

# Preparing to Teach

## Story 2A: The Story

3 Basic Truth: *I can trust God no matter what.*

### Unit Intro

*The Story of God and God's people is important because it is the story in which we find ourselves. It is the story that God continues to write today. In this unit we start all the way back at the beginning, taking a look at the Creation story. We journey together as we see God forming and calling a people to be set apart. We witness God forming something great out of nothing, forming people into God's likeness, gifting them for service, and drawing people to the Trinity. From the very beginning God has loved and remained faithful to us, even when we stray from God. We can trust God because God is the author of our lives and has demonstrated faithfulness to us throughout time. God continues to pursue us. Will we continue to pursue our God?*

### A prayer for teachers:

*God, ground us in your story. Jesus, root us in who you are and who you call us to be. Holy Spirit, move us to help others find their place as children of God, as we continue to pursue our Lord who is always pursuing us. Amen.*

### Lessons in this Unit:

Lesson 1: September 10: Creation: "In the Beginning: a Perfect Home" Genesis 1:1-19, *JSB*; [Reviewing all of Creation; Genesis 1:1-2:3]

Lesson 2: September 17: God's special creation—Adam and Eve; Genesis 2:4-3:7 [the original intent for Adam and Eve and our relationship with God]

Lesson 3: September 24: Noah builds an ark: Genesis 6:9-7:24; *JSB*, [God's response to sin; The flood and a promise; Genesis 8:15-22 and 9:8-17]

Lesson 4: October 1: Abraham and Sarah: "The Great Family" Genesis 12-15; *Godly Play Vol 2*

Lesson 5: October 8: Joseph: Genesis 37-46, *Godly Play Vol 6*

Lesson 6: October 15: God Rescues and Protects Moses, Exodus 2:1-10

Lesson 7: October 22: The Ten Commandments: "The Ten Best Ways," Exodus 20; *Godly Play*

Lesson 8: October 29: Entering the Promised Land: "The Warrior Leader," Joshua 1, 6; *JSB*

Lesson 9: November 5: Judges Rule: Deborah, Judges 4:1-5:31

Lesson 10: November 12: David and Goliath: "*The young hero and the horrible giant*," ["The teeny, weenie...true king"], *JSB*

**Lesson 11: November 19: David: Psalms 23 [and 2 Samuel 7:18-29]**

**November 26th: THANKSGIVING WEEKEND. NO KID'S MINISTRY**

**Today's Lesson:** David praises God with his life. In the Psalms we are given examples of what it looks like to worship or pray to God and sing praises to him.

## Lesson Plan

A Life of Worship

**Bible Story:** The Good Shepherd • *Jesus Storybook Bible*, [3-5th: 2 Samuel 7:18-29 and Psalm 23]

**Memory Verse:** God says, "I am the Alpha and the Omega. I am the First and the Last. I am the Beginning and the End." Revelation 22:13

**Song:** *Our God*

### Welcome/Getting Ready:

**What we need:** some soft/classical music

*Co-Teacher at door welcoming kids, helping kids to recognize this space as sacred. Co-Teacher with hands out and let kids respond/chose greeting, high five, "knuckles" or a hug.*

*(see options at the door on the wall-CONNECT)*

*Teacher on floor in a circle on the carpet (K-2) or at the table (3-5th), getting kids ready (i.e. helping them prepare their hearts and minds for today's time together and specifically the story).*

*Have lights dimmed/off and music playing.*

**TEACHER:** Good morning. My name is \_\_\_\_\_.

Have soft/classical music playing in the darkened room as the children enter the ministry space. Allow the children to sit or lay in the circle in an appropriate way that allows them to fully enjoy the music (kneeling, laying on their back, sitting quietly). Ask the children what they like about the music and why music is important.

After everyone arrives, stand and:

### **UNITE and DISENGAGE STRESS**

Say together one of our basic truths: **I Can Trust God No Matter What!**

Say it loudly; stomp it, clap it, twirl while saying it. Say it slowly, whisper it.

