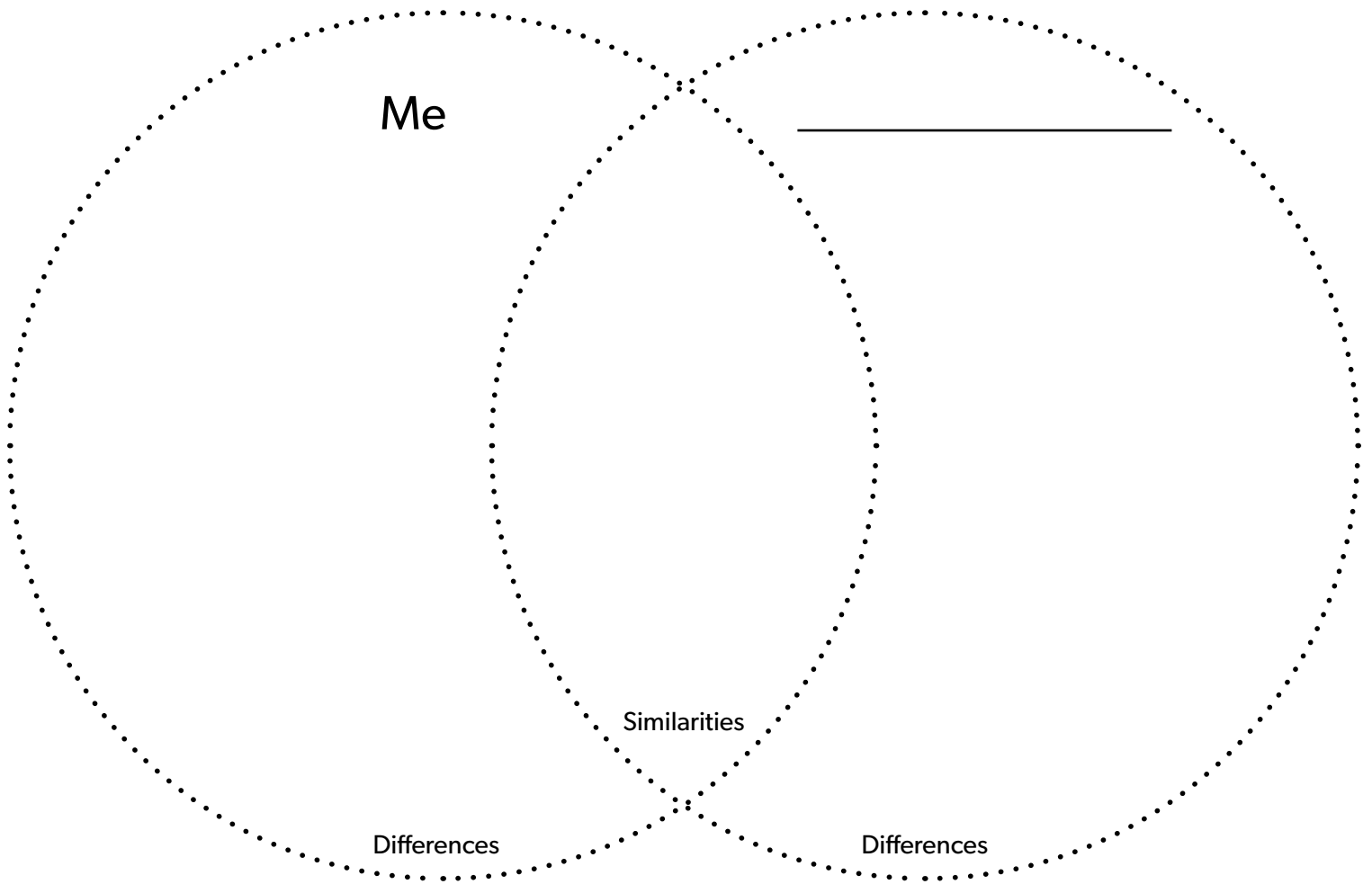
Friend of Jesus



Saw Jesus' empty tomb



Printout 4



Printout 5