Now we are ready for the story.

### Storytelling:

**What we need:** green felt underlay, 10-12 wooden sheep figures, shepherd, Jesus Storybook Bible

*I suggest that if kids try to talk to you during the story,*

*you simply put a finger up to your ear to indicate 'listen' and wait for quiet to start again. If a child is persistent, then maybe offer a "no thank you" or remind them that they'll have a turn to talk when you finish the story.*

With minimal eye contact, read "The Good Shepherd" in the *Jesus Storybook Bible* pages 130-135. (3rd-5th graders may prefer to read 2 Samuel 7:18-29 and Psalm 23 from the NIV and go directly to the wondering questions. Use the storyboard image as a visual reference as necessary).

*Use the sheep figures and shepherd to give the children something to look at and engage an additional sense while you read the story aloud. Minor movements to the figures will keep the children engaged during the story.*

## **WONDERING:**

*While you may choose to use all of the questions, **be sensitive to the Spirit's leading** as you move into this phase. You may find that one or more of the questions seems particularly important to spend time with. Also, it is okay if the children speculate inaccurately. They are processing the story.*

*Teachers can share their wondering as well since building relationship with the children is one of the goals. It may be best for teachers to share after the kids so kids aren't tempted to mimic the teacher.*

### **TEACHER:**

- I wonder what your favorite part of the story is?
- I wonder why music is important to us?
- I wonder why music is important to God?
- I wonder what music can teach us?
- I wonder if we can make up songs like David?
- I wonder if God wants us to sing to him like David did?
- I wonder what God is teaching us today from this long ago story?
- I wonder if David believed God about becoming a king?
- I wonder why God forgave David for all his unwise choices?
- I wonder if God would forgive us for our unwise choices?

**TEACHER:** "Will you pray with me? \_\_\_\_\_ Amen."

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*Tell them that over the next few minutes they get to work on something of their choosing as a response to today's story. Describe what materials or activities are available to them and encourage them to think of how they will respond before they leave the circle. Let each child think about it for a second and then share what they have chosen to do (with the group) before releasing them. Remind the kids that they will have plenty of time to do their work (if they don't finish something, they can take it home and finish it later or come back to it next week here). Also remind them that they'll be coming back together for FEAST at the end.*

*At this time, remind children of our commitments. These are our behavioral expectations, which they may be reminded of throughout the morning as needed.*

**Our Commitments:** (see posters on the wall)

*Teacher, remind kids of the following (and unpack any of these as needed):*

It is "my job to keep you safe, and your job to keep it that way....so we commit to the following...."

<b>PreK-2nd Grade</b>	<b>3rd-5th Grade</b>
Helping Hands	Acts of Service
Listening Ears	Reflective Listening
Quiet Voices	Respectful Speech
Walking Feet	Considerate Movement
Right to Pass	Personal Choice

After reviewing the expectations, please dismiss the children to their chosen response.

## **RESPONSE:**

\*During response time you may play the cd with *Our God* in the background.

*Co-Teacher should be responsible for oversight, set up, clean up (i.e. helping kids clean up and get things back where they belong--give kids responsibility) of the response time. When it is about 11:10 you should enter Feast.*

**TEACHER/Co-TEACHER:** During Response, we believe God is present and is accomplishing good work in

the hearts of teachers and kids alike. **Wait and watch for the Spirit as you interact with the kids.** Have faith that parts of the story, if not all of it, did catch in their minds and hearts. Have faith the story will stick with them even after they leave this morning.

For the times when their Response work may not seem to connect with the story, first ask probing questions or remark on what you notice about their work. Perhaps they are connecting in a way we would never anticipate! If it appears this is not the case, then please help the kids focus on responding to the story **by asking them how their work helps them remember and/or understand today's story.** Alternatively, ask the Spirit to inspire you with thoughts and questions that will connect with the kids and help them along with their response. (We include a few thoughts to get your started after each Response Activity, but by no means are these exhaustive or meant to be a strict guide.)

**Ultimately, the kids have the right to pass when it comes to responding to the story. They are still required to be respectful of others who are working, but we cannot force a response from them. Faith journeys--for adults and children alike--are rarely efficient and often circuitous.**

All of what is outlined above is meant to keep *relationship* (with God and others) as an important and sacred part of the morning. **Pray and believe God will honor this and is honoring this desire--even when faced with apparent mess and disarray.**

### **1. Touch the Story**

**What we need:** storytelling props

Allow the children to read through the Jesus Storybook Bible and use the sheep and shepherd figures to retell and process the story. Encourage them to ask you wondering questions.

**3rd-5th graders: 3rd-5th Graders:** Think about your favorite part of the story and why. Collect the responses on the whiteboard. Notice any commonalities and differences. Use these as a starting point for discussion as a means of reviewing the story.

### **2. Prayer**

**What we need:** musician and instrument

Encourage the children to sing their prayers along with the music being played by the "prayer musician." Don't get hung up on rhyme and rhythm: these are not important during prayer singing (think about how David's songs didn't really rhyme).

Sometimes, singing a prayer may feel better than saying a prayer. Think about why this may be so.

### **3. Recreate**

**What we need:** for **PreK-2nd graders:** recyclables like toilet paper tubes, oatmeal boxes, plastic food containers like a clean sour cream container, empty easter eggs, dried rice/beans, duct tape, string, scissors (for **3rd-5th graders:** Print out the words of the bridge, chorus and the 2 verses of *Our God* on 4 separate

sheets of paper, tape)

Encourage the children to create a musical instruments to use later today.

**3rd-5th graders:** Print out the words of the bridge, chorus and the 2 verses of *Our God* on 4 separate sheets of paper. Post these around the room. Encourage the kids to read through the song and stand by the part they like the most. Once everyone has found a spot, ask them to share the reason behind their choice.

#### **4. Art/Movement/Explore**

**What we need:** large piece of paper with music lines, staves, and clefs only; tape

Post the large piece of paper on the wall and allow kids to write down musical notes, pictures, images from today's story or from their lives, etc., as they write down the "music" of their lives. What is their song about? Do they have a song *together* or in common?

**"It is time to prepare for the feast! Please put your work in a safe place and clean up your work space."**

### **FEAST:**

**\*\*\*Please use "Feast" language (not "snack time") during this section of the lesson and remind children why we feast together (you may even ask them why we have feast and what our feast together helps us remember). Feast is a time to engage in relationship building and fellowship around something to eat--in "communion" with one another. It should bring us back to the day's story and God, but also into deeper community with one another.\*\*\***

*Water and cups are available in the rooms each Sunday morning.*

**What you need:** Bananas cut in half

*Have kids circle up again on the carpet with Teacher and Co-Teacher.  
Pass around hand sanitizer, napkins, then the bowl with banana halves.  
Welcome them to the Feast.*

*Engage in discussion with the kids. This is a time for relationship building.  
Go around the circle and let kids all have a chance to respond.*

Possible wondering questions:

[Name of child], I noticed you made \_\_\_\_\_. What did that mean? Why, etc.?

Who else would like to share their work with us?

(Teacher can share his/her response as well.)

-What are you looking forward to this week?

*Give each child an opportunity to share their work during the Feast*

*and ask them how their work connects them to the story. Feel free to use any unused wondering questions (from the above “wondering” section if you’re looking for more conversation starters.)*

**BLESSING:**

**What You Need:** Parent Cue sheets at the door, anything children worked on that they want to take home

**Co-Teacher, help dismiss kids from the circle. Teacher, keep kids in FEAST mode until their parents arrive. Bless them as they leave saying:**

***(Child’s Name), You are deeply loved by God.***